



March 22, 2024

Dear Superintendent Batchelor:

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

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

Strengths of the Reading Achievement Plan:

- The plan includes SMART goals and subgoals with detailed information about the professional development, implementation steps, family & community engagement, and funding for each action step.
- Plan includes a SMART adult implementation goal
- Plan includes data and analysis of prekindergarten language data
- Alignment between data analysis, goals, action steps, strategies, and professional development plan

This plan will benefit from:

- Root Cause analysis could be more helpful if it also included a narrative description of the fishbone diagram.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Youngstown 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.

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: Youngstown City School District

DISTRICT IRN: 045161

DISTRICT ADDRESS: 474 Bennington Avenue, Youngstown, Ohio 44505

PLAN COMPLETION DATE: December 2023

LEAD WRITERS: Executive Director of Teaching and Learning

Instructional Content Specialists

Executive Director of Student Services

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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Jeremy Batchelor	Superintendent	YCSD	jeremy.batchelor@youngstown.k12.oh.us
Aaron Bouie III	Chief Academic Officer	YCSD	aaron.bouie@youngstown.k12.oh.us
Linda Yosay	Executive Director of Student Services	YCSD	linda.yosay@youngstown.k12.oh.us
Tiffany Varney	Executive Director of Teaching and Learning	YCSD	tiffany.varney@youngstown.k12.oh.us
Gregory Kibler	Director of District Data and Accountability	YCSD	gregory.kibler@youngstown.k12.oh.us
Jodi Kosek	Instructional Content Specialist	YCSD	jodi.kosek@youngstown.k12.oh.us
Amanda McGinnis	Instructional Content Specialist	YCSD	amanda.mcginnis@youngstown.k12.oh.us
Linda Hoey	Chief of Parent Engagement	YCSD	linda.hoey@youngstown.k12.oh.us
Emily Walker	Preschool Supervisor/SPED Supervisor	YCSD	emily.walker@youngstown.k12.oh.us
Stephanie Blose	Instructional Coach	Rayen Early College Middle School	stephanie.blose@youngstown.k12.oh.us
Heather Myers	Instructional Coach	Kirkmere Elementary	heather.myers@youngstown.k12.oh.us
Shaunda Yancey	Instructional Coach	YEC HS	shaunda.yancey@youngstown.k12.oh.us

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

Name	Title/Role	Location	Email
Dawn Walton	Assistant Principal	Chaney Middle School	dawn.walton@youngstown.k12.oh.us
Kyleigh Dickinson	Preschool Literacy Coach	YCSD	kyleigh.dickinson@youngstown.k12.oh.us
Kelly Weeks	Principal	Volney Elementary	kelly.weeks@youngstown.k12.oh.us
Abbie Lawrence	Preschool Teacher	Harding	abbie.lawrence@youngstown.k12.oh.us
Diane Gonda	High School Teacher	Chaney High School	diane.gonda@youngstown.k12.oh.us
Dennis Yommer	Instructional Coach / EL	YCSD	dennis.yommer@youngstown.k12.oh.us
Kielly Rapp	Director of Early Learning	United Way of Youngstown & the Mahoning Valley	KJRapp@ymvunitedway.org
Kristen Italiano	YSU Project PASS Coordinator	Youngstown State University	klitaliano01@ysu.edu

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.

Historical Background of the Reading Achievement Plan:

For historical reference, the district assembled an original Reading Achievement Plan (RAP) team that represented the many roles held in the district. Select members of this team began to convene during the 2018-2019 school year to proactively plan how to proceed. A series of professional development sessions offered by the SSTR5 had district representation in attendance, follow-up professional development and individual meetings in the district with Ohio Literacy Lead, Michelle Elia, which evolved into the formation of a Structured Literacy Committee. This work laid the foundation for future decision making such as the Decision Rules (**Appendix K**) for PreK, K-3, and 4-9 which helped guide the deployment of additional curriculum resources.

Decisions were framed around Tim Shanahan’s *Three Aspects of Experience*: what is taught, the time spent on instruction, and the quality of instruction. Plans were made for the 2019-2020 school year based on those three components, and analysis of the data. We also took into consideration *The Simple View of Reading*, the *Changing Emphasis of the Subskills of the Five Components of Reading*, and the *Five Components of Adolescent Literacy*. A Professional Development Plan was created for the year, utilizing embedded waiver days, and focusing on district purchased curriculum materials. These resources filled the gaps we identified through the study of *The Simple View of Reading* and were, therefore, aligned to the plan in order to strengthen areas such as improving vocabulary instruction of teachers and building background knowledge of students.

Our initial plan to include building leaders was purposeful and predicated on the urgency conveyed by then CEO Jennings when he shared the article *Students’ Lives Matter* by Dr. Grant A. Chandler. (**Appendix A**) This

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

article reinforced the need to make an immediate difference in the lives of our students. As a district, we recognized that we could no longer afford to have building managers at the helm of our schools, but instead needed instructional leaders who model and “live” what is being asked of our teachers. One area of focus was leadership and building the internal capacity of our leaders. We recognized that knowledgeable leaders were critical to the success of the plan (Knight, 2011), and therefore, introduced a professional development series with all building leaders at the August 2021 administrative retreat. Our professional development included:

- Science of Reading Overview for administration and teachers
- ParaReading, grades K-5
- Early Childhood LETRS, grades PreK
- PELI Training, grade PreK
- LETRS, some coaches and district administrators
- Emergent Literacy, grade PreK
- Keys to Literacy:
 - Keys to Beginning Reading, grades K-3
 - Keys to Vocabulary, grades 4-12
 - Keys to Comprehension, grades 4-12
 - Keys to Writing, grades 6-12
- Curriculum Implementation
 - National Geographic Panorama Science and Social Studies, tier 1 core reading program, grades K-5
 - myPerspectives, tier 1 core reading program, grades 6-12
- Explicit Instruction, grades K-5

Equipping leaders with the knowledge, skills, and the mindset necessary to lead meant that they were included in all of the literacy professional development along with teachers. This resulted in building leaders who had increased their capacity to monitor fidelity, provide effective feedback, and analyze the impact on student data. This methodology also helped to create distributed leadership, layering support to all stakeholders. Building leaders routinely conducted learning tours based on the identified needs and areas of support required for teachers. Written feedback was provided to teachers at the conclusion of each learning tour which included affirmations as well as areas of refinement. The district created a literacy look-for tool during the 2020-2021 school year that was used by Principals, Assistant Principals, and Coaches in order to monitor adult implementation of the district curriculum. In addition, the tool was created as a teaching tool in order to assist administrators in deepening their knowledge of the literacy resources used in the district.

As had been executed through the original Reading Achievement Plan, data was collected at each grade level (benchmark assessments, informal diagnostic assessments, and curriculum-based assessments). The Ohio Improvement Process allowed us to analyze and disseminate this data through our District Leadership Team, Building Leadership Teams, and Teacher Based Teams, as well as allowed us to update information and adjust strategies as the plan was implemented. Central to the data-based decision-making, we set performance targets aligned with district/program goals. We monitored performance against the new targets and enhanced the foundation for data-driven decision-making on a systemwide basis.

All elements of the plan were carefully examined by the stakeholders responsible for implementation across the district, much as they were during the process of the original RAP. Review of each building’s daily instructional practices, evaluation of effective leadership practices, and reflection of coaching skills were

examined through meetings with individual principals. We recognized the need for intentional capacity building of all district administrators as they embed literacy practices in all content areas and enhance their effective communication with all stakeholders.

2023 Reading Achievement Plan:

Select representatives from key positions at various levels of our organization, as well as community partners were active participants in the creation of the 2023 Reading Achievement Plan. Once the team members were identified, an initial meeting date was established in which all team members gathered together to develop an understanding of our previous RAP and how we intend to proceed with the new plan. In that first meeting, we established a timeline of how and when we would complete each section of the RAP. A notetaker was assigned to document and share notes with all members in order to keep them updated on the progress and tasks assigned between meetings. Additionally, a small group of contributing members met regularly to review progress and ensure the work was on track so each larger session maximized the use of everyone's time. This allowed us to be intentional and mindful of the work needing to be accomplished at each meeting.

Previous Reading Achievement Plans provided a structure for professional development that was enacted and will continue to serve as an area of focus for leadership to onboard new staff and build the capacity of existing staff. According to Ohio's Plan to Raise Literacy Achievement, shared leadership encompasses the responsibility for leading and supporting the successful implementation of evidence-based strategies belonging to district leaders, building administrators, and classroom teachers (January 2020). We know that knowledgeable leaders and teachers are critical to the success of literacy. A professional development series to build their capacity will be implemented for the duration of this plan.

Each member will assist in monitoring and communicating the plan to all stakeholders through a variety of avenues. Quarterly meetings will be held through 2025 to check in and review the progress being made toward the goals as well as review the action plans and strategies outlined in sections below. Members of the committee will assist in the dissemination and communication of the plan to various stakeholders.

Mirroring the original Reading Achievement Plan, we will continue collecting, analyzing, and disseminating data through the Ohio Improvement Process. Central to the data-based decision-making, we have set performance targets aligned with state and district expected goals that align with the AIP, 11 District Plan, and One Plan. Monitoring performance against these achievement, growth, and intervention targets enhanced the foundation for data-driven decision-making on a systemwide basis.

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.

Literacy has been the focus of the work occurring in Youngstown City School District (YCSD) for several years and is one of the driving factors of our overall continuous improvement efforts. Developing and building the capacity in leadership to deepen our knowledge and support the efforts in the science of reading remains at the forefront of our focus.

Literacy acquisition, growth, and achievement serve to support overall improvement. Administrative support is pivotal to transforming all levels of our organization from age three through the completion of high school. Our plan begins with support for an early childhood, evidence-based program designed to help narrow the language gap of children from lower-income families. Research states that by the end of age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers --- and this number itself was correlated not just with differences in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995). As our students progress from preschool through their school-age years, our focus remains committed to the language and literacy continuum referenced in Ohio's Plan to Raise Literacy Achievement (January 2020).

Youngstown City School District has three governing plans, (Academic Improvement, 11 District, and District One Plan) each address literacy growth and achievement. YCSD continues to refine its use of the Ohio Improvement Process to monitor adult implementation and student outcome measures as they connect to literacy. The collaborative structures at all levels of the system (district, building, teacher, and student focused teams) are aligned to district goals. Central to our practice is a strong Multi-Tiered System of Supports (MTSS) model where we have placed an emphasis on quality core instruction for literacy and behavior, while at the same time using data to drive increasing levels of targeted and intensive interventions as needed.

The Action Steps found in this plan outline the efforts of the district to address literacy, while also meeting the goals of the three plans that guide and direct our work. The success of the RAP requires ongoing job embedded professional development, evidenced based strategies embedded in classroom instruction, investment of human capital and fiscal resources, and partnerships with community stakeholders.

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 sub scores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

The analysis below has been updated to reflect our most recent data. This expansive work included gathering information from multiple data sources, all of which affirmed the need for a revised Reading Achievement Plan in our district to better serve our community as there are indeed factors that contribute to low reading achievement that must be addressed with a purposeful sense of urgency.

A summary of the following data sources for Section 3 Parts A and B are highlighted below:

Data Set	Analysis of Performance Data
<p>District/School Report Cards 2022-2023</p> <ul style="list-style-type: none"> • Secure Data Center (3-8 and ELA 2) • EVAAS 	<p><u>Report Card 22-23 Achievement:</u></p> <p>School Report Card data for grades 3-5- The data reflects that half of tested students in grades 3-5 scored limited. The limited trend follows both subpopulations of English Learners (EL) and Students with Disabilities (SWD). 72% of students identified as having a disability are scoring in the limited range. Roughly 30% of tested students are scoring in the proficient to advanced range in grades 3-5. The lowest range of performance across all students is advanced plus. Our students in the above mentioned subpopulations account for the highest untested population which is reflective and consistent with our chronic absenteeism trends. An area of emphasis and focus could be on growing these subpopulations to the range of proficiency. All data can be found in the Appendix (Appendix B).</p> <p>School Report Card data for grades 6-8 - The data reflects that half of tested students in grades 6-8 scored limited. The limited trend follows both subpopulations of English Learners (EL) and Students with Disabilities (SWD). Roughly 14% of tested students are scoring in the proficient range. The lowest range of performance across all students is advanced and advanced plus. Our students in the subpopulations mentioned above account for the highest untested population which is reflective and consistent with our chronic absenteeism trends. An area of emphasis and focus could be on growing these subpopulations to the range of proficiency. The lack of achievement continues to impact students’ performance well into high school. All data can be found in</p>

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	<p>the Appendix (Appendix C).</p> <p>School Report Card data for ELA 2 - The proficiency rate across tested students is 15%, with the EL and SWD subpopulations not performing at the same rate as their peers in proficient, accomplished, advanced, and advanced plus categories. The subpopulations of EL and SWD account for the highest untested rate. Data can be found in the Appendix (Appendix D).</p> <p>The proficiency rate is roughly 15% from grade 6 through high school testing. This data demonstrates a continued need for focus on literacy across domains and increasing gap closing measures as the reading progression only increases in difficulty each year.</p> <p><u>EVAAS:</u></p> <p>EVAAS 4-5 ELA Value added for 4th and 5th grades for the most recent school year shows a growth index of -1.11, 0.98 respectively. Both grades fall within the green effectiveness level (indicating evidence that expected growth was made). The entering and exiting achievement scores are 31.8 -> 30.9 for 4th grade, and 33.4 -> 34.2 for 5th grade.</p> <p>EVAAS 6-8 ELA Value added for 6th, 7th and 8th grades for the most recent school year shows a growth index of -1.25 and .83 and 2.53 respectively. 6th and 7th grades fall within the green effectiveness level while 8th grade falls in the blue (indicating significant evidence of making more than expected growth).The entering and exiting achievement scores are 33.1 -> 32.1 for 6th grade, 29.8 -> 30.3 for 7th grade, and 33.1 -> 34.7 for 8th grade.</p> <p>EVAAS ELA II Value Added for ELA II for the most recent school year shows a growth index of -3.99 and falls within the yellow effectiveness level. This indicates significant evidence that students made less than expected growth. Entering and exiting achievement levels are 686.9 ->683.5.</p> <p>EVAAS District All English Language Arts grades 4th through 8th value added for the most recent school year shows a combined growth index of -0.77 in the green effectiveness level. Subgroups of Gifted students showed an index of 0.61 in the green effectiveness level and Students with Disabilities had -1.77 in the green effectiveness level as well.</p>
<p>Early Learning State Assessments</p> <ul style="list-style-type: none"> Kindergarten 	<p>KRA-Kindergarten Readiness Assessment (KRA-R) The assessment measures knowledge and abilities in four areas: social skills, language and literacy, mathematics, and motor development and physical</p>

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

<p>Readiness Assessment Revised (KRA-R)</p> <ul style="list-style-type: none"> • Early Learning Assessment (ELA) 	<p>well-being. The data below is a breakdown of the district performance on the Literacy components.</p> <p><u>22-23 District Performance of Literacy on KRA</u></p> <ul style="list-style-type: none"> • 15.84% Demonstrating Readiness • 31.68% Approaching Readiness • 52.47% Emerging Readiness <p><u>22-23 Students with Disabilities on KRA</u></p> <ul style="list-style-type: none"> • 0% Demonstrating Readiness • 12.5% Approaching Readiness • 87.5% Emerging Readiness <p><u>22-23 Students who are English Language Learners on KRA</u></p> <ul style="list-style-type: none"> • 12.5 % Demonstrating Readiness • 0% Approaching Readiness • 87.5% Emerging Readiness <p>Early Learning Assessment - The Language and Literacy domain focused on three learning progressions: communication, phonological awareness, and vocabulary. The percentage of students who scored 4 (approximate entry to kindergarten) or 5 (approximate end of kindergarten) in Vocabulary increased from Fall of 2022 (13.33%) to Spring of 2023 (37.09%). The percentage of students who scored 4 or 5 in Phonological Awareness increased from 0.84% in Fall of 2022 to 13.75% in Spring of 2023. The percentage of students who scored 4 or 5 in Communication increased from Fall of 2022 (16.25%) to Spring of 2023 (42.5%) (Appendix E).</p>
<p>State Assessment for Diverse Learners</p> <ul style="list-style-type: none"> • Special Education Profile/Rating • English Learner 	<p>Special Education Profile/Rating</p> <p>Students with Disabilities (SWD) have reading proficiency rates significantly below the target at the following grade levels using data from the Special Education Rating released 5/4/23:</p> <p>Grade 4 - 0.00% (target is 22.86% or greater) Grade 8 - 0.00% (target is 11.97% or greater) HS - 1.28% (target is 18.84% or greater)</p> <p>While we met the proficiency gap measure, there is still a significant difference between our target and the district results from the Special Education Profile released 5/4/23:</p> <p>Grade 4 - 24.72% (target is below 33.24%) Grade 8 - 17.46% (target is below 40.87%) HS - 24.40% (target is below 43.65%)</p>

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	<p>Our participation rates for Alternate Assessment have improved over the past few years but continue to be above the expected 1% based on the Special Education Profile with results from 2022-23 in English Language Arts at 1.34%. Ohio's Alternate Assessment Decision Making Tool has been helpful to IEP teams in determining which students should take this assessment. Teams use the tool to select only those students with the most significant cognitive disabilities to take the Alternate Assessment.</p> <p>English Learner Evidence provided by the annual Ohio English Language Proficiency Assessment (OELPA) for English Learners (ELs) across the 2021/2022 and 2022/2023 school years has indicated that EL students are at or above the expected growth indicator in English language fluency. This data illustrates that out of the 310 English Learning students:</p> <ul style="list-style-type: none"> ● 51.3% met or exceeded their language growth target for the year <ul style="list-style-type: none"> ○ Of that percentage, 43.5% of ELs met or exceeded their growth target <ul style="list-style-type: none"> ■ 60 students in this group tested in elementary school ■ 26 students in this group tested in middle school ■ 46 students in this group tested in high school ○ 7.74% of ELs achieved a status of "Proficient" for their grade level <ul style="list-style-type: none"> ■ 22 "Proficient" students exited during elementary school ■ 2 "Proficient" student exited during middle school ■ 0 "Proficient" students exited during high school ● An increase of 15.5% points of ELs met their annual growth targets when compared to the 2020/2021 to 2021/2022 school year <ul style="list-style-type: none"> ○ A .172 average score increase in the Reading domain ○ A .178 average score increase in the Writing domain
<p>Local Assessments BOY 22-EOY23</p> <ul style="list-style-type: none"> ● NWEA MAP-Achievement /Growth ● Acadience ● PELI 	<p><u>Acadience:</u> Through monitoring the fidelity of our literacy instruction and implementing the YCSD Decision Rules, we have seen some forward progress in our Acadience K-3 reading data. The 2022-2023 Acadience Achievement Data from BOY to EOY shows the percentage of students who scored at or above benchmark as 27.76% BOY compared to 44.01% at EOY. The percentage of students who scored below and well-below benchmark was 72.24% at BOY compared to 55.99% at the EOY. As we analyzed our diverse learners' data, we discovered that 98.19% of students with Disabilities scored below or well below benchmark at BOY, compared to 92.49% at EOY. Our English Learners BOY percentage was 80.25% below or well below benchmark, compared to 67.90% at EOY.</p> <p>When analyzing the 2023-2024 Acadience Achievement Data from BOY 2022 to BOY 2023 we discovered that the kindergarten decreased their At or Above Benchmark percentage from 25.31% to 24.00% while grades 1, 2, and 3 all increased. This indicates that for the 2023-2024 school year more students are beginning the year At or Above grade level. Acadience was implemented in</p>

grades 4 and 5 during the 2023-2024 school year and a baseline was established at BOY of 23% and 11% respectively.

As we analyzed our diverse learners' data, we discovered that Students with Disabilities in kindergarten decreased from 10.71% At or Above Benchmark at the 22-23 BOY benchmark to 0% at the 23-24 BOY benchmark while grades 1, 2, and 3 demonstrated an increase from BOY 2022 to BOY 2023. Our English Learners in kindergarten and grade 1 decreased their At or Above Benchmark percentage, while grades 2 and 3 demonstrated an increase from 2022 BOY to 2023 BOY.

All in all, the greatest achievement gain can be seen in the kindergarten group as the percentage of students at or above grade level at BOY was 25.21% compared to 64.14% at EOY. The cohort of students who scored at or above benchmark EOY in Kindergarten showed a decrease in the BOY for 1st grade dropping from 64.14% to 36%. Previous years' data indicates that many students remain below benchmark from BOY to EOY in 1st grade. The greatest gains made to help close the achievement gap can be seen in the third grade group. The percentage of students with Above or Well Above typical growth increased to 52.68% in 2022-2023 from 42.96% in 2021-2022. **(Appendix F).**

NWEA:

Grades 2-5- NWEA MAP Reading assessment data demonstrates that 70% or more of YCSD students enter grades 2-5 at Low or Low Average achievement, as shown at the BOY 23-24 benchmark. On average, 90% of Students with Disabilities begin the year achieving at Low or Low Average. 80% or more of English Learners begin the year achieving at Low or Low Average. At the End of Year for 2022-2023, 0 SWD and EL are achieving in the High range for grades 4 and 5.

When looking at Expected Growth for All Students, on average YCSD has between 47.7% to 61.37% students meeting expected growth in the 2022-23 school year for grades 2-5 **(Appendix G).**

Grades 6-10

NWEA- NWEA MAP Reading assessment data demonstrates that approximately 66% of YCSD students in grades 6-10 are at Low and Low Average achievement, as shown at the EOY 2022-23 and BOY 2023-24 benchmarks. Additionally, between 1.29% - 7.58% of students test at a level of High achievement for any grade level during the same window.

Subgroup BOY data for the 2023-24 school year illustrates that 84.08% of Students with Disabilities begin the year with an achievement of Low, and 10.43% of Students with Disabilities begin the year with an achievement level of

Low Average. For English Learners, 78.09% begin the year achieving at a level of Low, while 11.88% begin the year at Low Average. English Learners with Disabilities enter the year with a 100% rate of Low and Low Average levels.

When looking at Expected Growth for All Students, Spring 2022-23 EOY data shows that an average 50.91% of all students met their growth targets for grades 6-10. YCSD subgroups show similar achievement rates, with 45.93% of students with disabilities, 44.23% of English Learners, and 51.75% of English Learners with Disabilities meeting growth targets (**Appendix H**).

PELI:

PELI is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The PELI assessment measures:

- alphabet knowledge
- vocabulary and oral language
- phonological awareness
- listening comprehension

3-4 Year Olds

During the 22-23 school year, the percentage of students who were at/above benchmark based on the composite score were 37% at BOY compared to 73% at EOY. The percentage of students with disabilities who were at/above benchmark based on the composite score were 7.69% at BOY compared to 26.32% at EOY.

4-5 Year Olds

During the 22-23 school year, the percentage of students who were at/above benchmark based on the composite score was 39% (BOY) compared to 73% (EOY). The percentage of students with disabilities who were at/above benchmark based on the composite score were 0% (BOY) compared to 20% (EOY) (**Appendix I**).

The data found in Part A provides a clear analysis of the performance data of our students. Each data set can be directly linked to underperformance in all areas of literacy development and acquisition, specifically in the area of foundational skills which impacts the outcomes of our students as they matriculate through grade levels.

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.

We analyzed patterns and trends, addressing every aspect of literacy acquisition, PreK-12. Part B provides additional analysis into the data sets that we determined to be the factors that contribute to low reading achievement:

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

Contributing Factor	Analysis of External Contributing Factors
<p>Low SES/Community Prioritization</p> <ul style="list-style-type: none"> Local Census and Infant Mortality Data 2020 	<p>2020 census data tells us that the median age of a Youngstown resident is 39 years old. 84.1% have a high school diploma or equivalent, while 14.6 % have a bachelor's degree or higher. It also tells us that the median household income is approximately \$30,000 and that 35% of the population lives below the poverty line. Across the state of Ohio, Youngstown and Mahoning County have the highest rate of infant mortality with disparities in infant loss. The morbidity rate of African American babies is higher than those of other races. The highest disparity in the state between 2011 and 2017 occurred in Youngstown and Mahoning County.</p> <p>Research states that by the end of age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers --- and this number itself was correlated not just with differences in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995).</p>
<p>Staffing</p> <ul style="list-style-type: none"> Cupp Report Staff Shortages 	<p>YCSD FY 22 Cupp Report reflects enrollment ADM 4,429. 19% of teachers with 0-4 years of experience, 39% 4-10 years of experience totaling 58%. 42% of teachers have 10+ experience. YCSD's average teacher salary is \$53,291.73. According to the Ohio Legislative Budget Office, the average teacher salary remains below the US average salary of \$65,293 and the Ohio average of \$63,082.</p> <p>Staffing issues have been an ongoing concern in YCSD. This aligns with Statewide staffing trends outlined below from Ohio's Teacher Workforce website:</p> <p>Teacher shortages must be examined and understood locally.</p> <ul style="list-style-type: none"> There are localized areas of concern related to student-to-teacher ratios when considering region, district type, and grade band/subject area – especially in the Southeast, Southwest, and West regions. While the current number of teachers statewide is comparable to the previous 10-year average for the state, a predominant downward trend in public school enrollment (accelerated by the pandemic) has resulted in historically low student-to-teacher ratios. <p>Licensure and attrition trends impact local shortages.</p> <ul style="list-style-type: none"> The number of courses taught by teachers whose licenses do not match the courses they are teaching (improper certification) has increased statewide. The number of districts with such courses also has increased.

