BRIDGEPORT EVSD LITERACY PLAN

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

EARLY CHILDHOOD EDUCATION PROGRAM/LEA: BRIDGEPORT EVSD PRESCHOOL PROGRAM (AGES 3 AND 4)

IRN: 040618

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE): 1000019154

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STARS

ADDRESS: 55707 INDUSTRIAL DRIVE BRIDGEPORT, OH 43912

LEAD CONTACT: CURRICULUM DIRECTOR: MRS. LESLIE KOSANOVIC

CEO/SUPERINTENDENT: MR. BRENT RIPLEY

DATE: UPDATED FOR 2023-2024 SY

SUMMARY AND ACKNOWLEDGEMENTS

"Reading proficiency dictates quality of life"

"Reading proficiency dictates quality of life," is a statement that our district's literacy plan stakeholders embrace. Our connected leadership team(s) consists of members of the DLT (District Leadership Team) and the members of the MDT (Multidisciplinary Team) as well as teachers and teacher teams in BLT (Building Leadership Team) and TBT (Teacher Based Teams – meet weekly). The need for a comprehensive literacy plan began some years back with discussions of apathy by our high school DLT members. This led to a root cause analysis which led our team to lack of comprehension and then to the need for districtwide professional development in literacy. After sharing the experience from the Ohio Literacy Conference, the DLT decided to create the three-year plan using the Keys to Literacy Professional Development. This plan was then included within the One Plan at both the building and the district levels. The One Plan and the district's OIP are being merged. Within the One Plan, funding sources (Federal and General) are connected to the initiatives within this plan. The professional development includes sharing best practices used in our classrooms related to literacy (across content). Using the MTSS model, we aspire to see 80% of all students having success within Tier I / Tier I interventions with 15% being supported with Tier 1 and Tier II Interventions and only 3-5 % of our students needing the more intensive Tier III Interventions.

The Science of Reading research tells us that a structured literacy approach provides clear, explicit, and systematic instruction that helps children understand the fundamental connections between sounds and letters (alphabetic principle). Children then use this knowledge to map speech to print in order to spell, pronounce and store the meaning of words in memory, a cognitive process referred to as orthographic mapping. This ability to map speech to print is a core difficulty of students with dyslexia or dyslexic characteristics and tendencies and can be a result of poorly developed or weak phonological awareness skills (per Ohio's Dyslexia Guidebook – January 2024). It is important to note that not all students who struggle with reading have a disability, and not all students with reading disabilities have dyslexia. Also, students who experience risk for dyslexia do not necessarily have dyslexia. The goal of early identification of risk is provision of early intervention that can prevent or minimize the impact of reading difficulties such as dyslexia. Therefore, our district has implemented screening and progress monitoring protocols (began 2023-2024 SY), a structured literacy certification process for teacher(s) (began 2022-2023 SY), and applicable teacher professional development (began 2022-2023 SY).

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Leadership Team Membership

Name	Title/Role	Organization	Email
Brent Ripley	Superintendent	DLT	
Brooke Syrylo	Preschool Teacher/Preschool Administrator	DLT	
Sharon Liston	1st Grade Teacher, MDT Member, Certification Pathway (in process)	MDT DLT	
Michelle Heilman	Kindergarten Title Teacher MDT Member	MDT	
Kylee Cowser	2nd Grade Teacher MDT Member	MDT	
Tracy Lynn Nguyen	MS Intervention Specialist, Wilson Pathway Certified Member	MDT	
Kamaron Sabinski	Elementary Principal, MDT Member	MDT DLT	
Beverly Prati	Special Ed Director, MDT Member	MDT DLT	
Lisa Clark	Technology Director Title I Coordinator MDT Member	MDT DLT	
Alyssa Ebert	School Psychologist MDT Member	MDT	

Name	Title/Role	Organization	Email
Leslie Kosanovic	Curriculum Director MDT Member DLT/MDT Facilitator	MDT DLT	
Anne Haverty Lawson	Middle School Principal MDT Member	MDT DLT	
Jason Hanson	High School Teacher (Social Studies)	DLT	
Felicia Porter	High School Teacher (ELA)	DLT	
Tessa Kinsey	Middle School Teacher (ELA)	DLT	
Samantha Harrison	Middle School Intervention Specialist	DLT	
Jack Fisher	High School Principal	DLT	