	<ul style="list-style-type: none"> ● The statewide teacher attrition rate (those not returning as a teacher) was slightly elevated in 2021-2022 compared to the previous six years for all teachers, as well as for the subset of teachers early in their careers. ● The number of newly credentialed teachers steadily declined statewide from 2013-2014 to 2018-2019, then stabilized through 2020-2021 before declining again in 2021-2022. ● In 2021-2022, there were more than 43,000 individuals with active teaching credentials in Ohio (excluding substitute licenses) who were not employed in a public school as a teacher or other staff member. ● District-level teacher attrition rates (percent no longer teaching in a specific district) have increased recently, generating more hiring and onboarding burdens regardless of supply sufficiency. Collection of more data, particularly on teacher demand, is needed to help inform policy (Ohio Teacher Workforce Website). <p>While participating in high quality recruiting practices and attempting to develop and sustain pipelines to educators and universities it continues to prove difficult as fewer teachers are graduating from teacher prep programs and an increase in openings across the state leaves many positions unfilled particularly in our urban setting. According to Ohio’s teacher workforce article, enrollment in Ohio’s teacher preparation programs decreased by 19%, from 14,829 in 2015 to 12,412 in 2020. Similarly, the number of students completing a program decreased 26% from 5,753 to 4,570.</p>
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Contributing Factor/Data source	Analysis of Internal Contributing Factors
<p>PBIS/Chronic Absenteeism</p> <ul style="list-style-type: none"> ● Report Card Data ● Reports/trending data ● PBIS/TFI SAS data <ul style="list-style-type: none"> ○ Engagement ○ Discipline (longitudinal TFI data sheet/Tableau) 	<p><u>Chronic Absenteeism and Discipline</u></p> <p>The state report card for 2022-2023 data shows a chronic absenteeism rate of 59.3% and a student attendance rate of 83.9%. Work with Project Evident showed that 1 in every 2 students missed approximately a month or more of school. When further analyzed it equates to 116,124 days of instruction lost during the school year. 50% of students across grades K-5 missed 10% or more of schooling. In K-2, it’s nearly 3 out of every 5 students who miss at least 10% of instructional time.</p> <p>Discipline is often a contributing factor to instructional time missed and is also directly related to the chronic absenteeism rate for some students. In 2022-2023, 2,077 unique students had a discipline incident. These included 2,450 students who have had at least one out of school suspensions which is up from the previous school year. In school suspensions were also up in</p>

	<p>the 2022-2023 school year to 2,700 incidents. The DRF (Discipline Referral Form) count for last year was at 7,821 incidents which was down from the year before. We had no expulsions for the last two years due to the district having alternative placements for consideration given the circumstances of each individual situation. Therefore, this data may not be reflective of the impact on absentee rates. However, we recognize discipline and attendance do have a relationship and can contribute to low reading achievement.</p> <p>Engagement</p> <p>The district SAS (Self Assessment Survey) average subscale for 2022-2023 was broken down as follows:</p> <ul style="list-style-type: none"> ● Expectations Defined: 94% ● Expectations Taught: 87% ● Reward Systems: 79% ● Violation Systems: 75% ● Monitoring: 83% ● Management: 76% ● District support: 86% <p>Each school has PBIS and a SSTR5 support team member provided part time support to YCSD and our PBIS and engagement work. Walkthroughs from the district level were conducted during that time and revealed areas for improvement in the Tier 1 classroom PBIS implementation which may also account for high levels of discipline. During the spring of 2023, work with Project Evident revealed that more support was necessary for PBIS and schools across the district. Low engagement contributes to low reading achievement and can have an impact on discipline in the classroom exacerbating time away from instruction and poor academic performance.</p>
<p>Staffing</p> <ul style="list-style-type: none"> ● In district mobility ● Resignations ● Staff Attendance 	<p>The state of Ohio does not require districts to collect and share vacancy data or data on unfilled positions once the school year begins. YCSD does not currently collect that data; however, many positions are currently filled with permanent substitutes or teachers who are not degreed/credentialed in the grade or content area where they are assigned. With staffing shortages and unfilled positions, buildings and departments are forced to fill those vacancies in the best way possible while still seeking more qualified individuals for the open positions. Furthermore, as positions become available, the Collective Bargaining Agreement (CBA) allows staff to bid into those open positions provided they have the proper licensure/credential. This then creates new openings and affects the continuity of staffing within buildings.</p> <p>Coupled with staffing shortages is the lack of a consistent, effective onboarding process for teachers new to the district, some who do not enter until after the start of the school year. This is costly to the district and becomes increasingly challenging when needing to provide tiered professional development. Without a clear method for creating a welcoming</p>

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

	<p>culture and integrating new staff into the district family, teachers may choose to leave the classroom when they experience burnout or feel a lack of expertise and support.</p> <p>Teacher attrition, both internal and external, is also a contributing factor. The percent of teachers leaving a district or transitioning to an administrative or non-teaching position (not necessarily leaving the profession)-contributes to increased hiring demands on a district and potentially to a decrease in the regional supply of educators (Ohio’s Teacher workforce). Attrition to administrative roles within the district, while encouraging those who have shown the potential to lead, impacts classroom open positions.</p> <p>Teachers maintain an attendance rate of 90.5% which is just slightly above the student attendance rate. Exit interviews have not been required in past years, however, human resources is beginning to collect this information to assist in determining the root cause of teachers exiting the district. While attendance rates for teachers hover in the low 90% many buildings face call offs that are consistently in the double digits. When teachers are not face to face with students there is a lack of rigorous content being provided, add to this the high levels of student chronic absenteeism, and the calculation of effective missed hours of instructional time each school year equals into the thousands.</p>
<p>OIP/School Improvement</p> <ul style="list-style-type: none"> ● DLT/BLT/TBT ● Adult Implementation 	<p>District leadership is committed to the One Plan by consistently monitoring adult implementation and student data. During the 2022-2023 school year, there was a focused priority on reducing the chronic absenteeism rate. Based upon the efforts made across the district, that focus yielded a 10.7% decrease in chronic absenteeism.</p> <p>Work on reducing our chronic absenteeism rate continues, while the 2023-2024 DLT steering committee layered on additional focal points aligned to our One Plan, including K-1 and 6-10 literacy. DLT membership was expanded to ensure we have the capacity to monitor the One Plan and build continuity with building leadership teams and teacher based teams, as well as, ensure the voices of many stakeholders.</p> <p>In 2021-2022 the look for tools that had been developed resulted in little actionable data, while in 2022-2023 adult implementation data was collected through a literacy tool developed and utilized by Central Office which was shared with building leadership but was not shared at the structured DLT meetings. Additionally, adult implementation data lacked voice from a variety of stakeholders as it was largely, if not completely, based on teacher look-for tool data in the past.</p> <p>The 2023-2024 DLT is actively engaging in the development of more diverse adult implementation data, including teacher surveys and look-for tools with</p>

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	<p>a focus area of K-1 and 6-10 literacy, in alignment with our district One Plan. These tools will be implemented and analyzed by the District Leadership Team to assess the full implementation of the strategies and objectives as outlined in the One Plan as well as making decisions to propel the district forward. The restructuring and expansion of the DLT will encourage a more effective flow of communication to BLTs and TBTs, resulting in a more clear, concise leadership structure than what we have had in the past, as well as strengthening the communication between each team.</p> <p>In 2023-2024 the DLT recognizes the need to continue the engagement of our families in the Ohio Improvement Process by not only including the Family Engagement Liaison on DLT, but also adding the parents of our students in the district.</p>
<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> ● Professional Development ● Instructional design ● Culture/Climate and Accountability 	<p>Professional development has two identified issues in our district. The first is improper or limited opportunities for onboarding. Teachers new to the district or a new grade level do not have access to a well developed plan that allows for onboarding and coaching support in tier 1 and advanced tier content and strategies. Currently, there is one day provided to new teachers which is dedicated primarily to human resources and compliance necessary for them to start the year. The remaining opening days are split between district needs, building needs, and mandatory time in the classroom. This does not give time for curriculum and instruction to be covered. In addition, time through the school year exists in the calendar but there is no plan for continuous onboarding to support instruction and curriculum.</p> <p>The second challenge with professional development is a lack of multi-year planning that allows for the creation of knowledge and expertise in an area. Research supports that adults need a minimum of 49 hours of professional learning to develop competency in an area. Although professional development has been plentiful, many have not been able to gain the appropriate depth of knowledge or develop competency due to continual need for introductory learning. Follow up coaching on learning is limited due to the broad focus of professional learning that occurs across the PK-12 spectrum. No calendar exists and tiered or differentiated professional development has yet to be offered. Due to a limited number of professional waiver days that allow for district wide professional learning, there is a lack of collaboration between buildings and the district on professional development. This lack of collaboration leads to professional development that does not always meet the needs of the teaching staff that are receiving that training. Challenges such as turnover and potential cost are contributing factors to the lack of differentiated professional development offered currently in the district.</p> <p>At the tier 1 level, there have been ongoing conversations about the struggle of adult implementation. Instruction and design have been limited to scope</p>

	<p>and sequence without looking at data to make grade level or whole group decisions that incorporate scope and sequence along with skill gap acceleration. This has inverted our MTSS framework and placed 80% of students in advanced tiers without conceptual training in how to move that to tier 1. Culturally responsive teaching has not been interwoven into instructional design and remains an area of needed focus moving forward. Culturally responsive teaching acknowledges and incorporates students' diverse cultural backgrounds into the curriculum and instructional methods. This approach helps make learning more meaningful and relatable for students from various cultural backgrounds. There is a lack of ability to incorporate skill gap acceleration into the tier 1 while continuing to provide grade level content and rigor.</p> <p>The lack of ability to focus on instructional design is due, in some part, to issues in master scheduling. Some of this may be a lack of appropriate support and training on the master schedule. Course offerings and staffing plays a major role in master scheduling, which are often not able to be determined until early fall. Turnover of staff and vacancies creates inconsistency in the ability to adequately train and then focus on instructional design. Instructional design requires collaborative time for both vertical and horizontal alignment and would continually shift from year to year based on the incoming cohort data and needs. A shift to this level of design requires time, intentional ongoing planning, and strong adult implementation that staff are held accountable to execute with fidelity.</p> <p>Strong leadership is crucial. School leaders, including principals and teachers, should exemplify the values they want to instill in the school culture. Leadership that is visible, approachable, and supportive creates a positive atmosphere. There are various depths of understanding on how to build a positive climate and culture and how to leverage the overall improvement of chronic absenteeism, teaching, and learning.</p>
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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.

See **Appendix J** for root cause analysis.

It was determined that the root cause of attendance was missed time due to behavior.

The root cause of curriculum and instruction is lack of structured onboarding system that creates scaffolded and differentiated professional development that creates competency in an area.

The root cause of staffing is in district mobility and attrition.

The root cause of issues around the OIP were determined to be a lack of effective structures.

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.

Our original intention was to align our goals to the district Academic Improvement Plan (AIP). However, our 2022-23 data indicates that, in some cases, we are approaching or have already exceeded the final AIP goal. Therefore, we have adjusted the goals we have already met to reflect continued growth.

District Goal 1: By the publication of the 2024-2025 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the Current Year Value-Added for each grade level 4-8 and ELA 2, and earning 3 stars or above on Improving K-3 Literacy Component.

- A. Birth-5: By June 2025, 80% of 4 and 5-year-old preschool students will show command of early literacy skills by meeting the on-track target as measured by the Preschool Early Literacy Indicators (PELI) Assessment. The 2022-2023 data reflects that 73.28% of 4 and 5 year olds met the on track target.
- B. Grades K-1: By June 2025, 70% of students in grades K-1 will show command of phonological awareness and phonics by meeting their expected growth as measured by the Acadience assessment. The 2022-2023 data reflects that 60% of K-1 met the expected growth.
- C. Grades 2-3: By June 2025, 70% of students in grades 2-3 will show command of phonological awareness, phonics, and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience assessment. The 2022-2023 data reflects that 60% of 2-3 met the expected growth.
- D. Grades 4-5: By June 2025, 70% of students in grades 4-5 will show command of phonological awareness, phonics, and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience assessment. This is a new measure that will not currently have growth data until May of 2024.
- E. Grades 2-5: By June 2025, 60% of students in grades 2-5 will show a developing command of comprehending informational text, literary text, and vocabulary by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment data. The 2022-2023 data reflects that 53.31% of 2-5 met or exceeded expected growth.
- F. Grades 6-10: By June 2025, 64% of students in grades 6-10 will show command of vocabulary, background knowledge, and reading comprehension skills by meeting their individual expected growth

goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. The 2022-2023 data reflects that 50.82% of 6-10 met or exceeded expected growth.

Adult Implementation Goals:

If we effectively and efficiently train our staff to implement with fidelity and commit to regular monitoring with appropriate feedback, then we will realize the expected outcomes for goals A-F.

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

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

The committee chose to divide the goals according to the learning continuum. Each action map is aligned to our goals as outlined above, and organized on the bands.

Early and Emergent Literacy

District Goal 1: By the publication of the 2024-2025 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the Current Year Value-Added for each grade level 4-8 and ELA 2, and earning 3 stars or above on Improving K-3 Literacy Component.

- A. Birth-5: By June 2025, 80% of 4 and 5-year-old preschool students will show command of early literacy skills by meeting the on-track target as measured by the Preschool Early Literacy Indicators (PELI) Assessment. The 2022-2023 data reflects that 73.28% of 4 and 5-year-olds met the on-track target.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction (Heggerty, All About Letters, and Really Great Reading) to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in YCSD Preschool Decision Rules (**Appendix K**).

**Goal 1:
Phonics/Phonological Awareness/Print Awareness**

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	Teachers (PreK) will implement Heggerty, Really Great Reading (Launchpad), and All About Letters curriculum and strategies daily with fidelity as outlined in the district defined literacy block for tier 1 Instruction.	Teachers and educational assistants (PreK) will implement explicit instruction for phonological awareness for students requiring tier 2 and tier 3 interventions as identified by screening and informal diagnostic data (using the Decision Rules for Preschool as a guide).
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	<ul style="list-style-type: none"> - Preschool Instructional Coach - Preschool Supervisors 	<ul style="list-style-type: none"> - Preschool Instructional Coach - Preschool Supervisors
Resources Needed	<ul style="list-style-type: none"> - Really Great Reading Yearly Subscription (Each Teacher) - Updated Heggerty Manuals (2022) - All About Letters Pocket Chart (New Teachers) 	<ul style="list-style-type: none"> - Decision Rules - PELI Data through the ALO - Instructional Materials as listed in the Decision Rules - Highly Qualified Certified Teachers

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

	<ul style="list-style-type: none"> - Highly Qualified Certified Teachers 	
Specifics of Implementation	<p><u>Heggerty</u></p> <ul style="list-style-type: none"> - Professional Development on the 2022 edition for Instructional Coaches (Coach) - Distribute updated 2022 manuals to teachers and provide professional development on the 2022 edition for teachers (Coach) - Implementation coaching cycles for new teachers. - Targeted Fidelity Walkthroughs (Coach & Supervisors) <p><u>Really Great Reading (Launchpad)</u></p> <ul style="list-style-type: none"> - Launchpad Training for new Teachers & Educational Assistants - Targeted Fidelity Walkthroughs (Coach & Supervisors) with follow-up implementation coaching cycles based on walkthrough data <p><u>All About Letters</u></p> <ul style="list-style-type: none"> - Training for new teachers & educational Assistants - Targeted Fidelity Walkthroughs (Coach & Supervisors) with follow-up implementation coaching cycles based on walkthrough data 	<ul style="list-style-type: none"> - Professional Development on the new ALO PELI Data system. (Fall 2023) - Review PELI benchmark data. (BOY, MOY, and EOY) - Choose a targeted intervention strategy based on Preschool Decision Rules - Small Group Intervention using chosen strategies during Literacy Intervention Block - Targeted Fidelity Walkthroughs (Coach & Supervisors) - Implementation coaching cycles based on walkthrough data - Review and update the Decision Rules to provide more research-based intervention strategies for Phonics/Phonological Awareness/Print Awareness (By Spring 2024).
Measure of Success	<ul style="list-style-type: none"> - PELI MOY and EOY data - PELI Quick Checks (Every 2-3 Weeks growth is expected) - ELA Spring Assessment (FY24 & 25) - Supervisors & Coach using Heggerty, Launchpad, and All About Letters Fidelity Walkthrough tools. 	<ul style="list-style-type: none"> - PELI MOY and EOY data - PELI Quick Checks (Every 2-3 Weeks growth is expected) - ELA Spring Assessment (FY24 & 25) - TBT data trackers for advanced tier students updated weekly.
Check-in/Review Date	<ul style="list-style-type: none"> - PELI quick checks (every 2-3 weeks) - PELI Benchmark data (MOY & EOY) - Weekly TBT meetings with instructional coach, preschool supervisors, and teachers - EOY PELI (FY24 & 25) Review of Program Data 	<ul style="list-style-type: none"> - PELI quick checks (every 2-3 weeks) - PELI Benchmark data (MOY & EOY) - Weekly TBT meetings with instructional coach, preschool supervisors, and teachers - EOY PELI (FY24 & 25) Review of Program Data
Professional Development	<ul style="list-style-type: none"> - Professional Development by Heggerty on the 2022 manual for Instructional Coaches (Fall 2023) - Professional Development on 2022 Heggerty manual for teachers (Fall 2023 & Fall 2024) 	<ul style="list-style-type: none"> - Professional Development on Preschool Decision Rules for new Teachers & Educational Assistants (Fall 2023 & following future Decision Rule updates). - Professional Development on the new ALO PELI Data system. (Fall 2023)

	<ul style="list-style-type: none"> - Really Great Reading (Launchpad) Training for new Teachers & Educational Assistants (Fall 2024) - Refresher PD for staff based on individual needs (Ongoing) 	
Progress monitoring toward student goals	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25) - Classroom Fidelity Walkthrough Data (gathered regularly) 	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25) - Classroom Fidelity Walkthrough Data (gathered regularly)
Other Considerations to Enhance Plan (ex. adult implementation, subgroup data review, deeper data analysis, subgoals to support your main goal)	<ul style="list-style-type: none"> - Peer visits for new staff to observe curriculum components as needed (Heggerty, All About Letters, and LaunchPad) - Instructional review of subgroup data using PELI benchmark data. 	<ul style="list-style-type: none"> - Instructional review of subgroup data using PELI benchmark data to inform additional instruction.
Family Community Engagement	<ul style="list-style-type: none"> - Highlight Classrooms through video clips of instruction on the Preschool YCSD Webpage (23-24 School Year- On Going) - Initiate Heggerty parent newsletter to send home (23-24 School Year- On Going) - Invite Parents into the classroom to observe learning taking place (23-24 School Year- On Going) - Acknowledge students' Early Literacy Achievement on the YCSD Preschool website (23-24 School Year- On Going) 	<ul style="list-style-type: none"> - Individualized parent communication based on student progress. (Fall 2024-On Going)
Description of Funding	<p>CLSD Grant (80% salary for coach currently) Launch Pad - general fund- teaching and learning New Heggerty manuals- general fund Professional development Title 2A Print material from building funds</p>	<p>Professional development Title 2A Print material from building funds</p>

**Goal 2:
Vocab/Oral Language**

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	Teachers (PreK) will implement Sit Together and Read (STAR) curriculum and explicit vocabulary instruction daily with fidelity as outlined in the district-defined literacy block for tier 1 Instruction.	Teachers and educational assistants (PreK) will implement explicit instruction for Vocab/Oral Language for students requiring tier 2 and tier 3 interventions as identified by screening and informal diagnostic data (using the Decision Rules for Preschool as a guide).
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	<ul style="list-style-type: none"> - Preschool Instructional Coach - Preschool Supervisors 	<ul style="list-style-type: none"> - Preschool Instructional Coach - Preschool Supervisors
Resources Needed	<ul style="list-style-type: none"> - STAR Read Alouds - STAR Cards - District-created Vocabulary Routine (5 words weekly) - Highly Qualified Certified Teachers 	<ul style="list-style-type: none"> - Decision Rules - PELI Data through the ALO - Instructional Materials as listed in the Decision Rules - Highly Qualified Certified Teachers
Specifics of Implementation	<ul style="list-style-type: none"> - Vocabulary Team Meetings to create/edit Vocabulary resources (Fall 2023-Ongoing) - Professional Development on integrating Vocabulary Routines into STAR read-alouds (Fall 2023) - Targeted Fidelity Walkthroughs (Coach & Supervisors) - Implementation coaching cycles based on walkthrough data 	<ul style="list-style-type: none"> - Professional Development on the new ALO PELI Data system. (Fall 2023) - Review PELI benchmark data. (BOY, MOY, and EOY) - Choose targeted intervention strategy based on Preschool Decision Rules - Small Group Intervention using chosen strategies during Literacy Intervention Block - Targeted Fidelity Walkthroughs (Coach & Supervisors) - Implementation coaching cycles based on walkthrough data - Review and update the Decision Rules to provide more research-based intervention strategies for Vocabulary & Oral Language (By Spring 2024).
Measure of Success	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks growth is expected) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25) - Supervisors & Coach using STAR Fidelity Walkthrough tool. 	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks growth is expected) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25)
Check-in/Review Date	<ul style="list-style-type: none"> - PELI quick checks (every 2-3 weeks) - PELI Benchmark data (MOY & EOY) - Weekly TBT meetings with instructional coach, preschool supervisors, and teachers - EOY PELI (FY24 & 25) Review of Program Data 	<ul style="list-style-type: none"> - PELI quick checks (every 2-3 weeks) - PELI Benchmark data (MOY & EOY) - Weekly TBT meetings with instructional coach, preschool supervisors, and teachers - EOY PELI (FY24 & 25) Review of Program Data

Professional Development	<ul style="list-style-type: none"> - Professional Development on integrating Vocabulary Routines into STAR read-alouds (Fall 2023) - STAR Curriculum PD for new teachers (Fall 2024) - Vocabulary Routine PD for new teachers (Fall 2024) - STAR and Vocabulary Routine refresher PD. 	<ul style="list-style-type: none"> - Professional Development on Preschool Decision Rules for new Teachers & Educational Assistants (Fall 2023 & following future Decision Rule updates). - Professional Development on the new ALO PELI Data system. (Fall 2023)
Progress monitoring toward student goals	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25) - Classroom Fidelity Walkthrough Data (gathered regularly) 	<ul style="list-style-type: none"> - PELI Quick Checks (every 2-3 weeks) - PELI MOY and EOY Benchmark assessments (FY23 & 24) - ELA Spring assessment (FY24 & 25) - Classroom Fidelity Walkthrough Data (gathered regularly)
Other Considerations to Enhance Plan <small>(ex. adult implementation, subgroup data review, deeper data analysis, subgoals to support your main goal)</small>	<ul style="list-style-type: none"> - Initiate STAR At Home Journal pilot in 2 classrooms (Fall 2024). - Based on parent engagement and the success of the STAR At Home Journal Pilot, consider purchasing additional text sets (Spring 2024). - Instructional review of subgroup data using PELI benchmark data. 	<ul style="list-style-type: none"> - Instructional review of subgroup data using PELI benchmark data to inform additional instruction.
Family Community Engagement	<ul style="list-style-type: none"> - Pilot the STAR at Home Journal 	<ul style="list-style-type: none"> - Pilot the STAR at Home Journal
Description of Funding	<p>Professional development Title 2A</p> <p>Print material from building funds</p>	<p>Professional development Title 2A</p> <p>Print material from building funds</p>

Conventional Literacy Action Map

District Goal 1: By the publication of the 2024-2025 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the Current Year Value-Added for each grade level 4-8 and ELA 2, and earning 3 stars or above on Improving K-3 Literacy Component.

- A. Grades K-1: By June 2025, 70% of students in grades K-1 will show command of phonological awareness and phonics by meeting their expected growth as measured by the Acadience assessment. The 2022-2023 data reflects that 60% of K-1 met the expected growth.

- B. Grades 2-3: By June 2025, 70% of students in grades 2-3 will show command of phonological awareness, phonics, and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience assessment. The 2022-2023 data reflects that 60% of 2-3 met the expected growth.
- C. Grades 2-5: By June 2025, 60% of students in grades 2-5 will show a developing command of comprehending informational text, literary text, and vocabulary by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment data. The 2022-2023 data reflects that 53.31% of 2-5 met or exceeded expected growth.

**Goal 1:
Phonological Awareness**

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction with multisensory scaffolding to support Tier 1 core instruction, as well as Tier 2 targeted and tier 3 intensive intervention as documented in students’ Reading Improvement and Monitoring Plans (RIMPS) and YCSD K-5 Decision Rules (**Appendix K**).

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	Teachers (Grades K-2) will implement Heggerty curriculum and strategies daily with fidelity as outlined in the district defined literacy block for tier 1 Instruction.	Teachers and educational assistants (K-3) will implement explicit instruction for phonological awareness for students needing tier 2 and tier 3 interventions as identified by screening and informal diagnostic data which will inform RIMPS (using the Decision Rules for K-5 as a guide).
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches
Resources Needed	2022 Heggerty manuals purchased for all K-2 teachers including intervention specialists My Heggerty Online Highly Qualified Certified Teachers	K-5 Decision Rules Acadience Learning Online Highly Qualified Certified Teachers
Specifics of Implementation	-Ensure all teachers have access to the same edition of the Heggerty Curriculum (2022) -Heggerty delivers PD to instructional coaches on the shifts made in newest edition -Purchase one My Heggerty account per building so that instructional coaches have access to	-Decision Rules team updated the Phonological Awareness pieces of the decision rules (Fall 2023 & Summer/Fall 2024) - Updated the Heggerty Assessment to most current version (Fall 2023) -Instructional Content Specialist and Decision Rules Committee update coaches on decision rule changes. (Fall 2023 & Fall of 2024)

	<p>training videos, manuals for all grade levels, and other resources to support implementation</p> <p>-ELA Instructional Content specialist follows up with coaches on the roll out of the new Heggerty edition with teachers and late start guide</p> <p>-Instructional coaches provide a Heggerty update/refresher for teachers based on new Heggerty edition</p> <p>-Build coaches capacity to help teachers identify appropriate progress monitoring measures in Acadience</p> <p>-Instructional Content Specialist updates building admin on shifts made in new Heggerty 2022 edition</p> <p>-Instructional coaches and admin report on usage of 2022 Heggerty manual through teacher lesson plan and/or classroom visits</p> <p>-Monitor benchmark data for Acadience FSF data at MOY for kindergarteners</p> <p>-Monitor benchmark data for Acadience PSF measure at MOY and EOY in Kindergarten and BOY 1st grade</p> <p>-Developed a district look-for tool to collect adult implementation data that will be monitored at DLT. (Fall 2023)</p> <p>-1st grade pilot: Redesigned Tier 1 instruction through a grade one pilot that targets specific skills by grouping students based upon data and focusing on explicit instruction in 2-3 skill areas using multi-sensory scaffolding as needed. (3 elementaries only)</p>	<p>-Instructional Coaches update teachers on Decision Rule changes. (Fall 2023 & Fall 2024))</p> <p>-Small group, explicit instruction targeting specific PA skills (data-based) with multi-sensory scaffolding as needed</p> <p>-Progress Monitor with Acadience FSF/PSF based on student need</p>
Measure of Success	Increase in Acadience Benchmark performance and Pathways of Progress data	Increase in Acadience Benchmark performance and Pathways of Progress data
Check-in/Review Date	BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress	BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress
Professional Development	-Heggerty delivers PD to instructional coaches on the shifts made in newest edition (Fall 2023)	-Instructional Content Specialist and Decision Rules Committee updates coaches on Decision Rule changes. (Fall 2023 & Fall 2024)

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

	<p>-ELA Instructional Content specialist follows up with coaches on the roll out of the new Heggerty edition with teachers and late start guide (fall 2023)</p> <p>- Heggerty update/refresher for teachers (Fall 2023)</p> <p>-Instructional Content Specialist updates building admin on shifts made in new Heggerty 2022 edition (Fall 2023)</p> <p>-Provide initial training to all new teachers (Fall 2024)</p>	-Instructional Coaches update teachers and admin on Decision Rule changes. (Fall 2023 & 2024)
Progress monitoring toward student goals	- Acadience progress monitoring frequency determined by student need	- Acadience progress monitoring frequency determined by student need
Other considerations to enhance plan might benefit from ex: Adult Implementation, subgroup data review, deeper data analysis, subgoals to support main goal	Intentional review of subgroup data for FSF and PSF Acadience measures	Intentional review of subgroup data for FSF and PSF Acadience measures Research 95% Group Phonological Awareness Lessons Deluxe
Family Community Engagement	<p>Initiate Heggerty Parent Newsletter - focus on parent tips (2023-24)</p> <p>Family Literacy Night</p> <p>Academic Award Ceremony</p>	<p>-Include advanced tier diagnostic assessment data on Reading Improvement and Monitoring plans (RIMPs), including expected outcomes</p> <p>Family Literacy Night</p> <p>Academic Award Ceremony</p>
Description of Funding	<p>Curriculum purchased from General Fund, Teaching and Learning Budget</p> <p>Print material covered by building budget</p>	Curriculum purchased from General Fund, Teaching and Learning Budget

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

**Goal 2:
Phonics**

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonics instruction using our tier one instructional programs, including supplemental resources provided with the curriculum such as decodable texts to support Tier 1 Core instruction. Additionally, Tier 2 targeted and Tier 3 intensive interventions are determined using universal screening and diagnostic assessments as outlined in the YCSD K-5 Decision Rules (**Appendix K**). Tier 2 and Tier 3 explicit and systematic instructional routines and strategies are determined and outlined using the YCSD Decision Rules and documented in students' Reading Improvement and Monitoring Plans (RIMPS).

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	Teachers (K-3) will implement Really Great Reading curriculum and strategies, including decodable texts, daily with fidelity as outlined in the district defined literacy block for tier 1 Instruction	Teachers and educational assistants (K-3) will implement explicit instruction for phonics for students needing tier 2 and tier 3 interventions as identified by screening and informal diagnostic data which will inform RIMPS (using the Decision Rules for Preschool and K-3 as a guide).
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches
Resources Needed	Really Great Reading Curriculum Really Great Reading Online Tools Really Great Reading Student Kits Really Great Reading Student Workbooks Highly Qualified Certified Teachers	K-5 Decision Rules Acadience Learning Online 95% Group Phonics Lesson Library- grade 3 in pilot schools Highly Qualified Certified Teachers
Specifics of Implementation	-Implementing daily Really Great Reading lessons, including decodable text -In grades K-2, allocate an additional 10 minutes to the word recognition block to increase the amount of practice using phoneme grapheme mapping, dictation, and/or word chaining aligned to the phonics skill (Fall 2023) -Instructional coaches provide initial professional development on the modification to the ELA block in grades K-2 and on phoneme grapheme mapping, dictation and word chaining (Fall 2023)	-Decision Rules team updated the phonics pieces of the decision rules (Fall 2023 & Summer/Fall 2024) -Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall of 2024) -Instructional Coaches update teachers on decision rule changes. (Fall 2023 & Fall 2024)) -Small group, explicit instruction targeting specific Phonics skills (data-based) with multi-sensory scaffolding as needed -Progress Monitor with Acadience measures based on student need

	<p>-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p> <p>-Build the capacity of principals with Really Great Reading Programs</p> <p>-Developed a district look-for tool to collect adult implementation data that will be monitored at DLT (Fall 2023)</p> <p><u>Handwriting Pilot:</u></p> <p>-Piloting RGR Handwriting in K-1 in 2 schools</p> <p>-Analyze Acadience data, including individual measures at MOY and EOY for teachers piloting handwriting in K-1 and compare it to previous years.</p> <p>-Evaluate the effectiveness of the Handwriting pilot and decide if we will expand to other grades and/or buildings</p> <p><u>First Grade Tier One Redesign Pilot:</u> Redesigned Tier 1 instruction through a grade one pilot that redesigns core instruction to align students' instruction to their data and regroups students accordingly during word recognition pieces of the ELA block.</p> <p>-Formative assessment data including the use of Really Great Reading's Reading Playground</p> <p>-Intensifying Instruction</p> <p>-Evaluate the effectiveness of the first grade pilot and decide if we will expand to other grades and/or buildings</p>	<p><u>95% Group Phonics Lesson Library Pilot:</u></p> <p>-Professional Development provided by 95% Group for all 3rd grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p>-Implementing 95% Phonics Lesson Library Pilot as an intervention instructional resource in 3rd grade in 2 buildings (Fall 2023).</p> <p>-Administer the Phonic Screener for Intervention (PSI) to 3rd graders who scored below benchmark in Accuracy according to Acadience assessment.</p> <p>-Based on PSI screening results, students will be grouped according to skill level for intervention.</p> <p>-students will be progress monitored by using the PSI at the completion of each skill level. If a skill is mastered the student will move on to the next skill.</p> <p>-Each building (2 buildings) participating in the pilot will receive on site coaching sessions with a 95% consultant (Fall 23 & Spring 24)</p>
Measure of Success	Increase in Acadience Benchmark performance and Pathways of Progress data	Increase in Acadience Benchmark performance and Pathways of Progress data PSI Progress Monitoring- for schools in the 3-5 pilot
Check-in/Review Date	BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress	BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress
Professional Development	-Instructional coaches provide initial professional development on the modification to the ELA block	-Instructional Content Specialist and Decision Rules Committee update coaches on decision rule changes. (Fall 2023 & Fall 2024)

	<p>in grades K-2 and on phoneme grapheme mapping, dictation and word chaining (Fall 2023)</p> <p>-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p>	<p>-Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024)</p> <p>-Professional Development provided by 95% Group for all 3rd grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p>
Progress monitoring toward student goals	<p>Acadience progress monitoring frequency determined by student need</p> <p>Acadience benchmarking and Pathways of Progress data</p>	<p>Acadience progress monitoring frequency determined by student need</p> <p>PSI Progress Monitoring- for schools in the pilot</p>
Other considerations to enhance plan might benefit from ex: Adult Implementation, subgroup data review, deeper data analysis, subgoals to support main goal	<p>Evaluate the effectiveness of the first grade pilot and handwriting pilot and decide if we will expand to other grades and/or buildings</p> <p>Investigate purchase of Really Great Reading Handwriting Student Workbooks (Spring 2024)</p> <p>Intentional review of subgroup data for Acadience measures</p>	<p>Evaluate the effectiveness of the Phonics Lesson Library pilot and decide if we will expand to other grades and/or buildings</p> <p>Intentional review of subgroup data for Acadience measures</p>
Family Community Engagement	<p>Family Literacy Night (2023-24)</p> <p>Academic Award Ceremony</p>	<p>-Include advanced tier diagnostic assessment data on Reading Improvement and Monitoring plans (RIMPs), including expected outcomes</p> <p>Family Literacy Night</p> <p>Academic Award Ceremony</p>
Description of Funding	<p>Curriculum purchased from General Fund, Teaching and Learning Budget</p>	<p>Curriculum purchased from General Fund, Teaching and Learning Budget</p>

**Goal 3:
Vocabulary and Background Knowledge**

Evidence-Based Strategy or Strategies: Utilize explicit vocabulary strategies and build background knowledge and comprehension through the use of thematic, grade-level text sets connecting language/speaking, reading, and writing with before, during and after reading strategies.. Tier 2 and Tier 3 explicit and systematic instructional routines and strategies are determined and outlined using the YCSD K-5 Decision Rules (**Appendix K**) and documented in students' Reading Improvement and Monitoring Plans (RIMPS).

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	Teachers (2-3) will implement National Geographic Panorama curriculum and strategies daily with fidelity as outlined in the district defined literacy block for tier 1 Instruction.	Teachers and educational assistants (grades 2-3) will implement explicit instruction for vocabulary and background knowledge for students needing tier 2 and tier 3 interventions as identified by screening and informal diagnostic data which will inform RIMPS (using the Decision Rules for Preschool and K-3 as a guide).
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches	Instructional Content Specialist, K-5 ELA & Elementary Instructional Coaches
Resources Needed	Panorama Teacher Manuals Panorama Text Sets Panorama Online Tool Panorama Student Workbooks Highly qualified certified teachers	K-5 Decision Rules Acadience Learning Online NWEA MAP Reading Assessment Highly qualified certified teachers
Specifics of Implementation	-Professional Development for new teachers on the implementation of Panorama Curriculum (Fall 2024). -Build coaches' capacity in using Before, During, and After reading strategies in Panorama (By Spring 2024). -Tiered instructional coaching cycles	Decision Rules team updated the vocabulary and comprehension pieces of the decision rules (Fall 2023 & Summer/Fall 2024) Instructional Content Specialist and Decision Rules Committee update coaches on decision rule changes. (Fall 2023 & Fall 2024) -Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024)
Measure of Success	NWEA MAP Reading Assessment (BOY, MOY, and EOY)	NWEA MAP Reading Assessment (BOY, MOY, and EOY) Acadience Retell Measure Assessment & Progress Monitoring (BOY, MOY, and EOY)

	Acadience Retell Measure Assessment (BOY, MOY, and EOY) Acadience MAZE Assessment (BOY, MOY, and EOY)	Acadience MAZE Assessment & Progress Monitoring (BOY, MOY, and EOY)
Check-in/Review Date	NWEA MAP Reading Assessment (BOY, MOY, and EOY) Acadience Benchmark Assessment (BOY, MOY, and EOY)	NWEA MAP Reading Assessment (BOY, MOY, and EOY) Acadience Benchmark Assessment (BOY, MOY, and EOY)
Professional Development	-Professional Development for new teachers on the implementation of Panorama Curriculum (Fall 2024). -Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024). -Build coaches' capacity in using Before, During, and After reading strategies in Panorama (By Spring 2024).	-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).
Progress monitoring toward student goals	Acadience Benchmark Assessment (BOY, MOY, and EOY) NWEA MAP Benchmark Data (Grades 2-3)	Acadience Benchmark Assessment (BOY, MOY, and EOY)
Other considerations to enhance plan might benefit from ex: Adult Implementation, subgroup data review, deeper data analysis, subgoals to support main goal	-Build coaches capacity to implement tiered instructional coaching	
Family Community Engagement	Family Literacy Night (2023-24) Academic Award Ceremony	Family Literacy Night (2023-24) Academic Award Ceremony
Description of Funding	Curriculum purchased from General Fund, Teaching and Learning Budget	Curriculum purchased from General Fund, Teaching and Learning Budget

Adolescent Literacy Action Map

District Goal 1: By the publication of the 2024-2025 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the Current Year Value-Added for each grade level 4-8 and ELA 2, and earning 3 stars or above on Improving K-3 Literacy Component.

- A. Grades 4-5: By June 2025, 70% of students in grades 4-5 will show command of phonological awareness, phonics, and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience assessment. This is a new measure that will not currently have growth data until May of 2024.
- B. Grades 2-5: By June 2025, 60% of students in grades 2-5 will show a developing command of comprehending informational text, literary text, and vocabulary by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment data. The 2022-2023 data reflects that 53.31% of 2-5 met or exceeded expected growth.
- C. Grades 6-10: By June 2025, 64% of students in grades 6-10 will show command of vocabulary, background knowledge, and reading comprehension skills by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. The 2022-2023 data reflects that 50.82% of 6-10 met or exceeded expected growth.

Evidence-Based Strategies: Tier 2 targeted and Tier 3 intensive intervention as documented in YCSD 6-10 Decision Rules (**Appendix K**), will implement a systematic scope and sequence that will build early literacy skills when appropriate and build on adolescent literacy skills in advanced word study, vocabulary, fluency, reading comprehension, and motivation. Systematic review of data and family engagement will also be utilized to strengthen literacy skills.

Goal 1: Advanced Word Study/Fluency

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	<p>Teachers (4th-5th) will implement curriculum and strategies daily with fidelity as outlined in the district defined literacy block for tier 1 Instruction.</p> <p>Teachers (4th-5th) administer and utilize Acadience (ORF) benchmarking and progress monitoring assessments.</p>	<p>Teachers (4th-5th) will implement 95% Group Phonics Lesson Library utilizing the 95% Phonics Screener for Intervention at two elementary buildings.</p> <p>Teachers (6-10) will implement evidenced-based structured literacy practices for students needing tier 2 and tier 3 interventions as identified by screening data and using the K-5 and 6-10 Decision Rules.</p>

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

	<p>Teachers in grades 6-10 will implement district purchased curriculum and strategies with fidelity as measured by look for tools, surveys, and observation data</p> <p>Teachers (6-10) instructing ESOL courses or TESOL electives will implement district approved English language curriculum with fidelity, and also utilize strategies appropriate for the language level of said courses.</p>	<p>Teachers in grades 6-10 will implement evidence based advanced word studies strategies during intervention time using REWARDS curriculum.</p> <p>ESOL and TESOL course instructors in grades 6-10 will implement evidence based structured literacy practices for students whose native language is other than English, and whose English proficiency is below grade level (as determined by yearly OELPA results) to improve language skills in the domains of reading, writing, listening, and speaking.</p> <p>Teachers in grades 6-10 will implement phonics instruction using West Virginia Phonics for students needing tier 3 services to build and enhance basic word recognition skills.</p>
Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person(s)	Executive Director of Teaching and Learning Instructional Content Specialist: K-5 ELA Elementary & Secondary Instructional Coaches	Executive Director of Teaching and Learning Instructional Content Specialist: K-5 ELA Elementary & Secondary Instructional Coaches
Resources Needed	Highly Qualified Certified Teachers MyPerspectives curriculum for all teachers Morpheme Magic Reflect and Time Zones curriculum for ESOL and TESOL instructors	Highly Qualified Certified Teachers REWARDS text West Virginia Phonics and manipulatives Morpheme Magic
Specifics of Implementation	<p><u>Grades 4-10</u> Provide professional development on Tier 1 curriculum Tiered instructional coaching</p> <p><u>Grades 4-5</u> Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024)</p> <p><u>Grades 6-10</u> Create pilot training using Morpheme Magic with social studies teachers in March of 2023 Expand Morpheme Magic training to science teachers in fall of 2024</p>	<p><u>Grades 4-10</u> -Decision Rules team updated the Phonics pieces of the decision rules (Fall 2023 & Summer/Fall 2024) -Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall of 2024) -Instructional Coaches update teachers on decision rule changes. (Fall 2023 & Fall 2024)</p> <p><u>Grades 4-5</u> -Small group, explicit instruction targeting specific Phonics skills (data-based) with multi-sensory scaffolding as needed -Progress Monitor with Acadience measures based on student need</p> <p><u>95% Group Phonics Lesson Library Pilot (4-5 at two elementaries):</u></p>

	<p>Walkthrough tool will be created, calibrated and used by principal, assistant principal, and central office staff</p> <p>Data will be shared at TBT, BLT, and DLT</p>	<p>-Professional Development provided by 95% Group for all 4th and 5th grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p>-Implementing 95% Phonics Lesson Library Pilot as an intervention instructional resource in 4th and 5th grade in 2 buildings (Fall 2023).</p> <p>-Administer the Phonic Screener for Intervention (PSI) to 4th and 5th graders who scored below benchmark in Accuracy according to Acadience assessment.</p> <p>-Based on PSI screening results, students will be grouped according to skill level for intervention.</p> <p>-students will be progress monitored by using the PSI at the completion of each skill level. If skill is mastered the student will move on to the next skill.</p> <p>-Each building (2 buildings) participating in the pilot will receive on site coaching sessions with a 95% consultant (Fall 23 & Spring 24)</p> <p><u>Grades 6-10</u></p> <p>Pilot Literacy Lab was created at MS/HS using EOY data</p> <p>Small literacy lab classes were created using data and following decision rules and using benchmark data</p> <p>Ensure all teachers and students have access to district approved curriculum</p> <p>Training on material begin in Fall of 2023 and will continue for lab teachers and coaches ongoing</p> <p>Instructional coach was assigned as a coach for lab courses and to work collaboratively with building level coaches</p> <p>Intervention intensity checklist developed as walkthrough to guide future trainings, professional development, and support</p> <p>Tool will be calibrated with administration, instructional coaches, and central office staff for full roll out and use in year two of plan</p> <p>Data protocol sheet used as a way to discuss data and receive/provide continual feedback</p> <p>Progress monitoring data reviewed and discussed monthly with stakeholders to review effectiveness of programming/growth</p> <p>Review subgroup data to include SWD and ELL as well as comparison data between male and female</p> <p>Data sharing to occur at TBT, BLT, and quarterly at DLT to discuss effectiveness of pilot</p>
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		<p>Provide continuing and make up professional development for any new staff</p> <p>Design and implement a two year professional development series to support advanced tier work</p> <p>Provide feedback on student engagement and training on tier 1 PBIS at the building level</p> <p>Have students track data and monitor their own growth/progress</p> <p>Review secondary decision rules and make necessary adjustments</p> <p>Review and update the Decision Rules to provide more research-based intervention strategies (By Spring 2024).</p>
Measure of Success	<p><u>Grades 4-10</u></p> <p>Students assessed beginning, middle and end of the year and meets or exceed expected growth goal on NWEA</p> <p>Teachers trained in morphology will use the strategy</p> <p>Principals and assistant principals can identify the use of the morphology strategy in the classroom</p> <p><u>Grades 4-5</u></p> <p>Increase in Acadience Benchmark performance and Pathways of Progress data</p>	<p><u>Grades 4-5</u></p> <p>Increase in Acadience Benchmark performance and Pathways of Progress data</p> <p>PSI Progress Monitoring- for schools in the pilot</p> <p><u>Grades 6-10</u></p> <p>Each progress monitoring review should show increase in accuracy, fluency, word count per minute and/or increase in ORF grade level</p> <p>Students show two or more grade levels of growth and/or are on grade level with 97% accuracy on the Oral Reading Fluency Assessment.</p> <p>Students show two or more years of growth in the tier 3 intervention demonstrating eligibility for the next level of literacy lab a reduction in intervention intensity.</p> <p>Growth of subgroup populations at the same rate as growth of general peers (for example SWD and ELL, as well as, males and females)</p>
Check-in/Review Date	<p><u>Grades 4-10</u></p> <p>BOY, MOY, EOY when NWEA data is benchmarked</p> <p>Monthly data is reviewed at the TBT and BLT, and DLT.</p>	<p><u>Grades 4-5</u></p> <p>BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress</p> <p><u>Grades 6-10</u></p> <p>Every ten days progress monitoring is reviewed with the classroom teacher including growth and attendance data</p> <p>Monthly data review with adolescent literacy specialist, SSTR5 support team, and executive director of teaching and learning</p> <p>Quarterly discussion with principals and assistant principals at principal meetings</p>

		<p>Quarterly discussion with student services including special education supervisors, intervention specialists, and English Learner Program Coordinator</p> <p>Monthly data is reviewed at the TBT and BLT, and twice a year pilot data is reviewed at the DLT. Every ten days progress monitoring is reviewed with the classroom teacher including growth and attendance data</p> <p>Monthly data review with adolescent literacy specialist, SSTR5 support team, and executive director of teaching and learning</p> <p>Quarterly discussion with principals and assistant principals at principal meetings</p> <p>Quarterly discussion with student services including special education supervisors, intervention specialists, and English Learner Program Coordinator</p> <p>Monthly data is reviewed at the TBT and BLT, and twice a year pilot data is reviewed at the DLT. BOY, MOY, EOY Acadience Benchmarks Pathways of Progress data and June review of progress</p> <p>Monthly data is reviewed at the TBT and BLT, and twice a year data is reviewed at the DLT.</p>
Professional Development	<p><u>Grades 4-10</u> Training in Tier 1 curriculum</p> <p>Tier 1 PBIS training to increase student engagement and motivation</p> <p><u>Grades 4-5</u> Professional Development provided by 95% Group for all 4th and 5th grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p><u>Grades 6-10</u> Provide professional development to principals, assistant principals, and instructional coaches on Morpheme Magic and “look for” to identify successful implementation</p> <p>Refresher on the Science of Reading for administration either by the district or state</p>	<p><u>Grades 4-5</u> Professional Development provided by 95% Group for all 4th and 5th grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p>Provide Professional Development for all teachers, including intervention specialists on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p> <p><u>Grades 6-10</u> Training in Decision Rules, REWARDS, and West Virginia Phonics for intervention teachers, intervention specialists, and special education supervisors</p> <p>Training in Morpheme Magic for advanced tiers intervention teachers and support staff</p> <p>Principals, Assistant Principals, Special Education Supervisors and Intervention specialists on literacy lab course and adult implementation data and decision rules and assessments Training on the Science of reading provided by the state or by the district</p> <p>Professional development series provided by the district on Ohio’s Plan to Raise Literacy Achievement</p>

<p>Progress monitoring toward student goals</p>	<p>Grades 4-10 Every benchmark period and/or semester</p>	<p>Grades 4-5 Acadience progress monitoring frequency determined by student need PSI Progress Monitoring- for schools in the pilot Grades 6-10 Teachers PM on the ORF every ten days Teacher PM on REWARDS every four to five units Students keep data binders and monitor their own ORF data every ten days and set goals for the next progress monitoring session. Review of NWEA BOY, MOY, and EOY data to determine growth and next steps</p>
<p>Family Community Engagement</p>	<p>Rebrand literacy night Adding family stakeholders to DLT in 2023 Engage families in strategies that make literacy fun- shared on website and monthly newsletter Increase collaboration and event marketing with community stakeholders Further encourage multilingual / multicultural family engagement in district activities through native language communication and collaboration with community stakeholders</p>	<p>Letters to parents explaining advanced tier course and its purpose Letter mailed home to support struggling readers and tips for parents Information shared in school newsletter addressing ways parents/ guardians can assist in their student's literacy growth. Information shared to multilingual families (in their native language) specifically addressing the purpose of English language development, and strategies for assisting in this development for students and families alike.</p>
<p>Other considerations to enhance plan might benefit from ex Adult Implementation, subgroup data review, deeper data analysis, subgoals to support main goal</p>	<p>Data analysis and instructional design at Tier 1 with robust resources of evidenced based strategies that increase advanced word study across disciplines. Review of subgroup data at the Tier 1 level Grouping at the Tier 1 level Deeper data analysis</p>	<p>Instructional review of subgroup data Review of phonics curriculum for secondary learners</p>
<p>Description of Funding</p>	<p>Professional Development can be paid from Title 2A Teachers paid from General Fund</p>	<p>Professional Development can be paid from Title 2A Positions for advanced tiers is paid from Title 1 and meets all compliance requirements Curriculum purchased through General Fund teaching and learning budget</p>

	Curriculum purchased through General fund teaching and learning budget	
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**Goals 2 & 3:
Vocabulary & Background Knowledge**

Evidence Based Strategies: YCSD will use explicit vocabulary strategies at the Tier 1 level across domains by utilizing existing content materials and multiple exposures to increase comprehension. Additionally, we will build background knowledge and comprehension through the use of thematic, grade-level text sets connecting language/speaking, reading, and writing. In advanced tiers of intervention explicit vocabulary routines will also be utilized as well as introduction to additional vocabulary across content areas. Included in the consistent set of strategies are graphic organizers, semantic mapping, teaching word parts, and creating word-rich classrooms.

	Action Step 1/Tier1	Action Step 2/Advanced Tiers
Implementation Component	<p><u>Grades 4-10</u> Teachers will utilize Keys to Literacy explicit vocabulary routines</p> <p>Teachers will build background knowledge strategies in the Tier 1 classroom using Panorama and My Perspectives</p> <p>-Build coaches capacity in using Before, During, and After reading strategies in Panorama (4-5) and My Perspectives (6-10).</p> <p>Tiered instructional coaching cycles</p> <p><u>Grades 4-5</u> Teachers (4th-5th) administer and utilize Acadience (MAZE) benchmarking and progress monitoring assessments.</p> <p>Professional Development for new teachers on the implementation of Panorama Curriculum (Fall 2024)</p> <p><u>Grades 6-10</u> Professional Development for new teachers on the implementation of My Perspectives Curriculum (Fall 2024)</p>	<p><u>Grades 4-10</u> Teachers and educational assistants will implement explicit instruction for vocabulary and background knowledge for students needing tier 2 and tier 3 interventions as identified by screening and informal diagnostic data</p> <p><u>Grades 6-10</u> Pilot literacy lab has grouping that has focus in vocabulary and building background knowledge using REWARDS social studies, and REWARDS science starting in Spring 2024</p>

Timeline	August 2023-June 2025	August 2023-June 2025
Lead Person	Executive Director of Teaching and Learning Instructional Content Specialist: K-5 ELA Elementary & Secondary Instructional Coaches	Executive Director of Teaching and Learning Instructional Content Specialist: K-5 ELA Elementary & Secondary Instructional Coaches
Resources Needed	<u>Grades 4-10</u> Highly Qualified Teachers <u>Grades 6-10</u> MyPerspectives hook and inspire access	<u>Grades 4-10</u> Highly Qualified Certified Teachers Comprehension Planning Checklist <u>Grades 4-5</u> Text Sets <u>Grades 6-10</u> REWARDS for Social Studies REWARDS for Science REWARDS for Writing
Specifics of Implementation	<u>Grades 4-10</u> Provide professional development on Tier 1 curriculum and explicit vocabulary strategies Keys to Literacy Vocabulary aligned to the SoR strategies Use Tier 1 reading curriculum and support programs with fidelity Tiered instructional coaching <u>Grades 6-10</u> Walkthrough tool will be created, calibrated and used by principal, assistant principal, instructional coach and central off staff Data will be shared at TBT, BLT, and DLT	<u>Grades 4-10</u> Decision Rules team updated the vocabulary and comprehension pieces of the decision rules (Fall 2023 & Summer/Fall 2024) Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall 2024) Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024) <u>Grades 6-10</u> The Pilot Literacy Lab was created at MS/HS Small literacy lab classes were created using data and following decision rules and using benchmark data Ensure all teachers and students have access to curriculum Training on material begin in Fall of 2024 and will continue for lab teachers and coaches ongoing Instructional coach was assigned as a coach for lab courses and to work collaboratively with building level coaches Intervention intensity checklist developed as walkthrough to guide future trainings, professional development, and support Tool will be calibrated with administration, instructional coaches, and central office staff for full roll out and use in year two of plan

		<p>Data protocol sheet used as a way to discuss data and receive/provide continual feedback</p> <p>Progress monitoring data reviewed and discussed monthly with stakeholders to review effectiveness of programming/growth</p> <p>Review subgroup data to include SWD and ELL as well as comparison data between male and female</p> <p>Data sharing to occur at TBT, BLT, and quarterly at DLT to discuss effectiveness of pilot</p> <p>Provide continuing and make up professional development for any new staff</p> <p>Provide feedback on student engagement and training on tier 1 PBIS at the building level</p> <p>Have students track data and monitor their own growth/progress</p>
Measure of Success	<p><u>Grades 4-10</u> Students assessed beginning, middle and end of the year and meets or exceed expected growth goal on NWEA</p> <p>Student engagement</p> <p>Teachers in grades (4-10) will use explicit vocabulary strategies</p> <p><u>Grades 6-10</u> Teachers in ELA will utilize the core reading program including the Hook and Inspire portion when applicable</p>	<p><u>Grades 4-10</u> Students met or exceed expected growth on NWEA</p> <p><u>Grades 4-5</u> Acadience Retell Measure Assessment & Progress Monitoring (BOY, MOY, and EOY)</p> <p>Acadience MAZE Assessment & Progress Monitoring (BOY, MOY, and EOY)</p> <p><u>Grades 6-10</u> Students will meet 90% or higher on the learning checkpoint in REWARDS</p> <p>Growth of subgroup populations at the same rate as growth of general peers (for example SWD and MLL as well as males and females)</p>
Check-in/Review Date	<p>Quarterly or as data warrants</p> <p>Monthly data is reviewed at the TBT and BLT, and DLT.</p>	<p>Monthly data is reviewed at the TBT and BLT, and twice a year data is reviewed at the DLT.</p>
Professional Development	<p><u>Grades 4-10</u> Professional Development for new teachers on Tier 1 core curriculum</p> <p>PD Refreshers on explicit vocabulary strategies such Keys to Literacy Vocabulary aligned to the SoR starting in 2024</p>	<p><u>Grades 4-10</u> Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall 2024)</p> <p>Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024)</p> <p><u>Grades 4-5</u></p>

	<p>Professional development for science and elective teachers on ELLevation</p> <p>-Build coaches capacity in using Before, During, and After reading strategies in Tier 1 core curriculum (By Spring 2024).</p> <p><u>Grades 4-5</u> Provide Professional Development for all teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024)</p> <p><u>Grades 6-10</u> Professional development on hook and inspire through MyPerspectives for core content teachers</p> <p>Professional development for principals, ap, instructional coaches on MyPerspectives hook and inspire</p>	<p>Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024)</p> <p><u>Grades 6-10</u> Develop two year professional development scope and sequence for advanced tier teachers-revise as appropriate</p> <p>Professional development in REWARDS for science and social studies and writing (Spring 2024)</p>
<p>Progress monitoring toward student goals</p>	<p><u>Grades 4-10</u> Every benchmark period and/or semester</p> <p><u>Grades 6-10</u> Review of adult implementation data from walkthrough tool</p>	<p><u>Grades 4-10</u> Students increase score on the MAZE</p> <p><u>Grades 6-10</u> Teachers PM and utilize checkpoints built into REWARDS</p> <p>Students keep data binders and monitor their own data the next progress monitoring session.</p>
<p>Family Community Engagement</p>	<p><u>Grades 4-10</u> Rebrand literacy night</p> <p>Adding family stakeholders to DLT in 2023</p> <p>Engage families in strategies that make literacy fun- shared on website and monthly newsletter Increase collaboration and event marketing with community stakeholders</p> <p>Further encourage multilingual / multicultural family engagement in district activities through native language communication and</p>	<p><u>Grades 4-5</u> Family Literacy Night (2023-24)</p> <p>Academic Award Ceremony</p> <p><u>Grades 6-10</u> Letters to parents explaining advanced tier course and its purpose</p> <p>Letter mailed home to support struggling readers and tips for parents</p> <p>Information shared in school newsletter addressing ways parents/guardians can assist in their student's literacy growth.</p> <p>Information shared to multilingual families (in their native language) specifically addressing the purpose of English language development, and strategies for assisting in this development for students and families alike.</p>

	collaboration with community stakeholders	
Other considerations to enhance plan might benefit from ex Adult Implementation, subgroup data review, deeper data analysis, subgoals to support main goal	<p>Grades 4-10 Data analysis and instructional design at Tier 1 with robust resources of evidenced based strategies that increase vocabulary and background knowledge across disciplines.</p> <p>Use adult implementation data to drive differentiated professional development.</p> <p>Addition of Professional development</p> <p>Student motivation and engagement in Tier 1 instruction</p>	<p>Grades 6-10 Review of the intervention intensity checklist to ensure fidelity of intervention.</p> <p>2024 need to further develop progress monitoring tools explicitly measuring growth in vocab and background knowledge</p> <p>Instructional review of subgroup data</p>
Description of Funding	<p>Professional Development can be paid from Title 2A</p> <p>Teachers paid from General Fund</p> <p>Curriculum purchased through General fund teaching and learning budget</p>	<p>Professional Development can be paid from Title 2A</p> <p>Positions for advanced tiers is paid from Title 1 and meets all compliance requirements</p> <p>Curriculum purchased through General Fund teaching and learning budget</p>

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.

Youngstown City School District is committed to the implementation of the Reading Achievement Plan, including the implementation of evidence-based strategies based on the science of reading and aligned with *The Simple View of Reading* (Gough and Tunmer 1986) to ensure success for all learners. Effective use of evidence-based strategies through professional learning will be utilized and we will continue our existing infrastructure of walkthroughs and coaching. In addition, we will use the Ohio Improvement Process and MIBLSI's Reading Tiered Fidelity Inventory (R-TFI) data in alignment with School Improvement Plans and other governing plans to drive all RAP improvement efforts. The Ohio Improvement Process, R-TFI, and walkthrough data will enable leaders to engage with teachers in discourse, provide feedback, analyze adult implementation data, examine student growth and achievement data, and provide support for ongoing improvement. The data collected through these efforts will help to inform instruction and will be used to inform future decision-making at the district and building levels relative to the need for and design of future professional development.

Adult Implementation Monitoring - Teachers need to know and practice how to provide explicit, systematic instruction in all components across the Language and Literacy Continuum, and principals and coaches need to know how to monitor and provide meaningful feedback based on the instruction. Anita Archer and Charles Hughes (2011) state that "explicit instruction is absolutely necessary in teaching content that students could not

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

otherwise discover.” Research on effective classroom instruction points to the need for explicit, systematic teaching that engages learners in unambiguous, often direct instruction. One study found that when instruction is explicit and systematic, students will gain an additional six to nine months of academic progress each year. (Williams, 2011).

To effectively engage in adult implementation monitoring, professional learning opportunities must occur with administrators, coaches, and teachers to increase capacity and develop cohesive understanding. With emphasis on foundational and extended literacy practices grounded in evidence-based reading instruction, all stakeholders will, with effective feedback, be accountable for the implementation of the Reading Achievement Plan goals and the respective outcomes.

High Quality Instructional Material - The science of reading, a growing body of evidence, underscores the importance of teachers using highly rated instructional materials, which the district is committed to providing. The What Works Clearinghouse (WWC) identified several curricula that produce major positive effects on students’ reading. In recent years YCSD has reviewed Ed Reports for standards alignment during adoption of tier 1 curriculum material. High-quality education materials provide teachers with guidance as well as offer built-in support for learners. This is especially important when reading practices are being shifted to align with the science of reading from previous practice. Torgesen (2001) highlights the effects of research-based core and intervention materials to prevent the Matthew Effect and close literacy gaps at an accelerated rate. Youngstown City School District has been collaborating with our partners from SSTR5 to adopt approved HQIM materials moving into the 2024-2025 school year as well as providing teachers with the necessary professional development to implement a new curriculum.

Feedback - Hattie’s (2015) research showed that supporting teachers through regular classroom visits and providing formative and summative feedback has a .73 effect size. The purpose of classroom observations and monitoring should be the enhancement of teachers’ pedagogical skills, with the ultimate goal of increasing student achievement (Marzano, 2011). A district emphasis on coaching, rather than compliance, will help stakeholders accept observed feedback and genuinely see input as a pathway to growth and progress. Adult implementation includes: participation, survey, observation, and self-report data. Multiple forms of adult implementation will be analyzed by the DLT and shared with BLT and TBT creating a communication loop of continuous improvement which will change student outcomes. This allows for monitoring the fidelity of evidenced based practices as well as expanding and/or revising the walkthrough tool or other forms of adult data for practices to continue to meet the district One Plan expectations.

District leadership and the District Literacy Team will continue to work closely with the State Support Team Region 5 and the Regional Literacy Specialists to provide monitoring and feedback on the implementation of the Reading Achievement Plan. This work will be done on an ongoing basis, as the Reading Achievement Plan aligns with other governing plans that require regular review.

Ohio Improvement Process - The Ohio Improvement Process is designed for the review of adult implementation and student growth/achievement data. This structure provides congruent systems that allow for communication and dissemination of the data to all stakeholders in the district.. Data reviewed will include but is not limited to student growth, student achievement, adult implementation, pilot data, BLT and TBT minutes, and any other relevant data to provide ongoing communication and feedback. Three times a year the emphasis of DLT will be to look at benchmark data to focus on the connection between adult implementation and student outcomes. DLT subcommittees make additional decisions and recommendations to BLT and TBT

about data needed to make informed decisions that will guide practices at each tiered level. Additionally, a communication tool has been developed to create ongoing two way communication between DLT and BLT, allowing for this focus to also be applied to BLT and TBT during the BOY, MOY, and EOY benchmarks. This process allows decision making bodies to share information and remove systemic barriers and/or focus time and resources on areas of deficit. Based on the decisions and feedback gathered on adult implementation, we will evaluate if a change in student data had occurred. If there is evidence of this occurrence, we will continue these practices and provide feedback on areas of refinement as we continue to utilize this process. If there is no evidence that adult impact is affecting student outcomes, an evaluation of which adult practices will need to be modified will be conducted before moving forward to the next benchmark period.

Each building has implemented an MTSS framework to provide quality tier 1 instruction to all learners and provide targeted support for students not showing progress. It is imperative that we look at the whole child when discussing opportunities for growth, which includes elements of behavior, engagement, attendance, and performance. Current data on this topic suggests that our framework is inverted. Using action steps from the Reading Achievement plan, feedback from the RTFI 2.0, intentional professional development, and the instructional design process will assist with reverting the MTSS triangle and provide rigorous tier 1 instruction while meeting the needs of the advanced tier students.

Reading Tiered Fidelity Inventory 2.0 (R-TFI) and Ready Schools Guide- Ensuring that each building in the district participates in the most up-to-date version of the R-TFI allows not only the buildings but the district to determine their progress in implementation, areas of opportunity, and areas to celebrate success. By utilizing the R-TFI, the building is able to establish a baseline for planned growth. Although the district has participated in the R-TFI for several years now, this baseline was established in the 2022-2023 school year with the R-TFI 2.0. This version provides more specificity allowing buildings to focus on details they may have missed before. This baseline data was used in the creation of their building one plans as well as their building literacy plans created through Keys to Literacy.

The Ready School Guide for preschool is used to engage in quality conversations to work towards providing high-quality evidence-based language and literacy practices for children entering kindergarten. The preschool supervisors, instructional coach, preschool teachers, and kindergarten teachers meet on the focus schools to review the rubric and determine, based on evidence, where they fall. This is based on the scoring components of 2, 1, or 0. The scores are reviewed and the teams will determine focus areas for the program or district. The teams then will determine next steps, create an action plan, and create a priority list based on the areas.

The Reading Achievement Plan Team will monitor overall improvement efforts by meeting no less than three times a year; BOY, MOY, and EOY to review action plans and provide the team with updates, and the overall progress of early/emergent, conventional, and adolescent literacy action plans. During these meetings, we will follow norms stated in the R-TFI 2.2 (Item 1.6) outlining a data-based decision-making process. This process includes evaluating the progress of the goals, evaluating progress on the action steps, reasons why activities were not completed, how barriers are being addressed, analyzing new reading data, and refining the implementation plan to address opportunities for growth.

Additionally, each spring the team will meet to review the plan and action steps outlined for the following school year to ensure timelines and progress is up to date and administration can ensure professional development and materials are all in place for the upcoming school year. Ideally, if the process stated above is completed with fidelity, yearly reviews and updates will be kept to a minimum.

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.*

Evidence-based strategies will be implemented to support tier 1 core instruction, as well as advanced tier interventions. Tiered interventions using evidence-based strategies will be documented in scholars' Reading Improvement and Monitoring Plans (RIMPS) at the K- 4 level. Any student who is currently enrolled in grades K-3 or new to the district in grades 4-6 will be given a reading diagnostic assessment. Students determined to be off track, below, or well below on the diagnostic assessment will have a letter mailed home within 60 days and intervention will be monitored by the multi disciplinary dyslexia team (MDT). The District Literacy Team has inventoried current strategies used during instruction and their effectiveness when addressing the critical reading needs of our scholars as identified in our data. Progress monitoring was outlined in the action steps above for students in adolescent literacy and is analyzed on a schedule to determine next steps and support given to the tier 1 classroom teachers to enhance and grow literacy skills across domains. Our learning of the science of reading and *The Simple View of Reading* prompted us to continue our research of evidence-based strategies that will support our scholars. The following evidence-based strategies are woven throughout the goals and action steps of the district's Reading Achievement Plan:

Explicit and Systematic Phonological Awareness Instruction According to the National Reading Panel Report (2000), the level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction. Research shows that phonemic awareness is a foundational skill and as scholars learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops scholars' understanding of sounds, and that knowledge is directly reflected in their spelling and writing. "Phonemic awareness instruction, when linked to systematic decoding and spelling instruction, is a key to preventing reading failure in children who come to school without these prerequisite skills" (Moats, 2012). In the Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC) identified seventeen studies that examined interventions to help scholars develop an awareness of segments of sound and letter-sound correspondence to meet WWC group design standards and include a relevant outcome. All 17 studies found positive effects in letter names and sounds and/or phonology outcomes" (21).

By implementing a systematic scope and sequence of skills developed through each level that focuses on the eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition (alphabetic principle) and language awareness, we will begin to build stronger foundational skills in emergent and early literacy. This daily, targeted instruction is explicit, systematic, and teacher-driven with frequent opportunities for scholarly interaction and practice. By implementing this systematic instruction, the district will have an increase in the number of scholars proficient in reading by third grade (Gough and Tunmer, 1986). Building scholars' phonological awareness skills will allow them to grow and thrive in their use of both oral and written language. The district adopted curricula supporting this evidenced-based strategy include: Heggerty Phonemic Awareness for grades PreK-2, ParaReading instructional strategies in phonemic awareness for grades K-5, and Teaching Sight Words for grades K-1.

Explicit and Systematic Phonics Instruction with Connected Decodable Text One way to help children become successful readers and to make meaning of text is to help them achieve automaticity in decoding words (Gaskins et al, 1988). Skilled readers recognize the majority of words they encounter in text quickly and accurately, independent of context. Research establishes that systematic phonics is an essential part of instruction and that all children can benefit from instruction in the most common sound-spelling relationships and syllable patterns in English. Explicit instruction helps children decode words that follow predictable sound-spelling relationships and syllable spelling patterns. The early ability to sound out words successfully is a strong predictor of future growth in decoding (Lundberg, 1984) and comprehension (Lesgold and Resnick, 1982) while weak decoding skills are characteristic of poor readers (Carnine, Carnine, and Gertsen, 1984;

Lesgold and Curtis, 1981). Readers who are skilled at decoding usually comprehend text better than those who are poor decoders as this skill has a significant impact on scholar understanding.

Multiple empirical studies validate the use of explicit phonics instruction, providing strong support for the use of this instructional practice. The National Reading Panel (2000) reviewed 38 studies that found that explicit and systematic phonics instruction improved overall reading achievement. Furthermore, the National Early Literacy Panel reviewed 83 studies, finding that a combination of phonemic awareness and phonics instruction had a profound impact on all areas of reading. In addition, the use of instruction in orthographic mapping (connecting phonemes to graphemes) has been proven to develop automaticity in sight word recognition (Kilpatrick, 2016). The Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC) found strong evidence for teaching scholars to decode words, analyze word parts, and write and recognize words through explicit phonics instruction. The multitude of studies on this topic validate the use of both phonemic awareness and phonics skills as critical components of sight word recognition (Kilpatrick, 2016).

The use of "decodable texts to practice phonics skills with connected texts has been a debated topic, with only a handful of empirical studies to support the practice" (Shanahan, 2018). A study by Juel and Roper-Schneider (1985) found an increase in decoding skills by the end of grade 1 when decodable texts were used as a component of phonics instruction. In the Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC) indicated moderate evidence for ensuring that scholars read connected text daily to support accuracy, fluency, and comprehension.

By implementing a systematic scope and sequence of skills and a comprehensive set of tools to diagnose and teach scholars with weaknesses in their foundational reading skills, we will improve scholars' decoding and

fluency skills which will lead to better reading comprehension (Gough and Tunmer, 1986). Complementing their background knowledge and vocabulary through read-alouds and a series of grade-level text within a unit will also build a ramp for better comprehension. As with phonological awareness instruction, this daily, targeted instruction is explicit, systematic, and teacher-driven with frequent opportunities for scholars' interaction and practice. By implementing this systematic instruction, more scholars will be proficient in reading by third grade. By supporting our scholars' phonics skills, our scholars will grow and thrive in their use of both oral and written language. The district adopted curricula supporting this evidence-based strategy include: Really Great Reading Phonics for grades PreK-5, ParaReading instructional strategies for grades K-5, Keys to Beginning Reading Strategies for K-3, and Teaching Sight Words in grades K-1. Decodable texts were purchased for the 2021-2022 school year to support our tier 1 phonics systematic and explicit phonics instruction. A crosswalk was created aligning the decodable texts to the Really Great Reading scope and sequence.

Explicit Vocabulary Instruction Vocabulary knowledge is essential to comprehending text (NRP, 2000). Successful reading requires being able to identify written words and understand what those words mean (Biemiller, 2006). When scholars do not understand at least 90% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). Biemiller (2006) states that this is why vocabulary is often described as the "missing link" between reading mechanics and reading comprehension. "Vocabulary accounts for approximately 50-60% of the variance in reading comprehension." (Stahl & Nagy, 2006).

In the study *Meaningful Differences*, Hart and Risley found that children who grow up in homes where more oral language and vocabulary are used are able to acquire new vocabulary more rapidly (1995). Conversely, children who have not been given enough exposure to oral language and vocabulary from birth, often children of poverty, require more explicit vocabulary instruction daily to close the oral language gap. This language gap is often referred to as the 30 Million Word Gap. Graves' research suggests that scholars acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school (2006). While the research studies on the 30 million word gap have come under fire recently, the sheer volume of conversation directed at children, not just spoken in their presence, is fundamental to language learning and later success in school. A verbally impoverished eighth-grade student probably knows as many word meanings as an average fourth-grade student (Biemiller, 2005).

Consistent with research findings, there is no one way to teach vocabulary but rather experts recommend a multi-component approach. Research shows vocabulary routines emphasizing the integration of vocabulary instruction using existing content materials and multiple exposures to new words taught by teachers in all subject areas leads to improved competence in reading comprehension (Sedita 2005; Gough and Tunmer 1986).

The Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC), found minimal evidence for the instruction of academic vocabulary. The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), found strong evidence for the use of explicit vocabulary routines to teach academic language (tier 2 vocabulary) and content-specific vocabulary (tier 3 vocabulary).

By implementing explicit vocabulary instruction through vertical alignment, scholars will benefit from the continuity of a consistent set of strategies that are passed from grade to grade and subject to subject. Included in the consistent set of strategies are graphic organizers, semantic mapping, word walls, teaching word parts,

and creating word-rich classrooms. By increasing scholars' vocabulary skills, they will grow and thrive in their use of both oral and written language. The district adopted curricula supporting this evidenced-based strategy include: ParaReading instructional strategies and Explicit Instruction strategies for grades K-5, Keys to Literacy Keys to Vocabulary Routine for grades 4-12, Keys to Beginning Reading Strategies in K-3, the National Geographic's *Panorama Science and Panorama Social Studies* curriculum for grades K-5, and Pearson *My Perspectives* for grades 6-12.

Background knowledge and comprehension through the use of thematic, grade level (and higher) text sets connecting language/speaking, reading, and writing Many students in poverty have a limited amount of experiences, and their schema has not developed enough for educators to truly build upon their prior knowledge (Tileston & Darling, 2008). To comprehend a text, readers need background knowledge about the topic to connect to any new information. The more scholars know about a topic, the more they learn about the topic. In reading, when a scholar knows little about a topic before reading a text, the new text adds new knowledge, deepening their understanding and building connections to existing knowledge. Reading comprehension is a dynamic interaction between the reader and the meaning of the text (Rosenblatt, 1972). Most texts cannot be understood without contributions from the reader, including background and world knowledge. What scholars already know about the content is one of the strongest indicators of how well they will learn new information relative to the content (Marzano 2004). The National Research Council states, "All learning involves transfer from previous experiences. Even initial learning involves transfer that is based on previous experiences and prior knowledge" (2000).

Research shows that the best way to boost scholars' reading comprehension is to expand their background knowledge and vocabulary by teaching them history, science, literature, and the arts (Willingham 2006; Hirsh 2003). According to Willingham (2006), "Whether or not readers understand a text depends far more on how much background knowledge and vocabulary they have relating to the topic than on how much they've practiced comprehension skills."

The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), found strong evidence for providing extended discussion of text meaning and interpretation. The K-5 curriculum, National Geographic's *Panorama Science and Panorama Social Studies*, uses rich text sets with tier 2 and tier 3 vocabulary to provide background knowledge for rich discussions of texts. Through the use of text sets, scholars can dig deeper into the content to make generalizations, interpretations, and conclusions. While this is the current curriculum that may change once the HQIM list has been released to school. Curriculum will change, but strategies to increase vocabulary and background knowledge will continue to be at the forefront of instructional strategies.

The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), also found moderate evidence for increasing scholar motivation and engagement in literacy learning by learning from content-area texts and making literacy experiences relevant to everyday life, current events, and scholarly interests. The use of these text sets provides the background knowledge to build interest and motivation.

By using rigorous, grade-level texts and above grade level read aloud material that align with science and social studies standards as well as bringing the content into the reading through authentic fiction and nonfiction, our scholars are able to make direct connections to prior learning and previous experiences (Wexler, 2019). Building scholars' language awareness which includes background knowledge and vocabulary

leads to better reading comprehension (Gough and Tunmer, 1986) ensuring that scholars will be on track and proficient in reading by third grade and beyond. By building scholars' background knowledge and supporting their ability to use that knowledge to make connections to text, our scholars will grow and thrive in their use of both oral and written language.

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:

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

The district will take a systems approach to review the effectiveness of the evidenced based strategies. This system approach follows the Ohio Improvement process and highlights communication to each team. Adult implementation data will be collected using look for tools, surveys, teacher lesson plans, professional development attendance, and coaching cycles and will be reviewed to ensure that fidelity of implementation of the strategies occurs. Adult implementation extending beyond district wide look for tools is new for the district leadership team. Subcommittees with membership representing the diverse roles across the district have begun to create tools and analyze adult data and connect to the impact on student growth and achievement. This work will continue and evolve over the next two years. The emphasis DLT places on this work supports the OIP process and strengthens the communication from DLT to BLT and to TBT giving more consistent direction and support where it is needed. Ultimately, this review will impact our measurement of the instructional strategies as highlighted in the section above.

Data that is collected and analyzed from both adults and students will be used to determine some professional development opportunities that need to be created at either the district or building level. Look for tools will be reviewed by each subcommittee at the end of every year to refine and evolve the tool with the feedback for the following school year. In addition, calibration activities have occurred during the 23-24 school year. This provides a scaffolded approach for leadership while building their capacity to ensure that the look for tools are completed with consistency from building to building across the district. Pilot data will be reviewed and decisions about continuation, refinement, change, and expansion will be determined using data collected and analyzed by the subcommittees.

Professional learning series will begin when fidelity and implementation are not meeting the expectations of the district as measured by the OnePlan, the AIP, and the 11 District Plan. Coaching will be provided after professional learning and for any staff that is still in need of support.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development

activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

****Under Ohio law (House Bill 33 of the 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	Instructional staff involved
Early and Emergent Literacy: PA and Print Awareness	<ul style="list-style-type: none"> - Professional Development by Heggerty on the 2022 manual for Instructional Coaches (Fall 2023) - Professional Development on 2022 Heggerty manual for teachers (Fall 2023 & Fall 2024) - Really Great Reading (Launchpad) Training for new Teachers & Educational Assistants (Fall 2024) - Refresher PD for staff based on individual needs (Ongoing) - Professional Development on Preschool Decision Rules for new Teachers & Educational Assistants (Fall 2023 & following future Decision Rule updates). - Professional Development on the new ALO PELI Data system. (Fall 2023) 	<ul style="list-style-type: none"> -Preschool Supervisors -Preschool Coach -Preschool Teachers (Classroom teachers, Intervention Specialists, and Preschool Supersub) -Preschool Educational Assistants
Early and Emergent Literacy: Vocab/Oral Language	<ul style="list-style-type: none"> - Professional Development on integrating Vocabulary Routines into STAR read-alouds (Fall 2023) - STAR Curriculum PD for new teachers (Fall 2024) - Vocabulary Routine PD for new teachers (Fall 2024) - STAR and Vocabulary Routine refresher PD. - Professional Development on Preschool Decision Rules for new Teachers & Educational Assistants (Fall 2023 & following future Decision Rule updates). - Professional Development on the new ALO PELI Data system. (Fall 2023) 	<ul style="list-style-type: none"> -Preschool Supervisors -Preschool Coach -Preschool Teachers (Classroom teachers, Intervention Specialists, and Preschool Supersub) -Preschool Educational Assistants
Conventional Literacy: PA	<ul style="list-style-type: none"> -Heggerty delivers PD to instructional coaches on the shifts made in newest edition (Fall 2023) -ELA Instructional Content specialist follows up with coaches on the roll out of the new Heggerty edition with teachers and late start guide (fall 2023) - Heggerty update/refresher for teachers (Fall 2023) 	<ul style="list-style-type: none"> K-5 Instructional Content Specialist K-5 Instructional Coaches Principal & Assistant Principals K-3 All Teachers, including

	<p>-Instructional Content Specialist updates building admin on shifts made in new Heggerty 2022 edition (Fall 2023)</p> <p>-Provide initial training to all new teachers (Fall 2024)</p> <p>-Instructional Content Specialist and Decision Rules Committee updates coaches on Decision Rule changes. (Fall 2023 & Fall 2024)</p> <p>-Instructional Coaches update teachers and admin on Decision Rule changes. (Fall 2023 & 2024)</p>	<p>Intervention Specialists & TESOL and ELEAs</p> <p>Title Teachers</p> <p>Long term Building Substitutes</p>
Conventional Literacy: Phonics	<p>-Instructional coaches provide initial professional development on the modification to the ELA block in grades K-2 and on phoneme grapheme mapping, dictation and word chaining (Fall 2023)</p> <p>-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p> <p>-Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall 2024)</p> <p>-Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024)</p> <p>-Professional Development provided by 95% Group for all 3rd grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p>	<p>K-5 Instructional Content Specialist</p> <p>K-5 Instructional Coaches</p> <p>Principal & Assistant Principals</p> <p>K-3 All Teachers, including Intervention Specialists & TESOL and ELEAs</p> <p>Title Teachers</p> <p>Long term Building Substitutes</p>
Conventional Literacy: Vocabulary and Background Knowledge	<p>-Professional Development for new teachers on the implementation of Panorama Curriculum (Fall 2024).</p> <p>-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p> <p>-Build coaches capacity in using Before, During, and After reading strategies in Panorama (By Spring 2024).</p> <p>-Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p>	<p>K-5 Instructional Content Specialist</p> <p>K-5 Instructional Coaches</p> <p>Principal & Assistant Principals</p> <p>K-3 All Teachers, including Intervention Specialists & TESOL and ELEAs</p> <p>Title Teachers</p> <p>Long term Building Substitutes</p>
Adolescent Literacy: Advanced	<p>Grades 4-5 Training in Tier 1 curriculum</p> <p>Tier 1 PBIS training to increase student engagement and motivation</p>	<p>4-10 Instructional Content Specialist</p> <p>4-10 Instructional Coaches</p>

<p>Word Study/Fluency</p>	<p>Professional Development provided by 95% Group for all 4th and 5th grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p>Professional Development provided by 95% Group for all 4th and 5th grade teachers involved in the pilot, including Title 1 and intervention specialists (Fall 2023).</p> <p>Provide Professional Development for all teachers, including intervention specialists on how to administer the Acadience assessment (Fall 2023 & Fall 2024).</p> <p>Grades 6-10 Training in Tier 1 curriculum</p> <p>Tier 1 PBIS training to increase student engagement and motivation</p> <p>Provide professional development to principals, assistant principals, and instructional coaches on Morpheme Magic and “look for” to identify successful implementation</p> <p>Refresher on the Science of Reading for administration either by the district or state</p> <p>Training in Decision Rules, REWARDS, and West Virginia Phonics for intervention teachers, intervention specialists, and special education supervisors</p> <p>Training in Morpheme Magic for advanced tiers intervention teachers and support staff</p> <p>Principals, Assistant Principals, Special Education Supervisors and Intervention specialists on literacy lab course and adult implementation data and decision rules and assessments Training on the Science of reading provided by the state or by the district</p> <p>Professional development series provided by the district on Ohio’s Plan to Raise Literacy Achievement</p>	<p>Principal & Assistant Principals</p> <p>4-10 All Teachers, including Intervention Specialists & TESOL</p> <p>Title Teachers</p> <p>Long term Building Substitutes</p>
<p>Adolescent Literacy: Vocabulary & Background Knowledge</p>	<p>Grades 4-10 Professional Development for new teachers on Tier 1 core curriculum</p> <p>PD Refreshers on explicit vocabulary strategies such Keys to Literacy Vocabulary aligned to the SoR starting in 2024</p> <p>Professional development for science and elective teachers on ELlevation</p> <p>-Build coaches capacity in using Before, During, and After reading strategies in Tier 1 core curriculum (By Spring 2024).</p>	<p>4-10 Instructional Content Specialist</p> <p>4-10 Instructional Coaches</p> <p>Principal & Assistant Principals</p> <p>4-10 All Teachers, including Intervention Specialists &</p>

	<p>Instructional Content Specialist and Decision Rules Committee updates coaches on decision rule changes. (Fall 2023 & Fall 2024)</p> <p>Instructional Coaches update teachers and admin on decision rule changes. (Fall 2023 & 2024)</p> <p><u>Grades 4-5</u></p> <p>Provide Professional Development for all teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024)</p> <p>Provide Professional Development for new teachers on how to administer the Acadience assessment (Fall 2023 & Fall 2024)</p> <p><u>Grades 6-10</u></p> <p>Professional development on hook and inspire through MyPerspectives for core content teachers</p> <p>Professional development for principals, ap, instructional coaches on MyPerspectives hook and inspire</p> <p>Develop two year professional development scope and sequence for advanced tier teachers-revise as appropriate</p> <p>Professional development in REWARDS for science and social studies and writing (Spring 2024)</p>	<p>TESOL</p> <p>Title Teachers</p> <p>Long term Building Substitutes</p>
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Several years ago, YCSD began its journey in learning about the science of reading and structured literacy approaches. We started with administration learning and making curriculum shifts away from balanced literacy and aligned to a structured literacy approach. YCSD continues to provide teachers with curriculum, professional development, and tools aligned with the practices within the science of reading at every level. As we have learned through the work of Nancy Young and her updated Ladder of Reading and Writing, 95% of kids can learn to read with the right instruction (Young, 2020). We maintain that high expectation and work towards building everyone's understanding and capacity to deliver the type of instruction to get 95% of our kids reading. This ties in to our high expectations we have for all learners. For example, we adopted knowledge based curricula in grades K-12 that not only provides high quality complex texts for all learners but also provides culturally diverse topics and perspectives. As we provide professional development and continue to make sure we are providing high quality instructional materials these practices are always at the forefront of our decision-making and professional development design. The success of our professional development plan highly depends on our coaching support in each building across the district. The coaching opportunities that occur day to day throughout the year provides another layer of individualized professional development to build capacity to ensure all learners succeed and identify and nurture students' strengths.

Although YCSD has received and provided many professional developments over the last several years

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

around the science of reading and structured literacy approaches, we recognize that sustainability has been a barrier to our growth. In order to address this need, we will provide new teachers with initial professional development on the science of reading, curricula, and strategies aligned to their grade level and content areas. Beyond the initial professional development, coaches will select an area of focus and begin providing follow-up coaching. Returning teachers will receive refresher and or deep-dive professional development on the science of reading, curricula, and/or strategies aligned to their grade level and content areas. Tiered coaching will follow this professional development.

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

Appendices YCSD Reading Achievement Plan

Students Lives' Matter Article	Appendix A
School Report Card data for grades 3-5	Appendix B
School Report Card data for grades 6-8	Appendix C
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PreK ELA Language and Literacy Data	Appendix E
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PELI Data	Appendix I
Root Cause Analysis	Appendix J
YCSD Decision Rules	Appendix K

Appendix A:

Students Lives' Matter Article

Students' Lives Matter

Dr. Grant A. Chandler, President/CEO

Several years ago, in another role, I penned a short article attempting to define *urgency* and its role in our work. Thinking about my seven years working in accountability and supporting amazing and courageous district leaders, I think we've grown in our understanding of the importance of not only defining urgency but, more importantly, we've encountered a myriad of lessons along the way about the conceptual thinking behind it, how to build it, and how to think about the importance of the work in our everyday interactions with all of our stake holders.

At Students Matter, LLC., we are deeply committed to each student's success, so much so in fact that we renamed our company after what is most important in our work: Students. Students Matter. Their voices matter. Their hopes and dreams matter. Their path to those dreams matter. Their education matters. Their lives matter. We believe that educators have not only the ability, but the responsibility to do all that is possible to assist each student in moving forward on her/his individual path to success, to her/his dreams, and to her/his own productive and happy life. What is the connection between this concept of urgency and the voices, lives, dreams, and hopes of our students?

Let's go back and think about our *urgency* journey.

In 2013, I had the absolute pleasure of spending over a month in the United Kingdom to study how high poverty low performing districts had changed their trajectory and were out performing districts with an economically advantaged population. The obvious question was, *What were those districts and district leaders doing that quickly and dramatically changed their student performance trajectory?*

It was there in the UK that this notion of *urgency* began to take some shape. I met many amazing educators but three that noticeably stand out in this conversation about *urgency*. While none of those leaders used the word directly, there was a passion and fervor underneath their words and actions that left no doubt as to the urgency of their work and the importance of that urgency in their efforts. Each of these leaders was asked, What is it you are doing that has dramatically improved student learning in your schools?

- One superintendent of a fine arts academy district simply said, "We make sure that each and every student has a specific plan for what she/he will do when each [graduates] one leaves us and we work with each and every student to ensure that the plan is enacted and is successful. No one leaves here without a working plan in place."
- Another superintendent thoughtfully responded, "What right do we have to stand in front of another mother's child and give him anything but the very best instruction possible?"
- And, finally, the superintendent who forever changed my professional mission said, "This is a matter of life and death. It isn't about just reading, writing, and math. We know what happens to these children when they are unsuccessful here, when we fail them, and they become adults out there in the world. We know what happens to them. They die. They live a shorter life span than those who are successful. Read the longitudinal studies. I didn't make that up. I don't care who likes me or who doesn't. We make every decision, we act in every way in every minute as if it were a matter of life and death. Because it is. No one dies here on my watch."

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One year later, in Baltimore, I met Brett Lane, president of the *Institute for Strategic Leadership & Learning* (INSTLL). His company researches the policy conditions necessary for states and districts to scale up and effectively implement district and school turnaround and improvement efforts. In his research and the models and frameworks that emerged from that ongoing work, Lane argues that a catalyst or event results in "an increase in urgency and/or awareness that the current state of affairs is unacceptable and must change" (Lane, 2014).

So thus far, we have two significant ideas about urgency. One is the passionate desire to do whatever it takes to ensure that students are successful because it's simply a matter of life and death for those students we serve. Similarly, Lane captures the emotional decision often associated with the urgency to do something differently in order to realize significant and meaningful change and, hopefully, far better results for students.

How do district leaders go about building urgency without inciting panic? In most cases, educators are doing the very best they know how to do often in conditions that are challenging to say the very least. There are so many barriers to success: crippling teacher shortages, intense teacher and leader mobility, political agendas, adult agendas, the ongoing debates about school finance, legislative demands that are time and labor consuming but often yield little positive result, and the list goes on subject to your own individual context.

What we've seen is that building urgency without blame and without panic is so delicate that it often implodes before we can benefit from its very existence. Simply looking at our student performance data alone is often not enough to stimulate conversations about the need and desire to do something differently to create different results. In many cases, it only makes adults angry, frustrated, and feeling attacked.

Yet, we cannot forget what the research says happens to the children we fail: many of these children simply live shorter lives as adults. Let's consider some of these life conditions that create that shorter life span: physical illness, mental illness, access to high-quality health care, quality of living conditions, quality of food available, higher level of stress, increased feelings of hopelessness, and the list goes on.

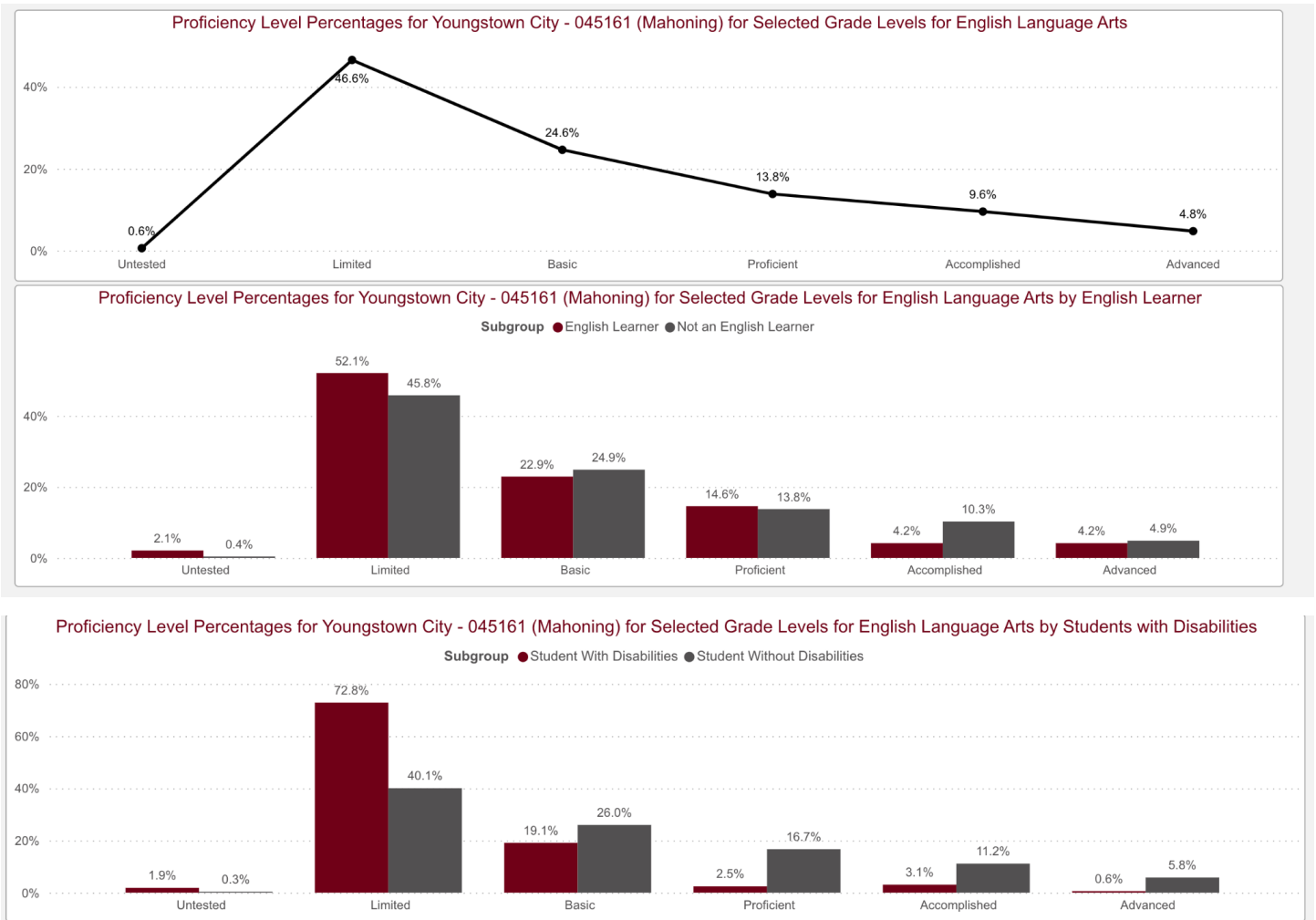
Let's remember what one of our colleagues said from her district across the pond. They approach their work believing that the goal is much deeper than teaching them to read or to multiply, or even to write that ever-present five paragraph essay. They shout from the roof tops with a passion I have never yet seen equaled anywhere in this country that their mission, their very existence as a school and a collective body of educators is about saving their [students'] lives and helping them to strive for a future life that is as meaningful as possible.

I saw a school district that defined urgency as a way of nurturing them, of providing what they called pastoral care to each student in a system that equitably meets all of their needs both academically and non-academically. It was in this school where students were surrounded by caring adults who came to work every day engaged in efforts to tirelessly support their students' academic and non-academic needs. These adults couldn't envision another way of operating their school. The needs were beyond great. The obstacles were frequent and strong. Their students' dreams were evening stronger.

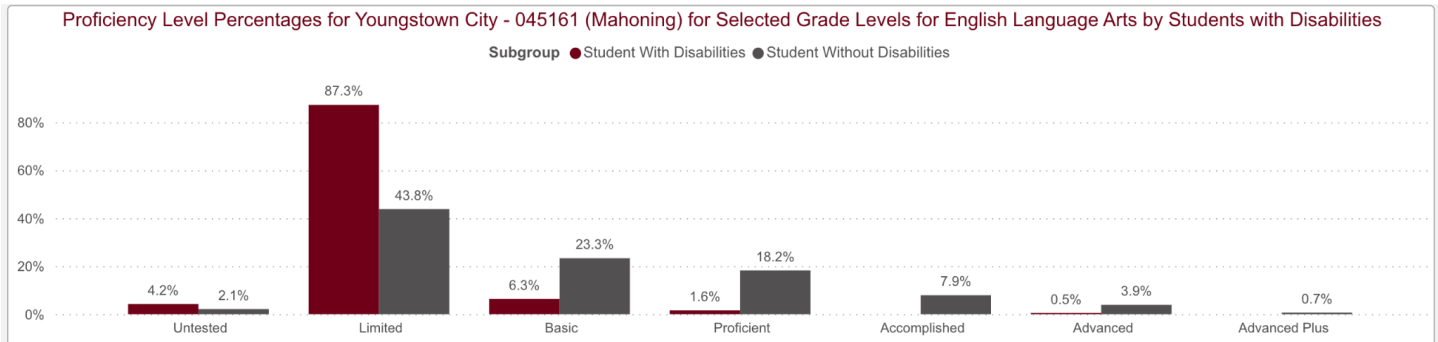
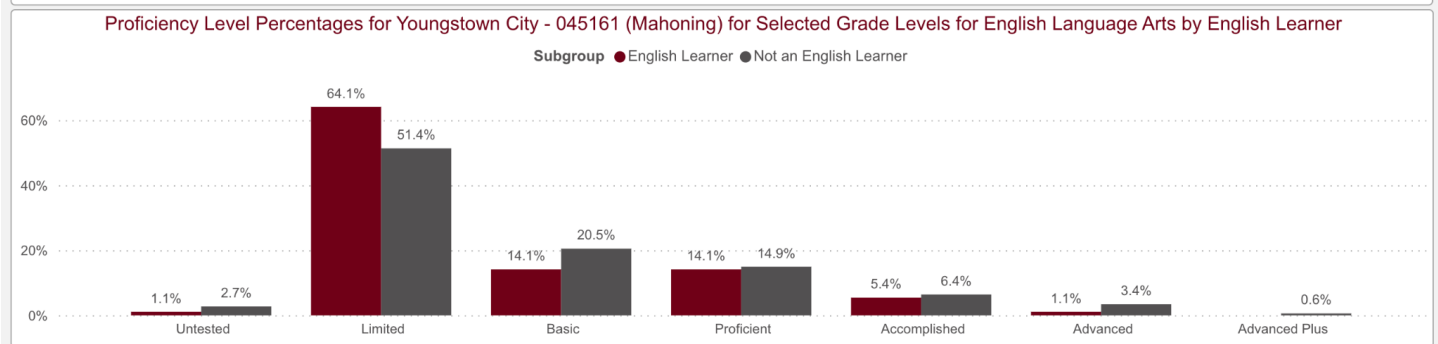
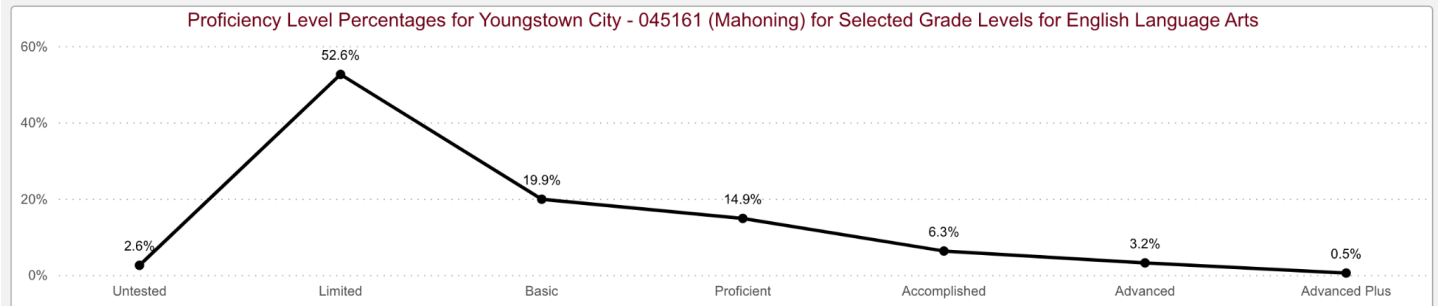
The Quaglia Institute defines aspirations as "the ability to dream and set goals for the future while being inspired in the present to reach those dreams" (www.quagliainstitute.org). In this school I just described, the adults understood and accepted that their role, their purpose was

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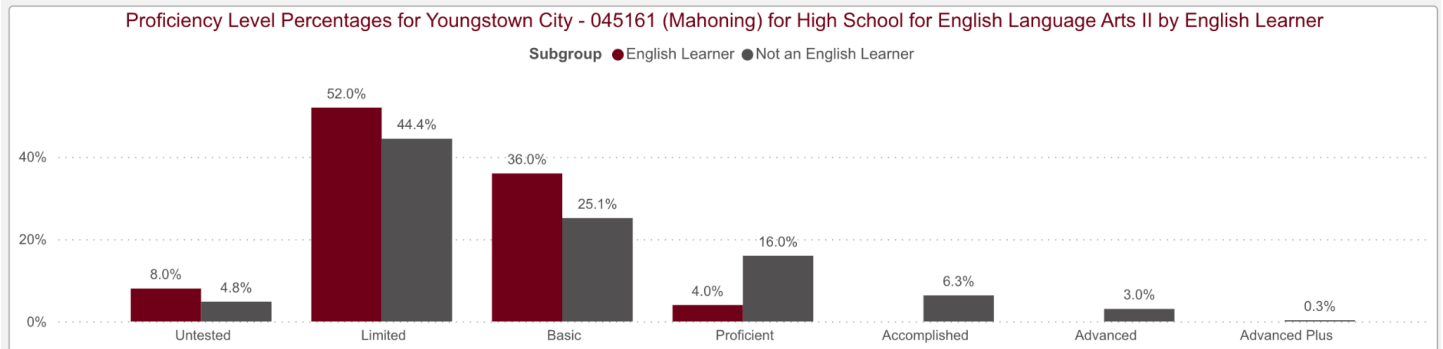
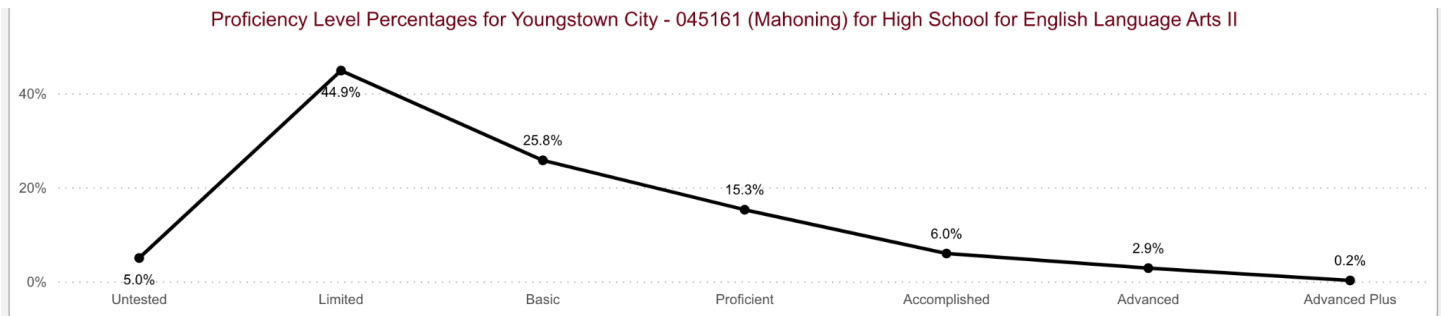
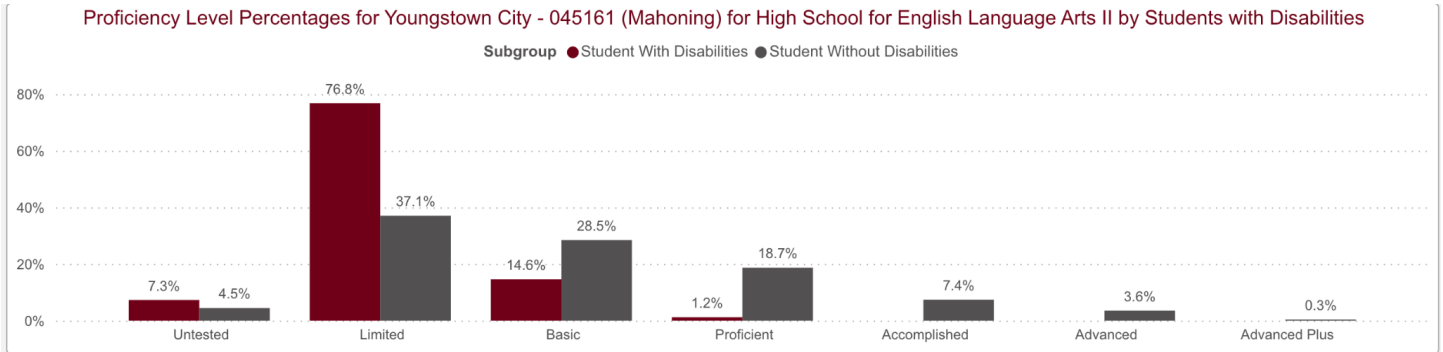
Appendix B: School Report Card data for grades 3-5



Appendix C: School Report Card data for grades 6-8

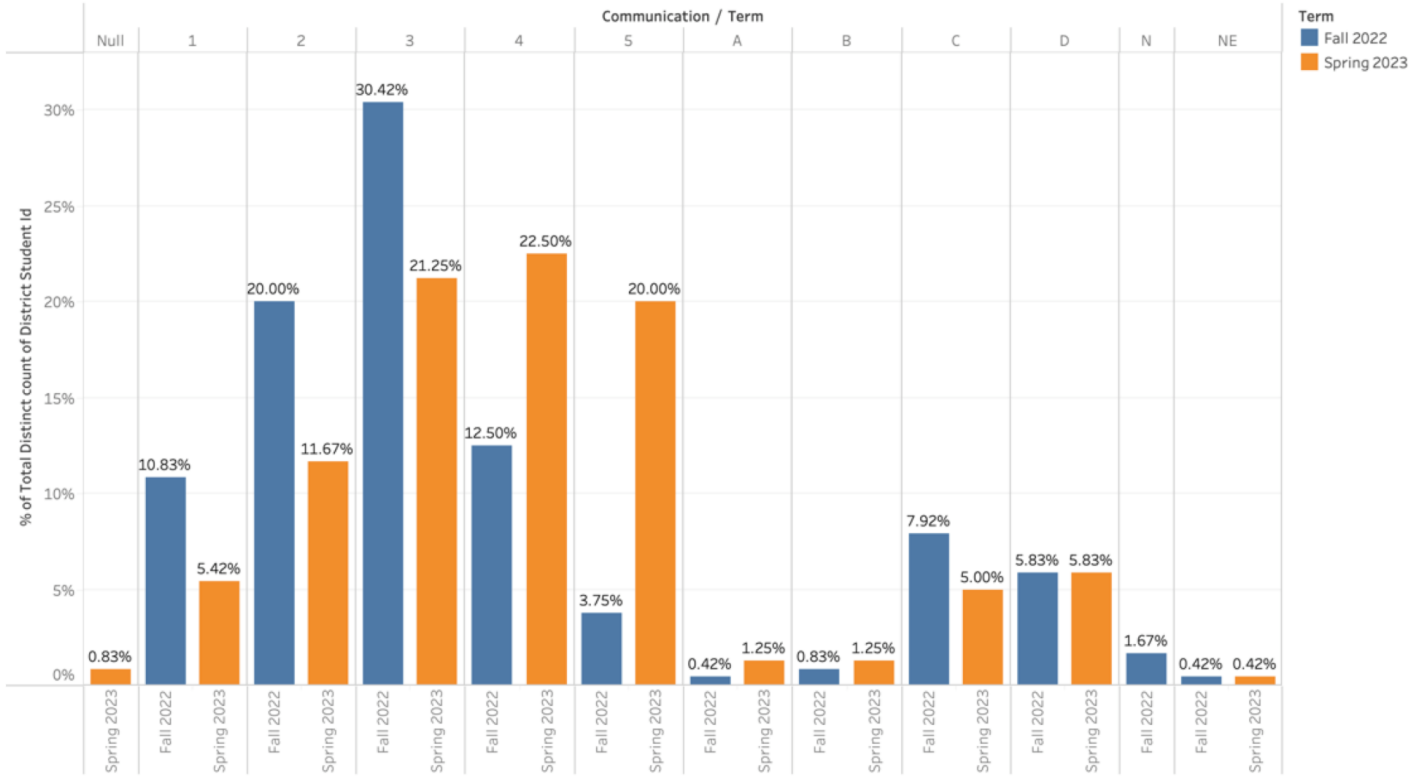


Appendix D: School Report Card data for ELA 2



Appendix E: PreK ELA Language and Literacy Data

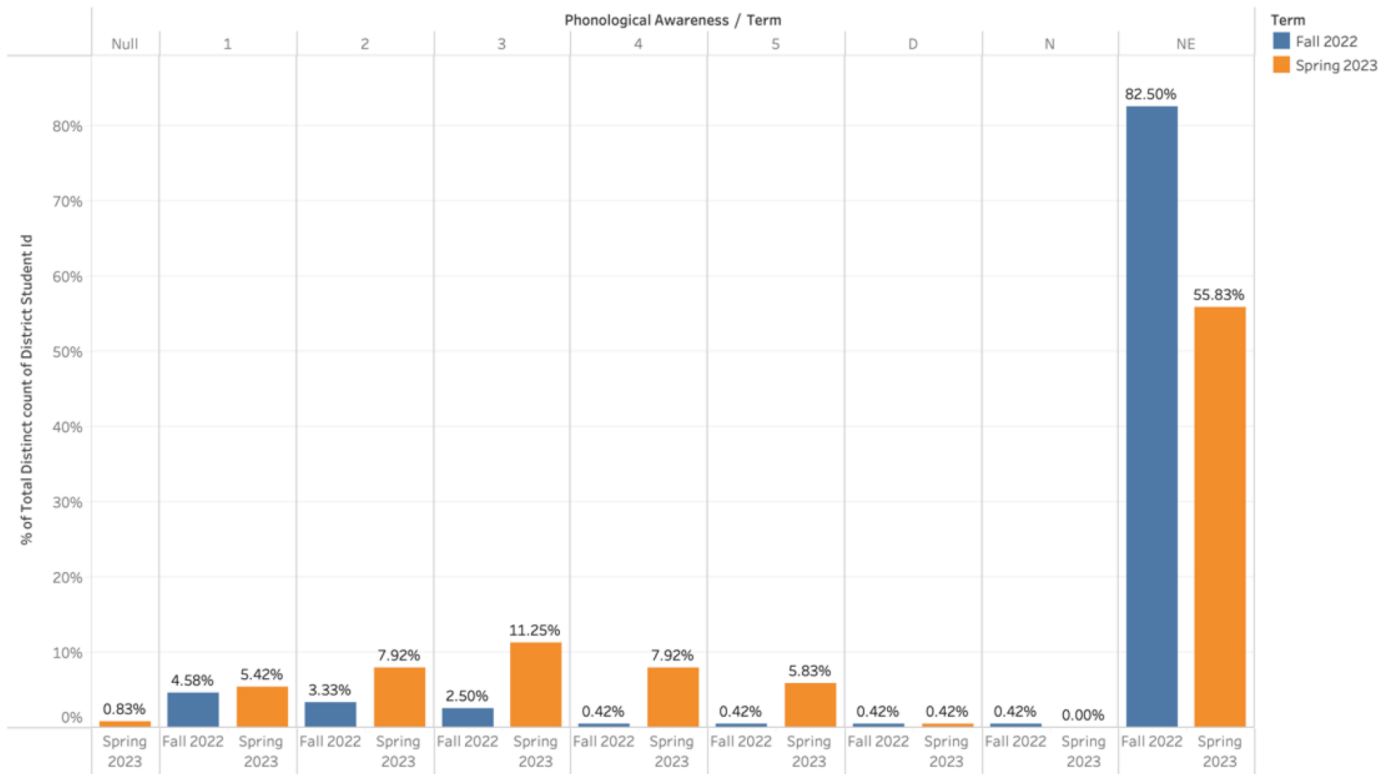
Communication %



% of Total Distinct count of District Student Id for each Term broken down by Communication. Color shows details about Term. The marks are labeled by % of Total Distinct count of District Student Id.

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

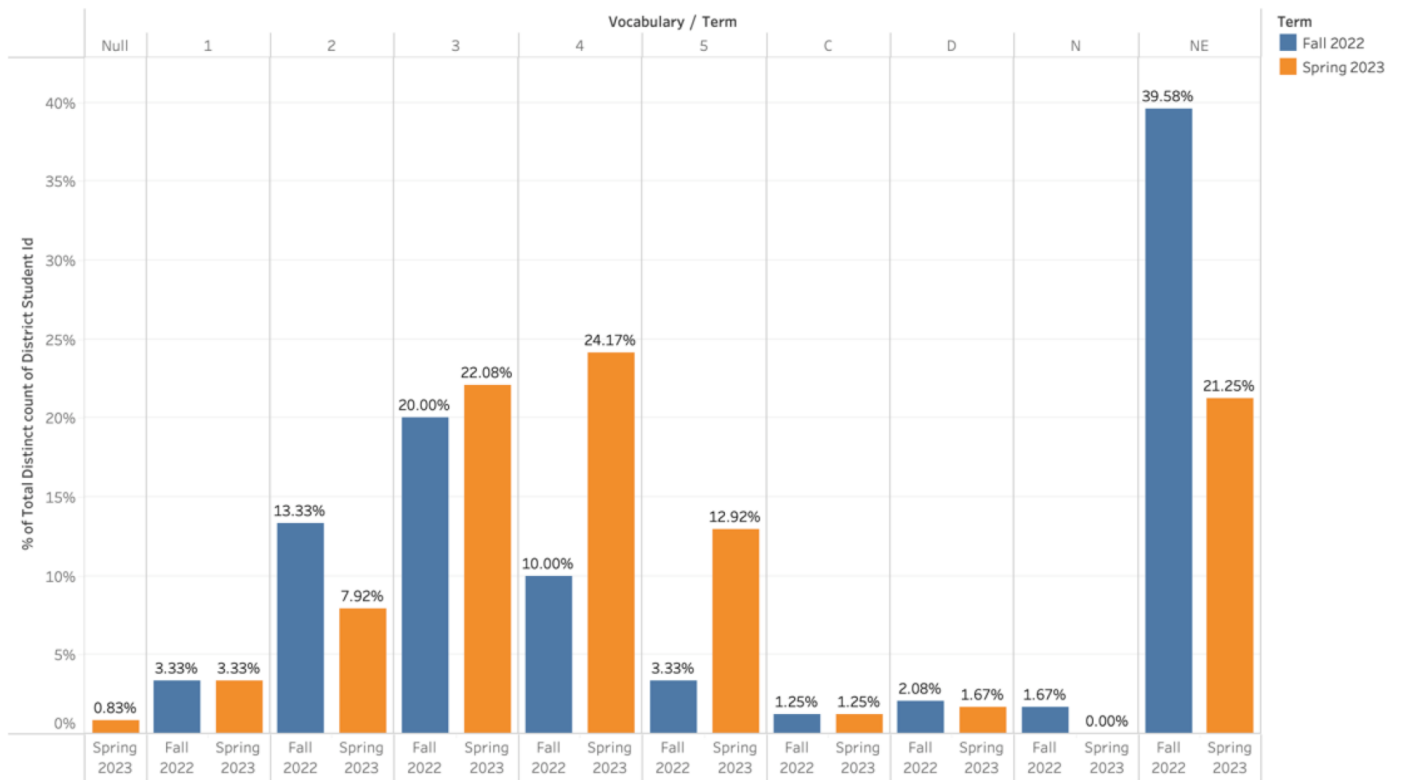
Phonological Awareness %



% of Total Distinct count of District Student Id for each Term broken down by Phonological Awareness. Color shows details about Term. The marks are labeled by % of Total Distinct count of District Student Id.

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

Vocabulary %



% of Total Distinct count of District Student Id for each Term broken down by Vocabulary. Color shows details about Term. The marks are labeled by % of Total Distinct count of District Student Id.

Appendix F: K-5 Acadience Data

Acadience At or Above Benchmark by Grade Level for All Students						
	BOY 22-23	EOY 22-23	Increase of:	BOY 22-23	BOY 23-24	Difference:
K	25.21%	61.14%	35.93%	25.21%	24%	-1.21%
1	29.50%	37.28%	7.78%	29.50%	36%	+6.5%
2	32.26%	35.35%	3.09%	32.26%	40%	+7.74%
3	24.32%	40.91%	16.59%	24.32%	30%	+5.68%
4	N/A	N/A	N/A	N/A	23%	NA
5	N/A	N/A	N/A	N/A	11%	NA

At or Above Benchmark by Grade Level for Students with Disabilities						
	BOY 22-23	EOY 22-23	Increase of:	BOY 22-23	BOY 23-24	Difference:
K	10.71%	19.35 %	8.64%	10.71%	0%	-10.71%
1	3.7%	3.33%	-0.37	3.7%	5.88%	+2.18%
2	0	4.76%	4.76%	0	12.12%	+12.12%
3	0	5.8%	5.8%	0	7.69%	+7.69%
4	N/A	N/A	N/A	N/A	0%	N/A
5	N/A	N/A	N/A	N/A	0%	N/A

At or Above Benchmark by Grade Level for EL Students						
	BOY 22-23	EOY 22-23	Increase of:	BOY 22-23	BOY 23-24	Difference:
K ▾	11.43%	41.03%	29.6%	11.43%	0%	-11.43%
1	26.92%	41.18%	14.26%	26.92%	29.03%	-0.89
2	25.64%	22.50%	-3.14%	25.64%	44.74%	+19.1
3	9.68%	18.75%	9.07%	9.68%	28.13%	+18.45
4	N/A	N/A	N/A	N/A	15%	N/A
5	N/A	N/A	N/A	N/A	3.7%	N/A

At or Above Benchmark by Grade Level for EL & Students With Disabilities						
	BOY 22-23	EOY 22-23	Increase of:	BOY 22-23	BOY 23-24	Difference:
K	20.0%	16.67%	-3.33%	20.0%	0%	-20%
1	0%	0%	0%	0%	25%	+25%
2	0%	0%	0%	0%	0%	0
3	0%	0%	0%	0%	25%	+25%
4	N/A	N/A	N/A	N/A	0%	N/A
5	N/A	N/A	N/A	N/A	0%	N/A

2022-2023 Acadience Growth Data % of Scholars who Met or Exceeded their Acadience Growth Goal										
	K		1		2		3		All Grades	
	Typical	Gap Closing	Typical	Gap Closing	Typical	Gap Closing	Typical	Gap Closing	Typical	Gap Closing
All Students	16.47	49.41	16.98	36.34	15.3	40.21	11.67	52.68	15.2	44.53
Students with Disabilities	6.9	20.69	3.57	14.29	7.32	26.83	16.18	22.06	10.18	22.16
EL Students	24.32	27.03	24.0	40.0	13.51	37.84	18.75	43.75	20.51	37.18
Students with Disabilities & EL	16.67	0.0	0.0	0.0	0.0	25.0	25.0	12.5	15.79	21.05

Appendix G: NWEA Data Grades 2-5

All students Grades 2-5							
Grade 2		Grade 3		Grade 4		Grade 5	
EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students
6.42% - Hi 10.81% - HiAvg 13.18% - Avg 15.2% - LoAvg 54.39% - Lo	6.28- Hi 6.28% - HiAvg 10.99% - Avg 17.80% - LoAvg 58.64% - Lo	4.32% - Hi 15.12% - HiAvg % - Avg 15.74% - LoAvg 47.22% - Lo	5.85% - Hi 5.85% - HiAvg 11.71% - Avg 22.44% - LoAvg 54.15% - Lo	4.73% - Hi 8.11% - HiAvg 14.86% - Avg 16.55% - LoAvg 55.74% - Lo	1.86% - Hi 10.70% - HiAvg 22.33% - Avg 21.40% - LoAvg 43.72% - Lo	2.84% - Hi 11.35% - HiAvg 14.54% - Avg 23.40% - LoAvg 47.87% - Lo	3.18% - Hi 9.09% - HiAvg 15% - Avg 21.82% - LoAvg 50.91% - Lo
All Students Met Growth Target Fall to Spring 22-23							
Growth: 47.72% met or exceeded expected growth		Growth: 61.37% met or exceeded expected growth		Growth: 53.53% met or exceeded expected growth		Growth: 49.37% met or exceeded expected growth	
Students with Disabilities Grades 2-5							
Grade 2		Grade 3		Grade 4		Grade 5	
EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students
0% - Hi 2.38% - HiAvg 2.38% - Avg 21.43% - LoAvg 73.81% - Lo	0% - Hi 0% - HiAvg 4.35% - Avg 13.04% - LoAvg 82.61% - Lo	3.03% - Hi 9.09% - HiAvg 4.55% - Avg 6.06% - LoAvg 77.27% - Lo	0% - Hi 3.45% - HiAvg 10.34% - Avg 24.14% - LoAvg 62.07% - Lo	1.61% - Hi 1.61% - HiAvg 4.84% - Avg 9.68% - LoAvg 88.26% - Lo	0% - Hi 0% - HiAvg 2.17% - Avg 10.87% - LoAvg 86.96% - Lo	0% - Hi 2.13% - HiAvg 2.13% - Avg 6.38% - LoAvg 89.36% - Lo	0% - Hi 0% - HiAvg 0% - Avg 10.53% - LoAvg 89.47% - Lo
Students with Disabilities Met Growth Target Fall to Spring 22-23							
Growth: 31.43% met or exceeded expected growth		Growth: 55.17% met or exceeded expected growth		Growth: 50% met or exceeded expected growth		Growth: 43.59 % met or exceeded expected growth	

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

English Learners Grades 2-5							
Grade 2		Grade 3		Grade 4		Grade 5	
EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students
5% - Hi 12.5% - HiAvg 10% - Avg 20% - LoAvg 52.3% - Lo	4.76% - Hi 0% - HiAvg 4.76% - Avg 38.10% - LoAvg 52.38% - Lo	3.23% - Hi 6.45% - HiAvg 9.68% - Avg 12.90% - LoAvg 67.74% - Lo	0% - Hi 7.14% - HiAvg 14.29% - Avg 21.43% - LoAvg 57.14% - Lo	0% - Hi 5.56% - HiAvg 2.78% - Avg 16.67% - LoAvg 75% - Lo	0% - Hi 7.14% - HiAvg 7.14 14.29% - LoAvg 71.43% - Lo	0% - Hi 0% - HiAvg 4.76% - Avg 9.52% - LoAvg 85.71% - Lo	0% - Hi 0% - HiAvg 4.76% - Avg 14.29% - LoAvg 80.95% - Lo
English Learners Met Growth Target Fall to Spring 22-23							
Growth: 56.67% met or exceeded expected growth		Growth: 66.67% met or exceeded expected growth		Growth: 35.71% met or exceeded expected growth		Growth: 70.59% met or exceeded expected growth	
English Learners with Disabilities Grades 2-5							
Grade 2		Grade 3		Grade 4		Grade 5	
EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students	EOY Spring 23 NWEA 2-5 All students	BOY Fall 23 NWEA 2-5 All students
0% - Hi 0% - HiAvg 20% - Avg 20% - LoAvg 60% - Lo	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo	14.29% - Hi 14.29% - HiAvg 0% - Avg 0% - LoAvg 71.43% - Lo	0% - Hi 0% - HiAvg 25% - Avg 25% - LoAvg 50% - Lo	0% - Hi 7.69% - HiAvg 0% - Avg 15.38% - LoAvg 76.92% - Lo	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo	0% - Hi 0% - HiAvg 0% - Avg 20% - LoAvg 80% - Lo	0% - Hi 0% - HiAvg 0% - Avg 12.5% - LoAvg 87.5% - Lo
English Learners with Disabilities Met Growth Target Fall to Spring 22-23							
Growth: 50% met or exceeded expected growth		Growth: 57.14% met or exceeded expected growth		Growth: 27.27% met or exceeded expected growth		Growth: 75% met or exceeded expected growth	

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

Appendix H: NWEA Data Grades 6-10

All students					
-	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
EOY Spring 23 NWEA 6-10 All students	1.29% - Hi	2.17% - Hi	4.27% - Hi	6.21% - Hi	7.58% - Hi
	11.29% - HiAvg	6.52% - HiAvg	11.11% - HiAvg	10.56% - HiAvg	14.85% - HiAvg
	13.87% - Avg	17.08% - Avg	17.38% - Avg	25.78% - Avg	15.76% - Avg
	19.68% - LoAvg	23.91% - LoAvg	19.66% - LoAvg	26.40% - LoAvg	20.61% - LoAvg
	53.87% - Lo (310 students)	50.31% - Lo (322 students)	47.58% - Lo (351 students)	31.06% - Lo (322 students)	41.21% - Lo (330 students)
BOY Fall 23 NWEA 6-10 All students	3.52% - Hi	2.41% - Hi	2.12% - Hi	4.75% - Hi	5.62% - Hi
	12.89% - HiAvg	17.24% - HiAvg	13.64% - HiAvg	13.13% - HiAvg	10.39% - HiAvg
	19.14% - Avg	14.48% - Avg	20.61% - Avg	18.16% - Avg	16.57% - Avg
	23.83% - LoAvg	20.69% - LoAvg	21.82% - LoAvg	22.91% - LoAvg	26.12% - LoAvg
	40.63% - Lo (256 students)	45.17% - Lo (290 students)	41.82% - Lo (330 students)	41.06% - Lo (358 students)	41.29% - LoAvg (356 students)
Met Growth Target Fall to Spring 22-23	46.09% - Yes 53.91% - No (256 students)	48.82% - Yes 51.18% - No (254 students)	44.6% - Yes 55.4% - No (296 students)	53.4% - Yes 46.6% - No (264 students)	61.66% - Yes 38.34% - No (266 students)

Students with Disabilities					
-	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
EOY Spring 23 NWEA 6-10 All students w/Disabilities	0% - Hi	0% - Hi	0% - Hi	0% - Hi	0% - Hi
	1.52% - HiAvg	0% - HiAvg	0% - HiAvg	0% - HiAvg	0% - HiAvg
	1.52% - Avg	3.13% - Avg	3.13% - Avg	2.38% - Avg	0% - Avg
	6.06% - LoAvg	7.81% - LoAvg	6.25% - LoAvg	23.81% - LoAvg	15.38% - LoAvg
	90.91% - Lo (66 students)	89.06% - Lo (64 students)	90.63% - Lo (64 students)	73.81% - Lo (42 students)	84.62% - Lo (52 students)
BOY Fall 23 NWEA 6-10 All students w/Disabilities	0% - Hi	0% - Hi	0% - Hi	1.85% - Hi	0% - Hi
	0% - HiAvg	1.79% - HiAvg	0% - HiAvg	0% - HiAvg	0% - HiAvg
	3.03% - Avg	3.57% - Avg	7.41% - Avg	1.85% - Avg	4.35% - Avg
	6.06% - LoAvg	7.14% - LoAvg	5.56% - LoAvg	20.37% - LoAvg	13.04% - LoAvg
	90.91% - Lo (33 students)	87.50% - Lo (56 students)	87.04% - Lo (54 students)	75.93% - Lo (54 students)	82.61% - Lo (46 students)
Met Growth Target Fall to	36% - Yes 64% - No	52% - Yes 48% - No	30.62% - Yes 69.38% - No	45.16% - Yes 54.84% - No	65.86% - Yes 34.14% - No

Spring 22-23	(50 students)	(50 students)	(49 students)	(31 students)	(41 students)
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English Learners					
-	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
EOY Spring 23 NWEA 6-10 EL students	0% - Hi 3.13% - HiAvg 3.13% - Avg 6.25% - LoAvg 87.50% - Lo (32 students)	0% - Hi 0% - HiAvg 10.34% - Avg 13.79% - LoAvg 75.86% - Lo (29 students)	0% - Hi 0% - HiAvg 4.76% - Avg 4.76% - LoAvg 90.48% - Lo (21 students)	0% - Hi 0% - HiAvg 11.11% - Avg 16.67% - LoAvg 72.22% - Lo (18 students)	0% - Hi 0% - HiAvg 25.00% - Avg 12.5% - LoAvg 62.5% - Lo (16 students)
BOY Fall 23 NWEA 6-10 EL students	0% - Hi 0% - HiAvg 8.33% - Avg 0% - LoAvg 91.67% - Lo (12 students)	0% - Hi 3.33% - HiAvg 6.67% - Avg 16.67% - LoAvg 73.33% - Lo (30 students)	0% - Hi 0% - HiAvg 22.73% - Avg 4.55% - LoAvg 72.73% - Lo (22 students)	0% - Hi 0% - HiAvg 0% - Avg 20% - LoAvg 80% - Lo (20 students)	% - Hi % - HiAvg 9.09% - Avg 18.18% - LoAvg 72.73% - Lo (22 students)
Met Growth Target Fall to Spring 22-23	40.74% - Yes 59.26% - No (27 students)	52.38% - Yes 47.62% - No (21 students)	20% - Yes 80% - No (20 students)	43.75% - Yes 56.25% - No (16 students)	64.29% - Yes 35.71% - No (14 students)

English Learners with Disabilities					
-	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
EOY Spring 23 NWEA 6-10 EL students	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (12 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (6 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (5 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (5 students)	0% - Hi 0% - HiAvg 0% - Avg 50% - LoAvg 50% - Lo (2 students)
BOY Fall 23 NWEA 6-10 All students	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (3 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (10 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (4 students)	0% - Hi 0% - HiAvg 0% - Avg 50% - LoAvg 50% - Lo (4 students)	0% - Hi 0% - HiAvg 0% - Avg 0% - LoAvg 100% - Lo (4 students)
Met Growth Target Fall to	45.45% - Yes 54.55% - No	83.34% - Yes 16.66% - No	60% - Yes 40% - No	20% - Yes 80% - No	50% - Yes 50% - No

Spring 22-23	(12 students)	(6 students)	(5 students)	(5 students)	(2 students)
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Appendix I: PELI Data

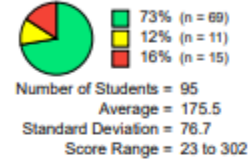
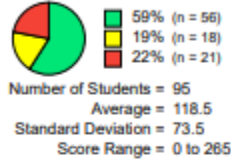
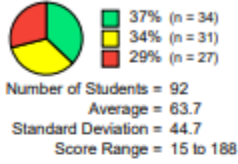
Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
■	Below Benchmark	Likely to Need Strategic Support
■	Well Below Benchmark	Likely to Need Intensive Support

Beginning of Year

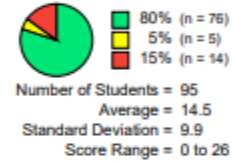
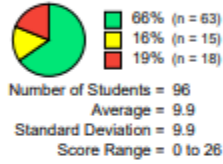
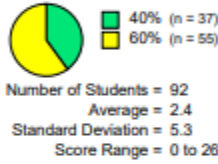
Middle of Year

End of Year

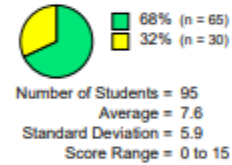
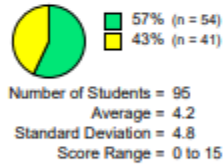
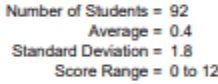
PELI Composite Score



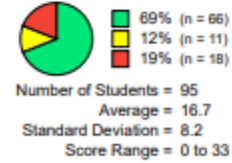
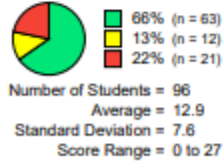
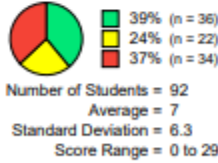
Alphabet Knowledge Total Score



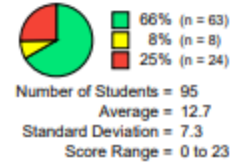
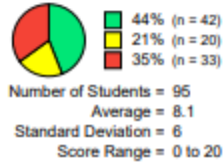
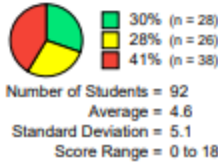
Phonological Awareness Total Score

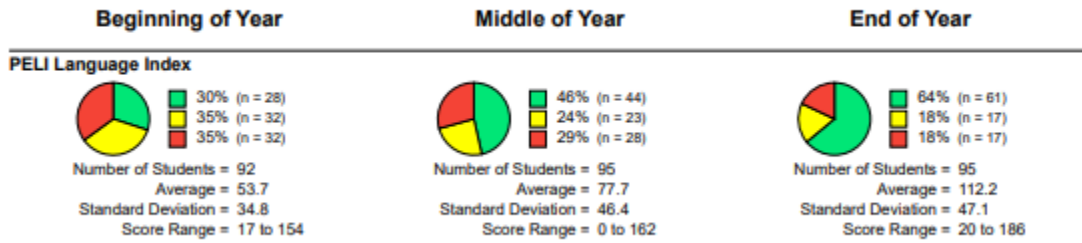


Vocabulary/Oral Language Total Score

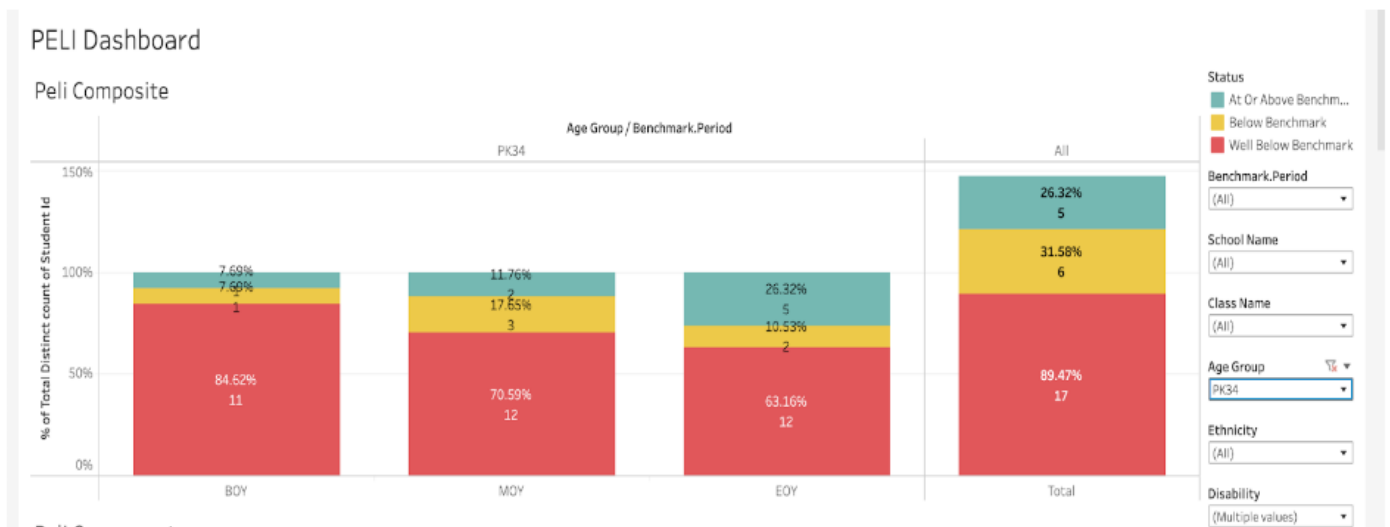


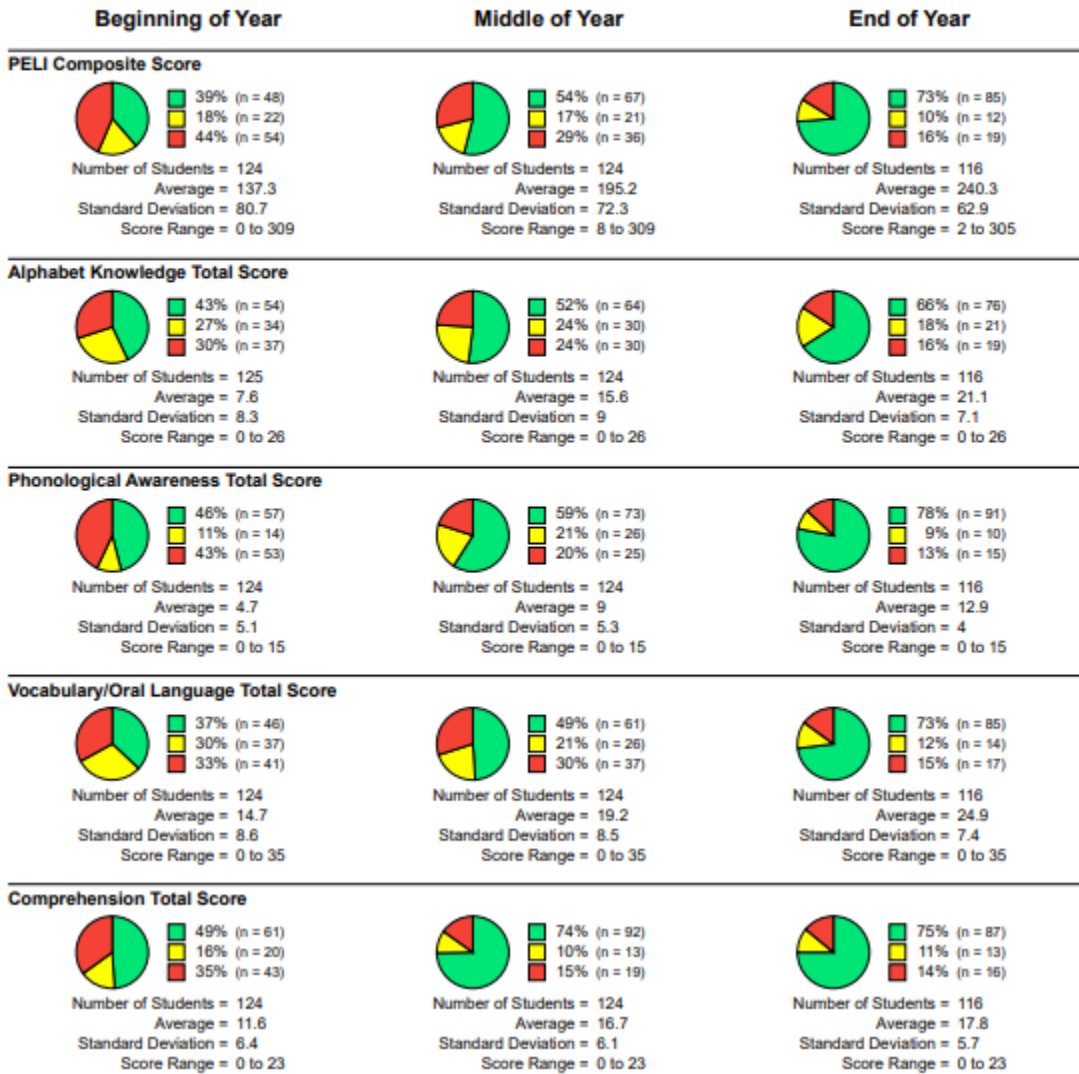
Comprehension Total Score

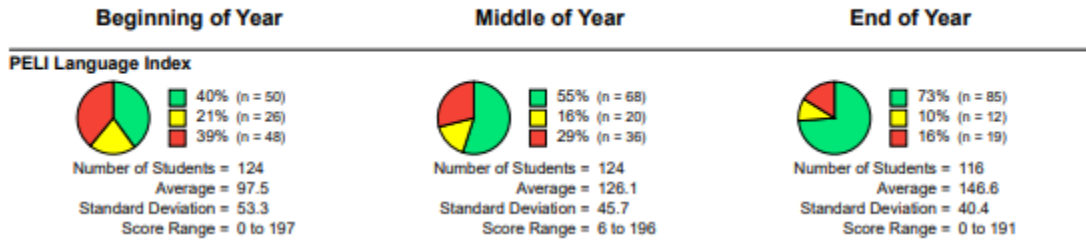




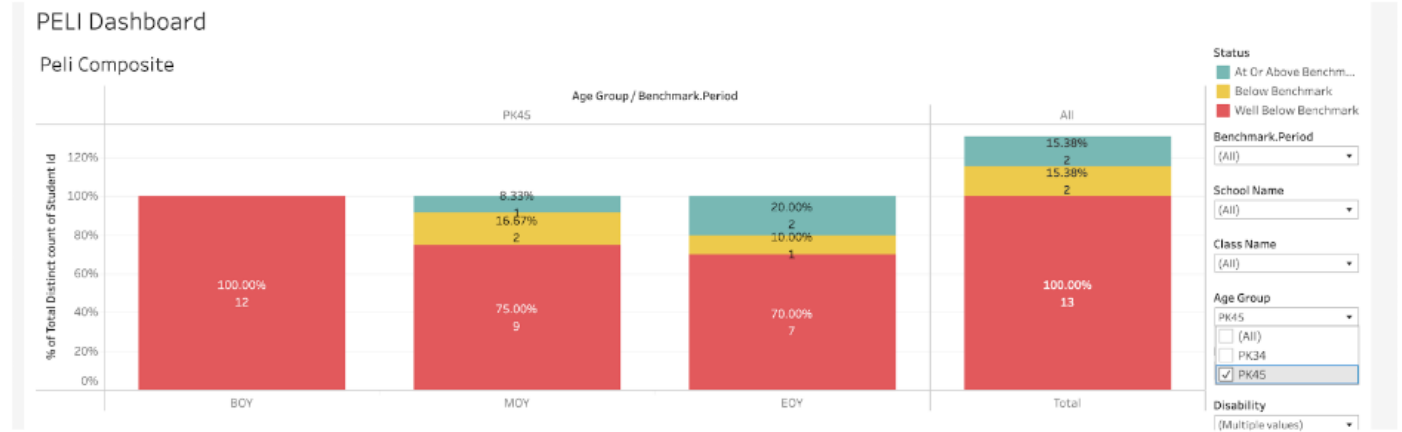
SWD PELI 3-4 Year Olds





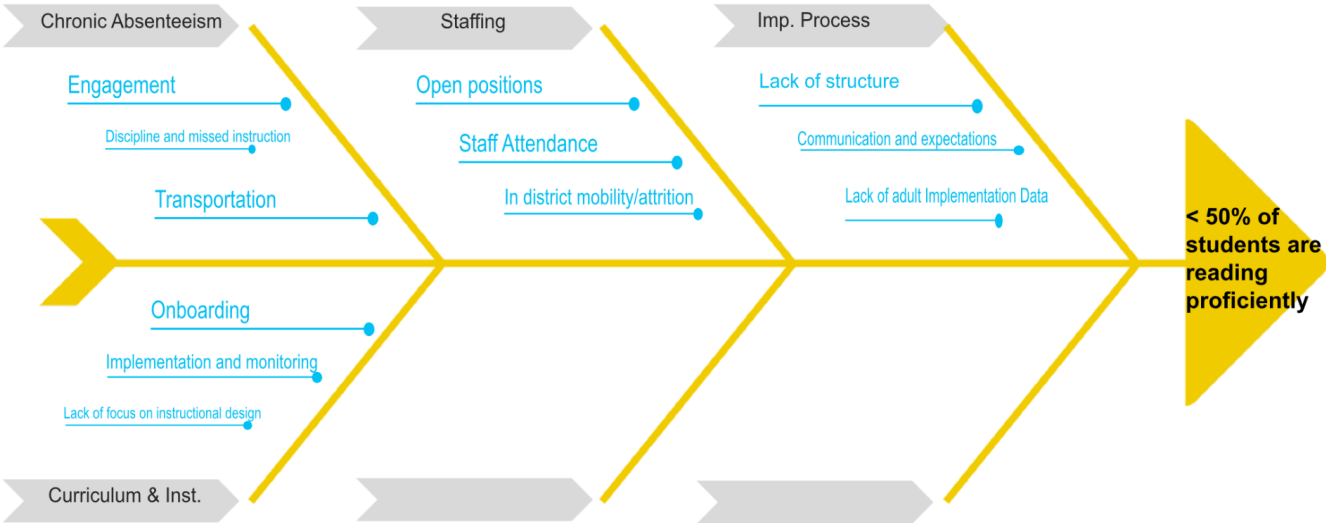


SWD PELI 4-5 Year Olds



Appendix J: Root Cause Analysis

FISHBONE DIAGRAM-Root Cause



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

Appendix K: YCSD Decision Rules Preschool

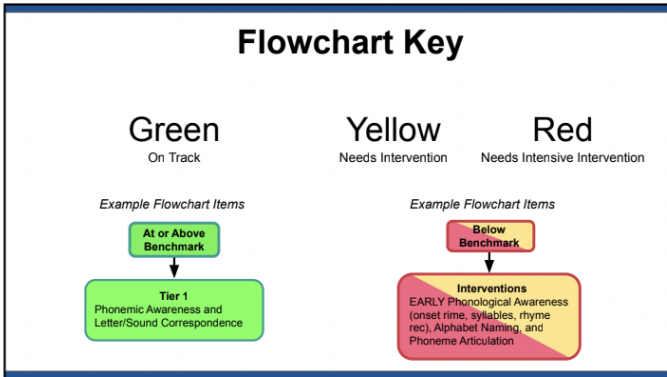
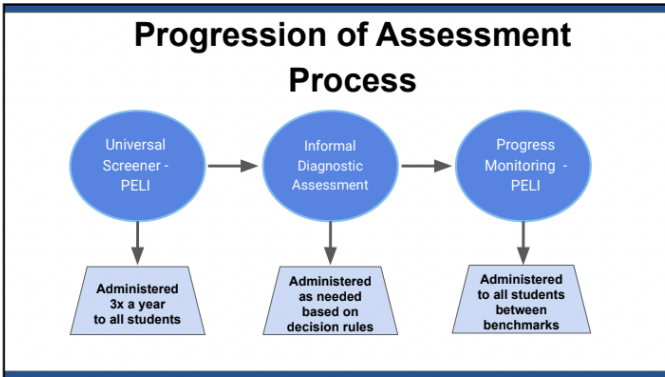
Decision Rules

for PreK Literacy Instructional Planning
and Interventions

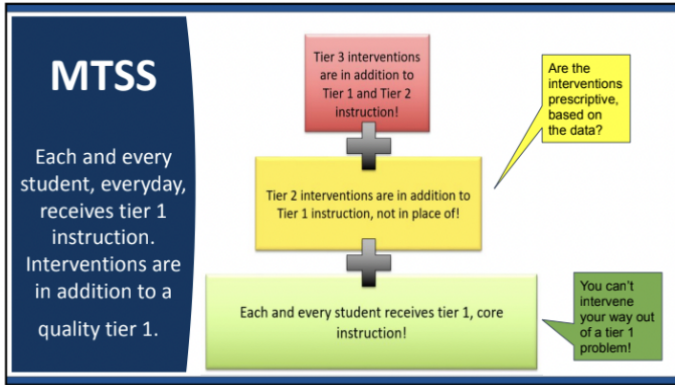
PELI

Created May 2021

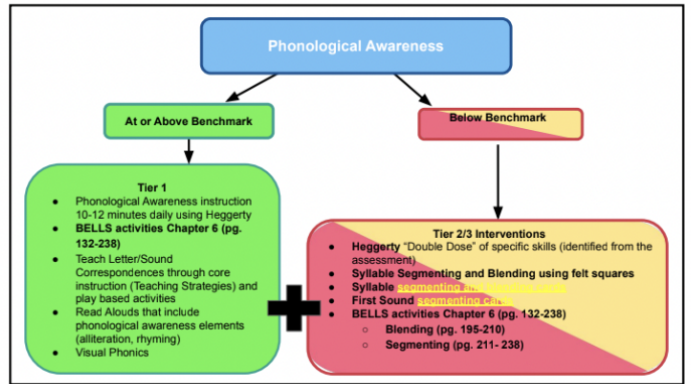
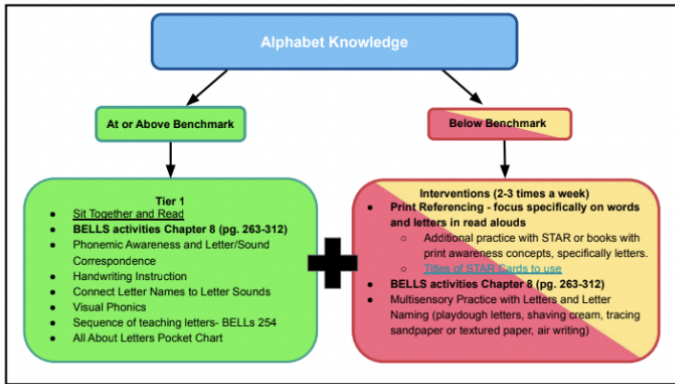
The *Literacy Decision Rules Flowchart* is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension based on assessment data.

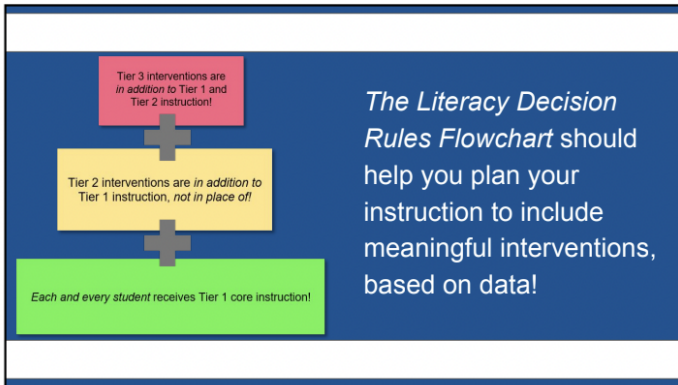
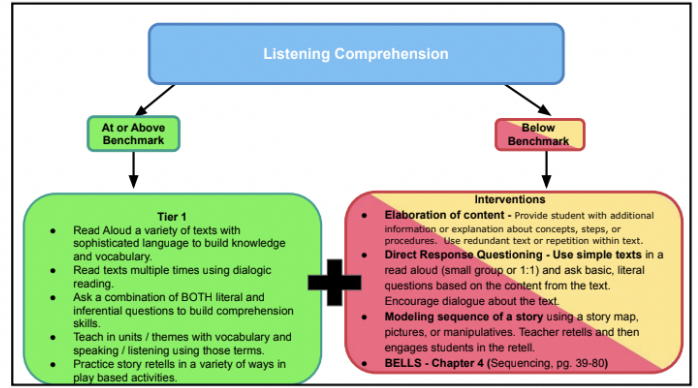
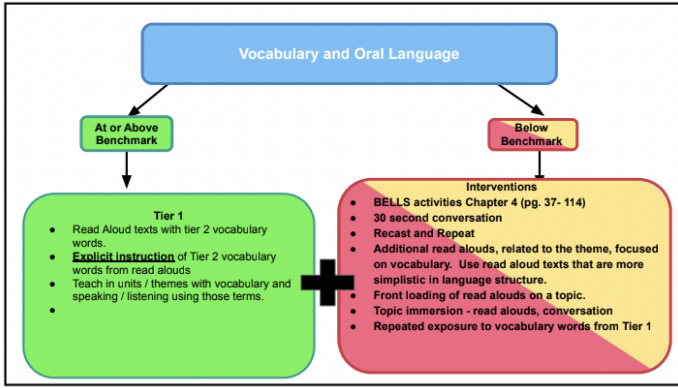


**Section headings marked with an asterisk are required by state law.*



Acadience PELI





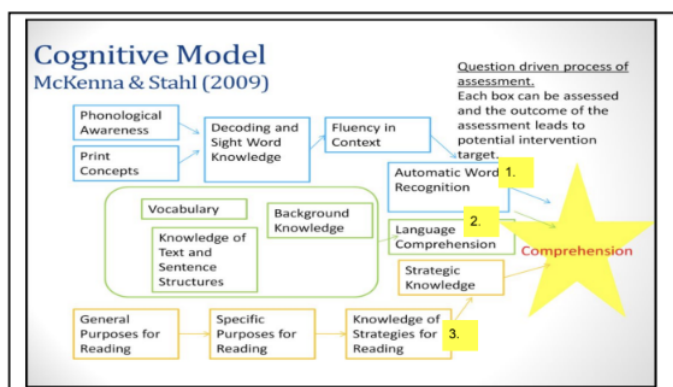
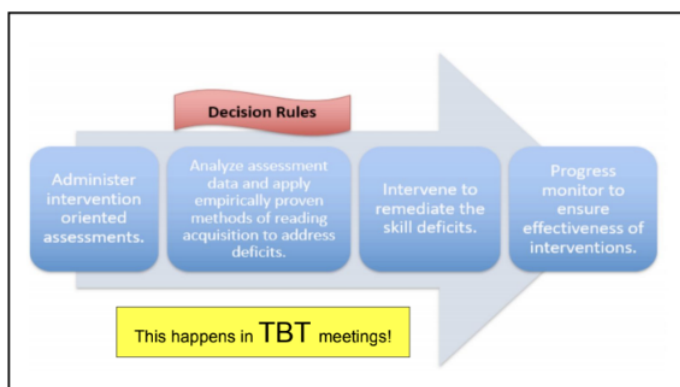
Grades K-5

Youngstown City School District

Decision Rules for Grades K-5
Literacy Instructional Planning + Interventions Aligned
to the Acadience Assessment

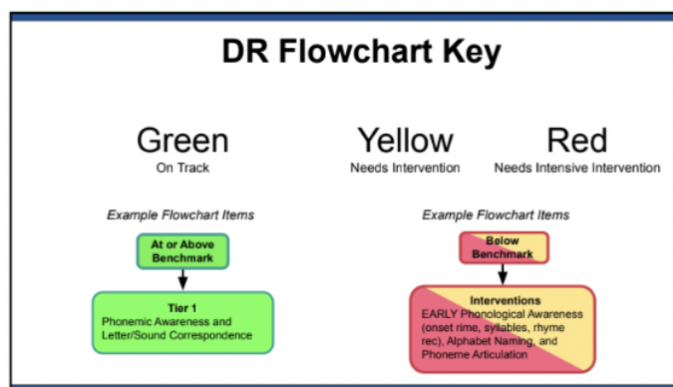
Revised September 11th, 2023

The *Literacy Decision Rules Flowchart* is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension in grades K-3.



Understanding the Decision Rules Flowchart Aligned to the Acadience Assessment

- The use of the flowchart begins with the Acadience assessment data at grade level.
- Instructional strategies are color coded relative to an *At or Above Benchmark* or *Below Benchmark* indicator on the assessment. Note: The color of the rectangle correlates with the color coding system on Acadience (red, yellow, green).
- Also indicated on the Decision Rules chart are suggestions for further assessments to gather additional data for instructional planning.



Flowchart Key

Informal diagnostic assessment items are indicated by darker blue rectangles with white lettering.

Heggerty K PA Assessment

Example Flowchart Assessment Item

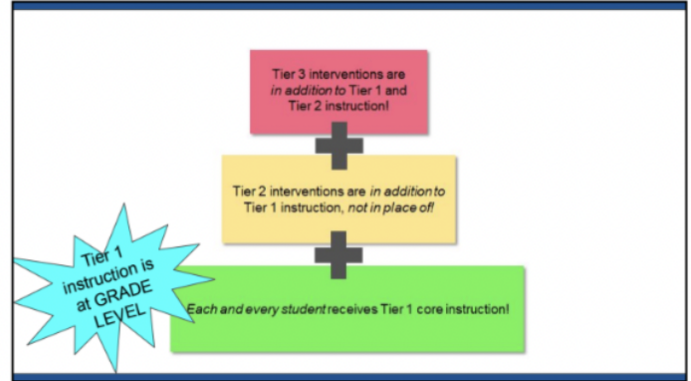


Table of Contents for the DR Interventions

Kindergarten

- Letter Naming Fluency (LNF)
- First Sound + Phoneme Segmentation Fluencies
- Nonsense Word Fluency (NWF-CLS)
- Nonsense Word Fluency + Whole Words Read (NWF-WWR)

Grade 1

- Letter Naming Fluency (LNF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency Correct Letter Sounds (NWF-CLS)
- Whole Words Read (WWR)
- Oral Reading - Accuracy
- Oral Reading - Fluency
- Oral Reading - Retell

Grade 2

- Nonsense Word Fluency (CLS)
- Nonsense Word Fluency (WWR)
- Oral Reading - Accuracy
- Oral Reading - Fluency
- Oral Reading - Retell

Grade 3

- Oral Reading - Accuracy
- Oral Reading - Fluency
- Oral Reading - Retell
- MAZE

Remember to look at each measure to determine instructional needs.

Table of Contents for the DR Interventions

Grade 4

- Oral Reading - Accuracy
- Oral Reading - Fluency
- Oral Reading - Retell
- MAZE

Grade 5

- Oral Reading - Accuracy
- Oral Reading - Fluency
- Oral Reading - Retell
- MAZE

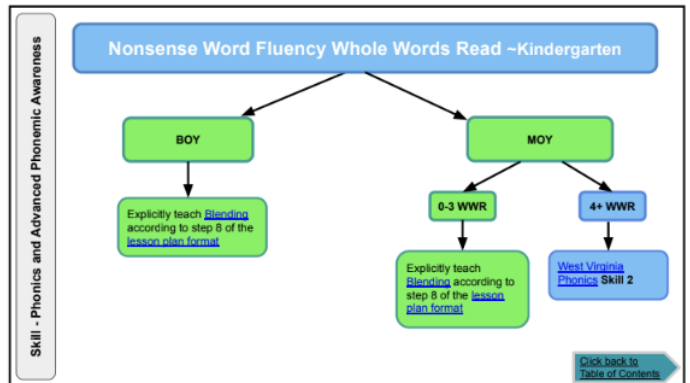
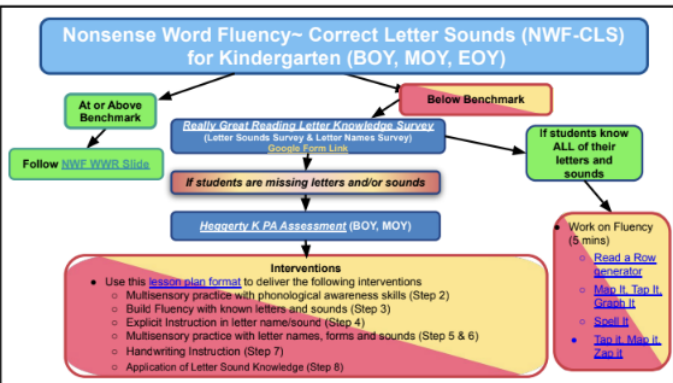
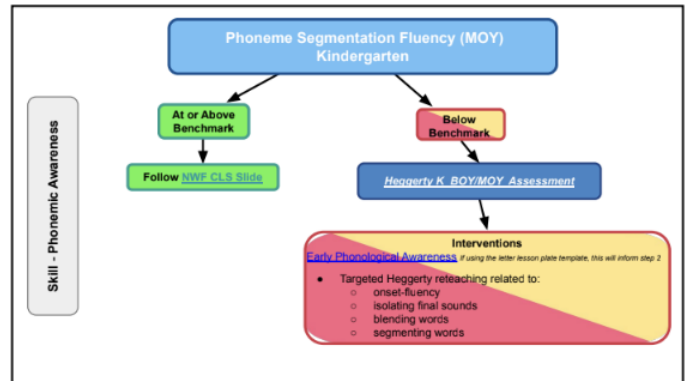
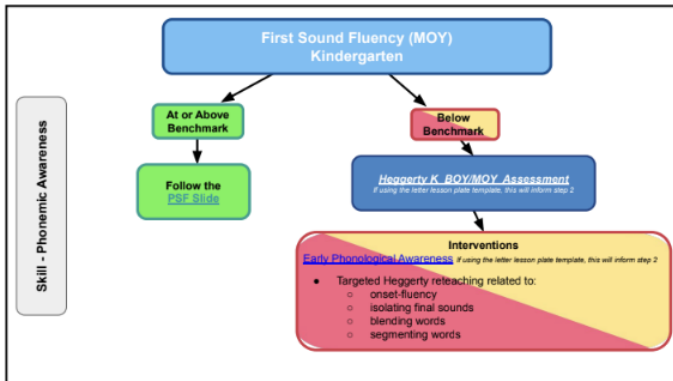
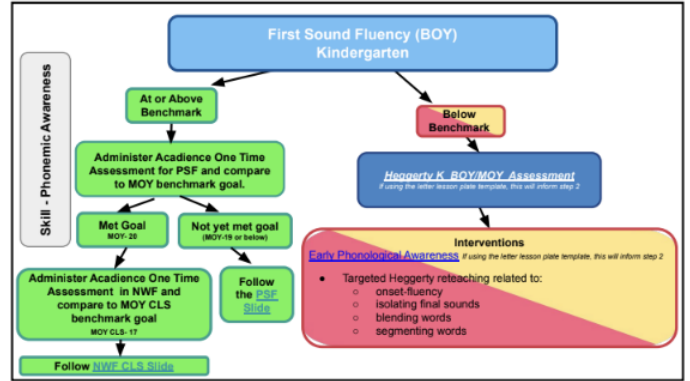
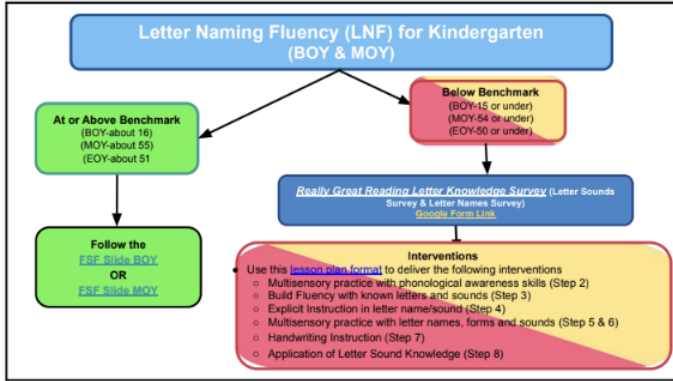
Remember to look at each measure to determine instructional needs.

Kindergarten

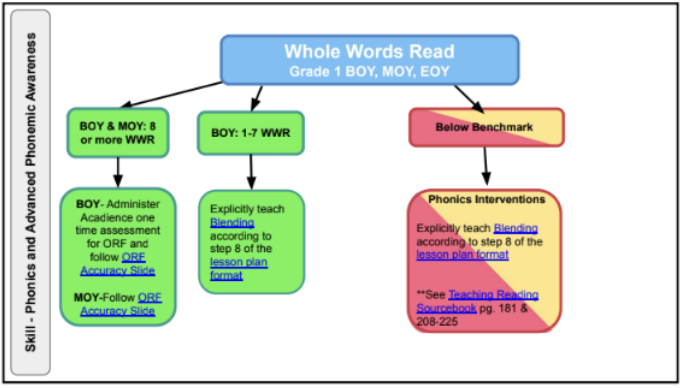
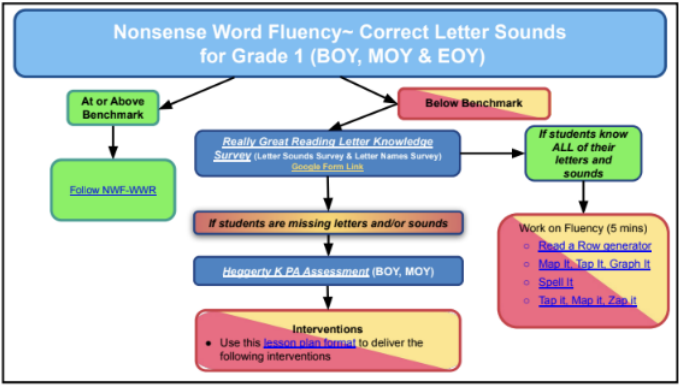
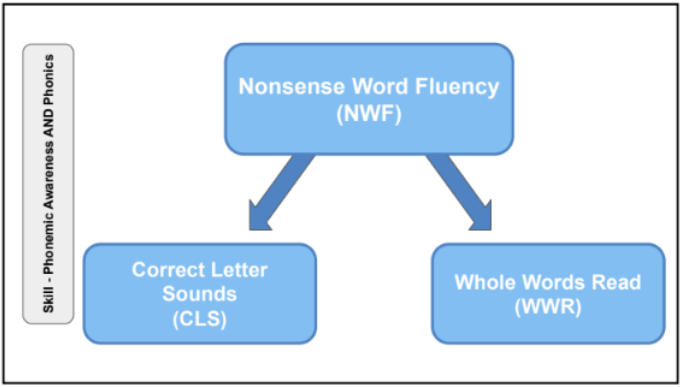
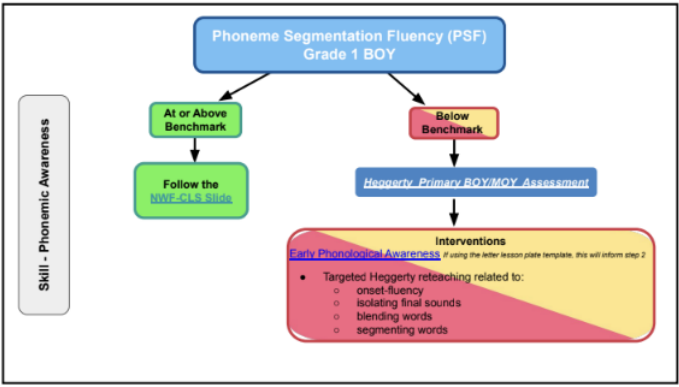
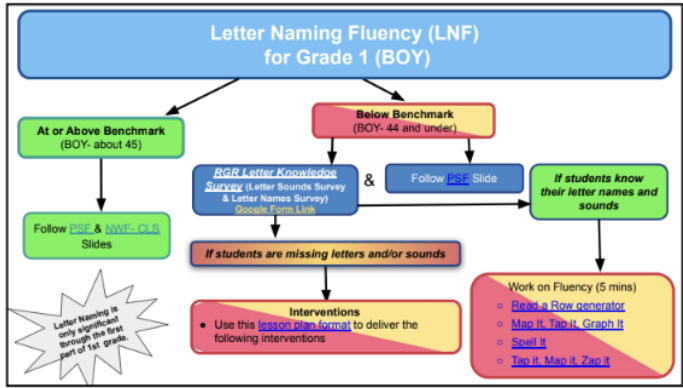
For Kindergarten BOY:

Follow flow charts for both LNF and FSF to determine intervention

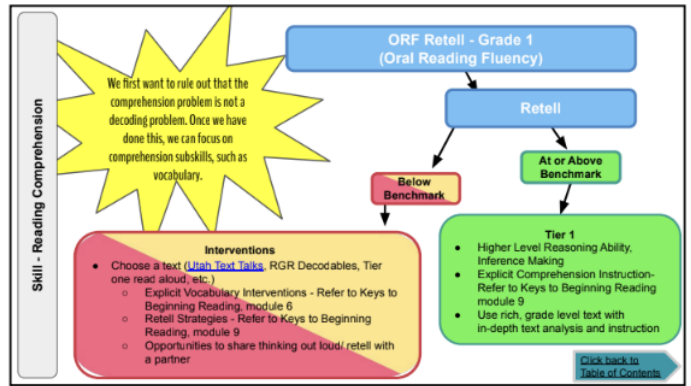
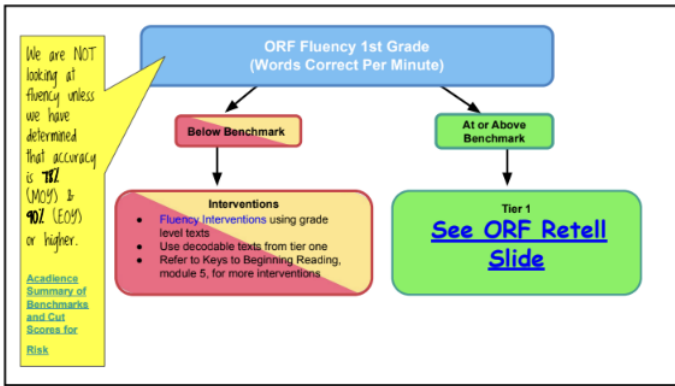
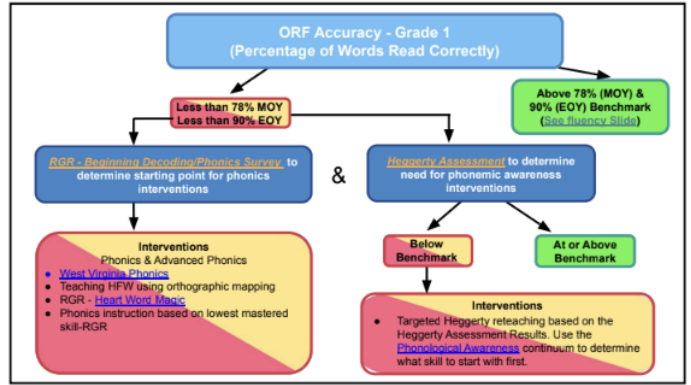
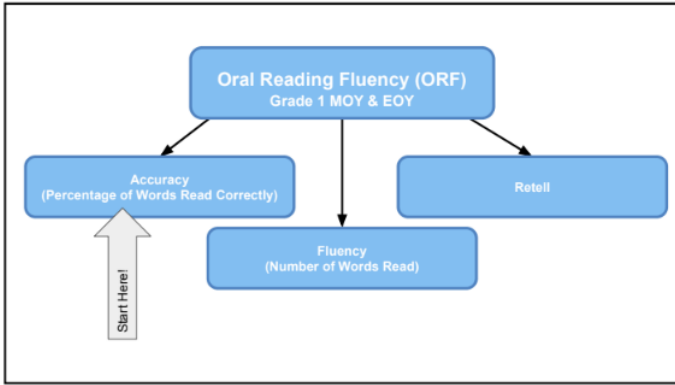
Looking at FSF data will help us determine if there is a phonemic awareness deficit and what to teach in step 2 of the lesson plan format.



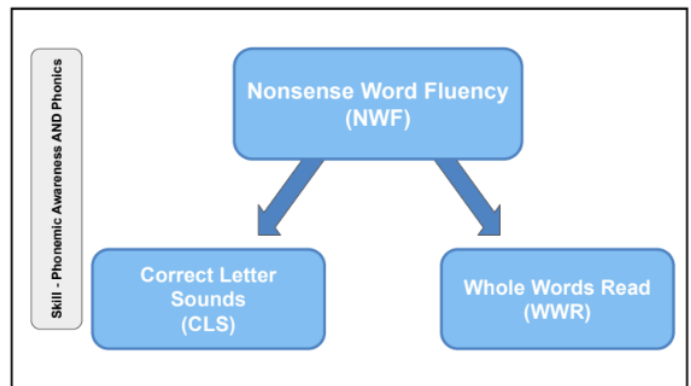
Grade 1

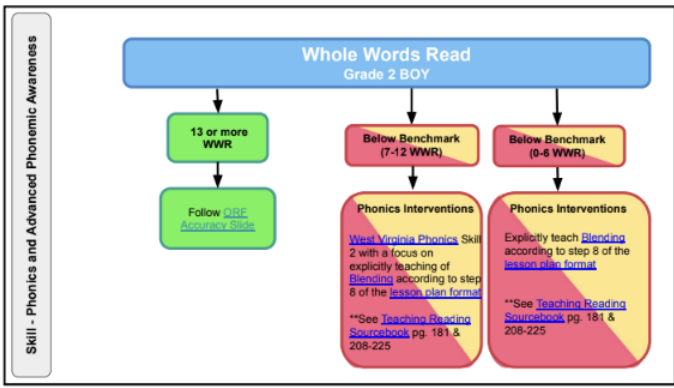
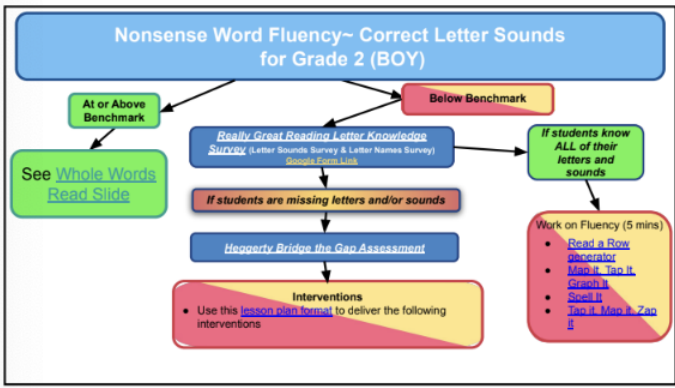


*Section headings marked with an asterisk are required by state law.

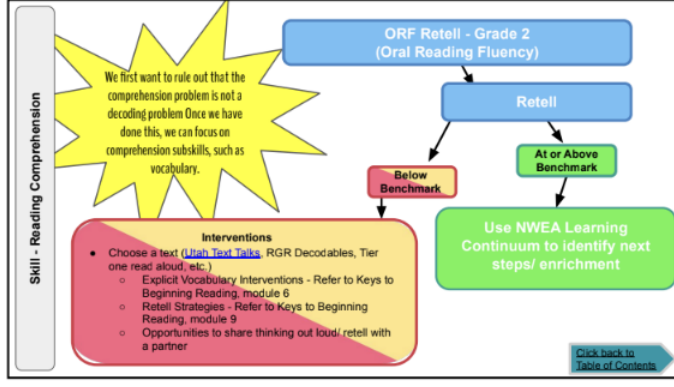
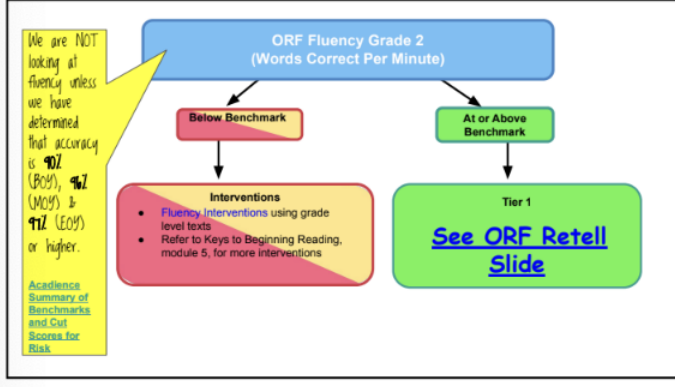
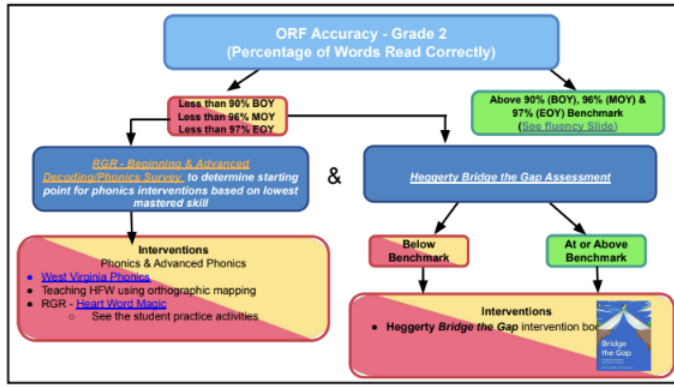
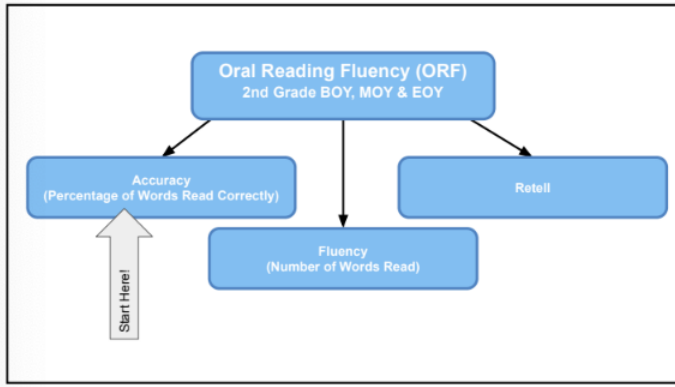


Grade 2





Skill - Phonics and Advanced Phonemic Awareness

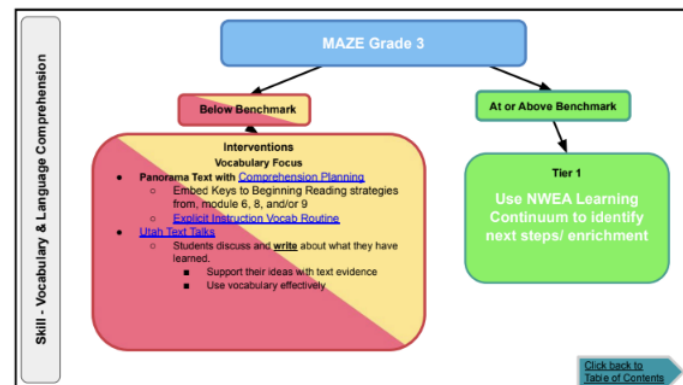
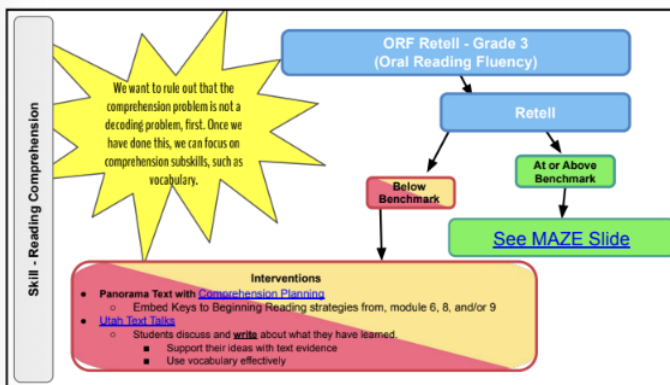
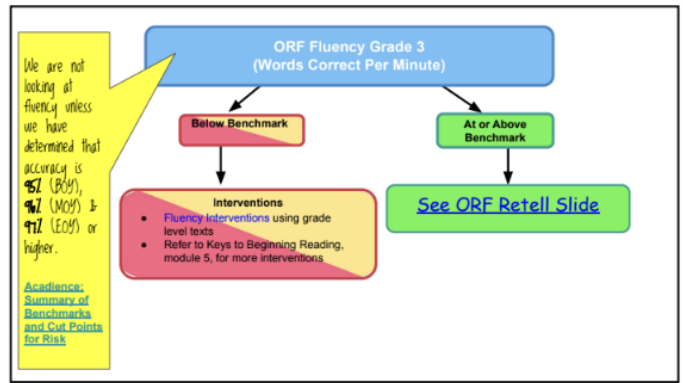
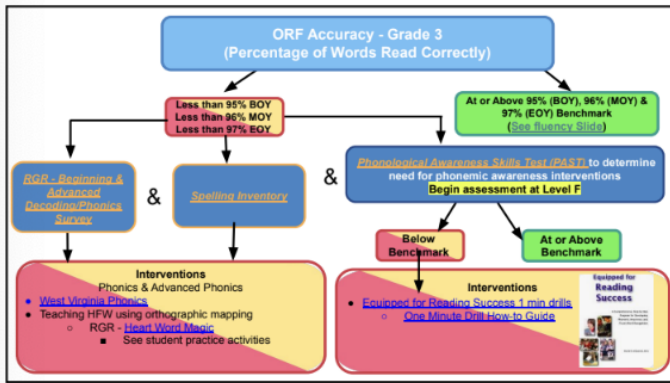
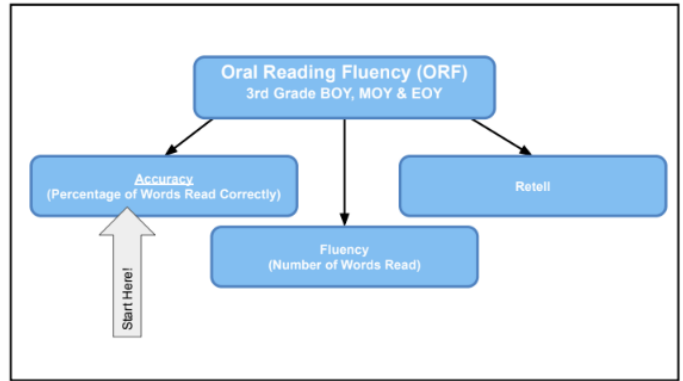


Skill - Reading Comprehension

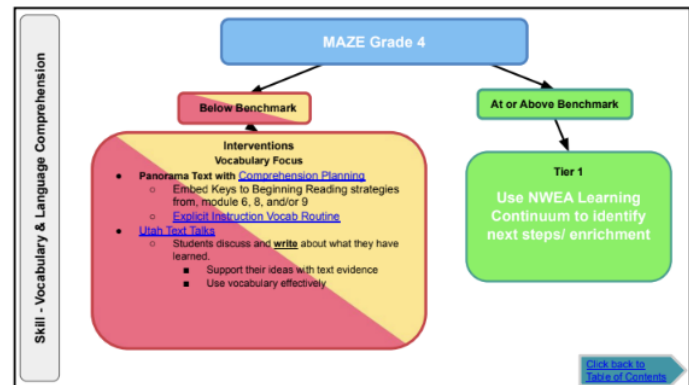
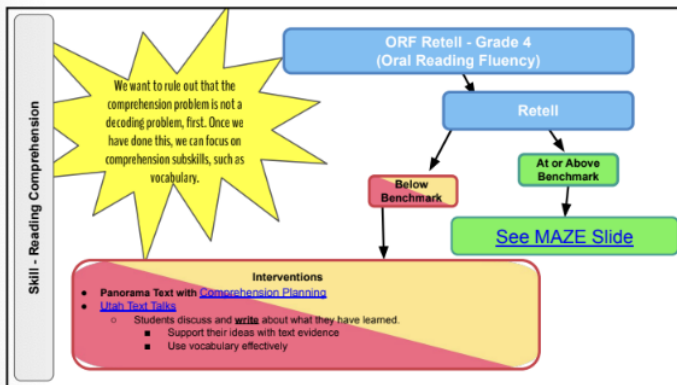
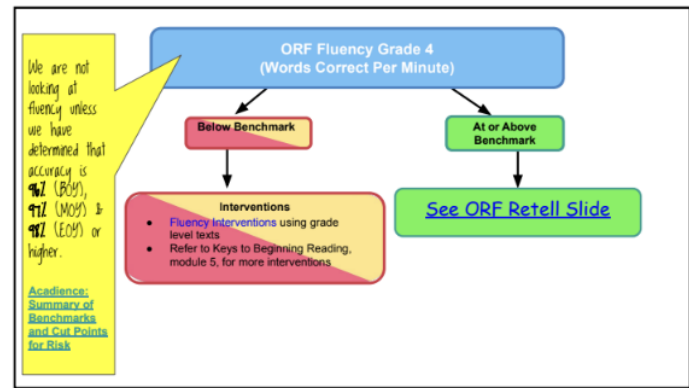
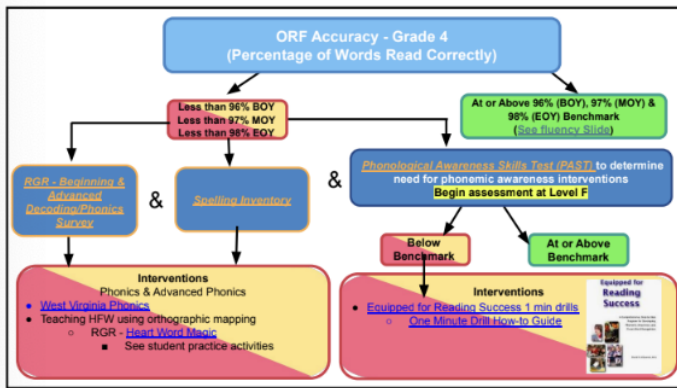
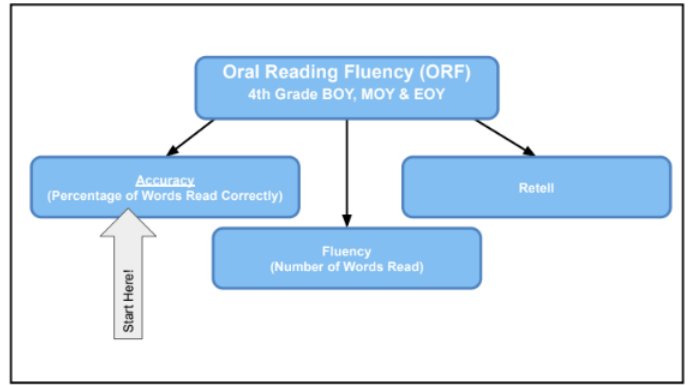
[Click back in Table of Contents](#)

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

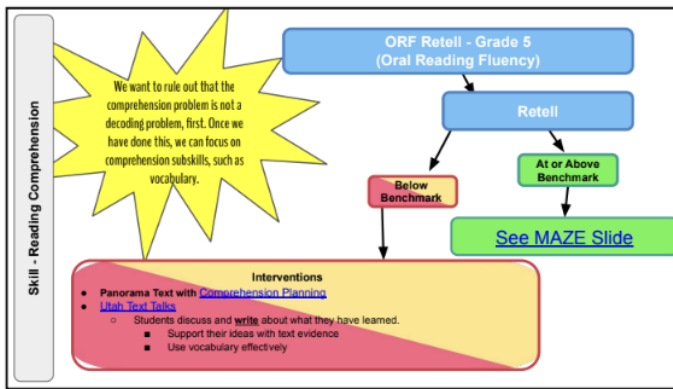
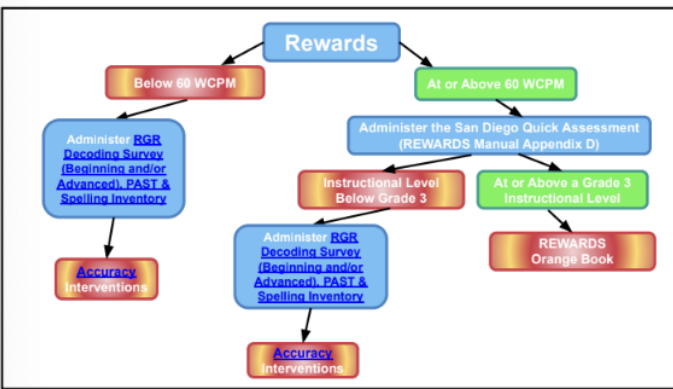
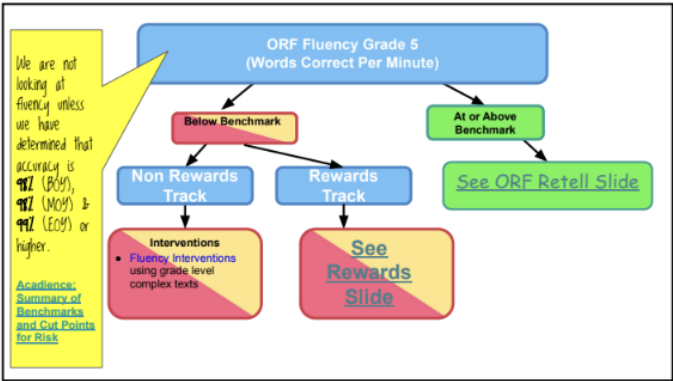
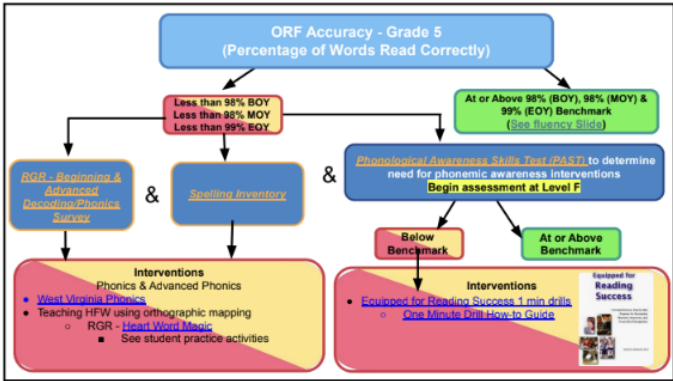
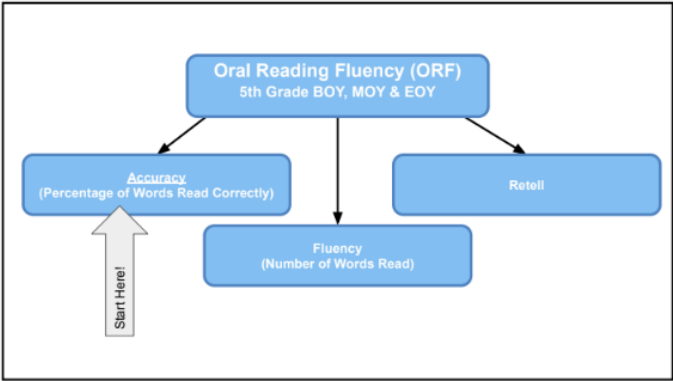
Grade 3



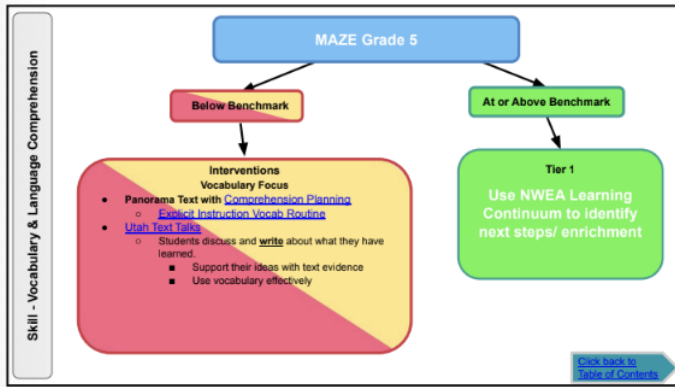
Grade 4



Grade 5



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



Informal Strategies for Assessment of Listening Comprehension / Language Comprehension: (LETRS 3rd Ed, Unit 6, pg 90)

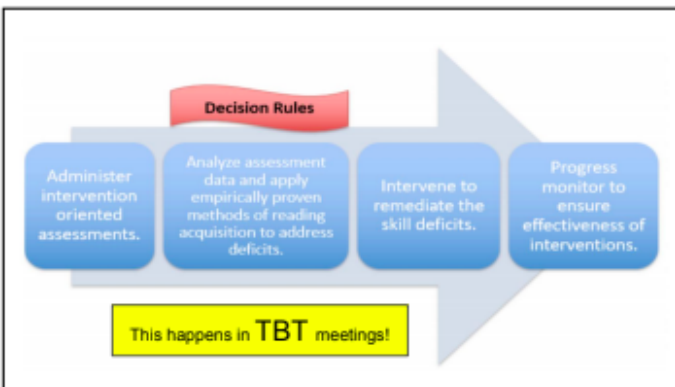
- **Retelling from reading and listening:** If the screening measure in use does not have a system for scoring passage retelling, plan to compare the student's ability to retell a passage after reading reading it with with his or her ability to retell after listening to the same (or equivalent) passage read aloud. If the student comprehends substantially better when listening to the passage read aloud, the student likely has a specific problem with decoding and word recognition - not language comprehension
- **Predicting a missing sentence:** The Neuhaus Center in Houston, Texas has posted short passages for teachers to use for this purpose. Several sentences about an event are read aloud. One important sentence in the middle of the passage is omitted. The student must infer (approximately) what the missing sentence says. Materials for the *listening and Reading Comprehension Screening for Grades 2-5* (Neuhaus Education Center), including short passages for prediction tasks, are available at <https://neuhaus.org>
- **Answering Inferential Questions:** With this approach, the teacher reads aloud a short passage and asks questions that cannot be answered with words from the text. For example, if the text is about a pioneer family's preparation for winter, but the season is never named, the student can be asked, "What time of year is it?" or "Why is the family doing these things?" In evaluating a student's reasoning, it is important to consider that background knowledge and vocabulary always have an influence on whether the student can comprehend the passage.
- **Repeating sentences with varying complexity:** Short of giving a formal test of language abilities, teachers can observe whether students can repeat simple, compound, and complex sentences, or how long it takes to learn and recite something like the Pledge of Allegiance, the school song, a favorite rhyme, or sentences in a play. While language repetition may seem to be a rote task, memory for language reflects the student's underlying language competence.
- **Taking unit quizzes:** After students have been through a unit of study on a topic or theme, their performance on unit quizzes will be another indicator of their language comprehension. Can they answer questions? Complete cloze passages? Identify true and false? Recognize main ideas and details? A pattern of low scores on unit tests may reflect significant problems with language comprehension.

Grades 6-9

Decision Rules for Grades 6-9
Literacy Instructional Planning
and Interventions

Revised August 11, 2023

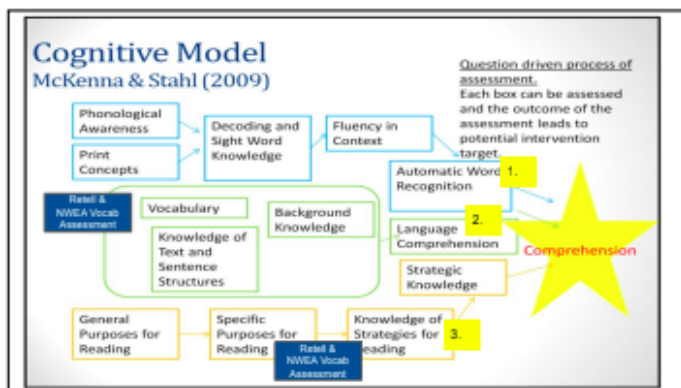
The *Literacy Decision Rules Flowchart* is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension in grades 6-9.



Questions to Ask at a TBT Meeting

Please note: Data on the whole class should be collected from a valid, reliable, and efficient universal screening measure 3 times yearly. This data can be analyzed at the building level (BLT) and at the classroom level (TBTs).

1. If a student is below benchmark on screening, is everything else I know about the student (e.g., history, school records) consistent with that result?
2. If a student is below benchmark on oral reading fluency, do I follow up with a phonics and word-recognition survey to pinpoint skills that the student needs to learn?
3. If a student does struggle with decoding, do I give a Phonological Awareness Screening Test (PAST) to determine the student's needs in the foundational skill of phonological awareness? Has the team considered automaticity and accuracy scores with the PAST?
4. Do I give a spelling screener, such as Words Their Way, and compare results to the phonics and word recognition survey and to the student's written expression?
5. If a student is below benchmark on screening but does well in phonic decoding, does he or she have noticeable problems in oral language comprehension?

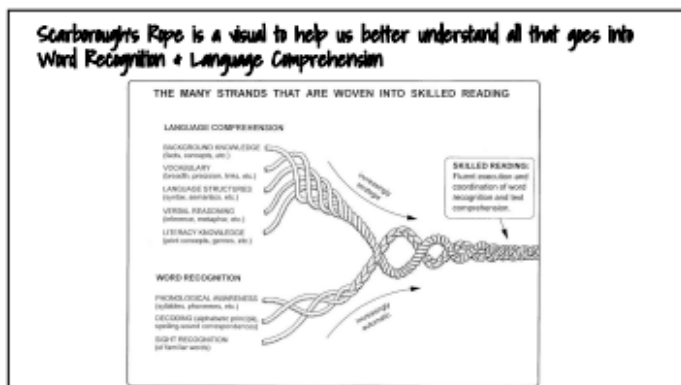


The Decision Rules Are Built upon the Simple View of Reading

Word Recognition	X	Language Comprehension	=	Reading Comprehension
1	X	0	=	0
0	X	1	=	0
.50	X	.50	=	.25

Based on the Simple View of Reading by Gough and Tunmer, 1986

The Simple View of Reading (SVR) is a theoretical model developed by Gough and Tunmer (1986) that describes reading comprehension as the product of word recognition (ability to read the words on the page) and language comprehension (ability to construct meaning from language). The formulas below demonstrate how difficulty in either or both domains will result in poor reading comprehension.



- ### Understanding the Decision Rules Flowchart
- The use of the flowchart begins with the NWEA MAP Reading assessment data at grade level.
 - Instructional strategies are color coded relative to an *At or Above Benchmark* or *Below Benchmark* indicator on the assessment. Note: The color of the rectangle correlates with the color coding system on NWEA (red, yellow, green).
 - Also indicated on the Decision Rules chart are suggestions for further assessments to gather additional data for instructional planning.