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

Alignment & Historical Info. - BEVSD has been participating in the Ohio Improvement Process since 2009. Over the years, the plan has been updated multiple times by the DLT and currently includes the combined academic goal (see below) along with aligned steps. Data discussions during the 2020-2021 SY led the DLT to seek out high-quality professional development in literacy. Due to the middle school participating in a Striving Readers Grant and our participation at the state Literacy Conference, we were introduced to Keys to Literacy. After discussing this with the DLT, Keys to Literacy Professional Development was identified by the DLT as one that all staff should complete during the next three years (began in 2021-2022 and conclude in 2023-2024). The expectation is that some time would be set aside at PDs/other times throughout the school year to allow staff to work on their modules. Another expectation is that time to share best practices from the PDs would be incorporated into TBTs and district-wide PD days.

This need for literacy professional development was reaffirmed during the root cause analysis process completed as the DLT work began on the One Needs/One Plan in 2022-2023. Bridgeport is part of the One Needs/One Plan Cohort 3 so during DLT Meetings, and while having conversations regarding the One Needs, the team was asked to look at the data to identify the areas of need, complete a root cause analysis to determine the reason(s) and then create goals, strategies and action steps for the adults to implement and monitor regarding student growth/improvement. To that regard, and after much discussion, all three teams (elementary, middle school and high school) identified literacy needs across all content areas, specific to academic vocabulary, comprehension, and writing ("the product") to include within the One Plan and therefore aligning the OIP and the One Plan around literacy.

OIP (Ohio Improvement Plan) - Overall Academic Goal

Academic Goal - ELA/Math/Science/Social Studies – Starting with the 2015-2016 school year, the students of Bridgeport Exempted Village School District will improve Performance Index Score by at least 3 points per year as measured by the mandated state tests.
Note: 2015-2016 - 96.4/120 = 80.3%   / 2016 – 2017 – 89.4/120 = 74.5% /
2017-2018 – 87.2/120 = 72.7% / 2018-2019 – 85.3/120 = 71.1% / 2019-2020 – NO Spring Testing due to COVID-19) / 2020-2021 – 78.9 / 120 = 65.7% / 2022 – 81.8 / 107.3 = 76.0% /
2023 – 82.9/108.8 = 76.2%
Note: PI is 100% of the Achievement Component and is figured on the test results of every student and how they score. There are seven labels (Untested, Limited, Basic, Proficient, Accomplished, Advanced and Advanced Plus). The higher the achievement level, the more points awarded in the district's index.
Note: The last three years have increased in points from 78.9 to 81.8 to 82.9.

District One Plan (Cohort 3 / 2023-2026)

Root Cause Analysis: Implementing and sharing best practices and strategies gained through quality professional development among the staff. Utilizing high yield instructional strategies learned through professional development in the teaching of disciplinary content literacy specific to vocabulary, comprehension, and writing routines while measuring student impact. Incorporating more writing opportunities for students across the curriculum and implementing structured literacy strategies connected to the Science of Reading.

SMART Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Bridgeport Exempted Village to increase 6.00 % in English Language Arts using State Report Card - Performance Index.

Note: 2023-2024 Baseline = 86.23 ELA PI Points

Action Steps and Strategies are aligned with the above goal.

Student Measure #1: Every Quarter, Reading/Literacy - Percentage of Students on Target of All Students will be monitored by Principal, Classroom Teacher/s, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Adult Measure #1: Curriculum, Instruction and Assessment Every Quarter, All Subject Areas - Implementation of Writing Strategies of All Staff will be monitored by DLT Members, with an overall improvement of increase 100.00 % by the end of the plan.

Elementary One Plan (2023-2026)

Root Cause Analysis: Integrating more writing in the curriculum and professional development in structured literacy connected to the Science of Reading.

SMART Goal Statement - By 06/30/2026 we will improve the performance of All Students, Third Grade, Fourth Grade students at/in The Bridgeport School District - Elementary to increase 6.00 % in English Language Arts using State Report Card - Performance Index.

Action Steps and Strategies are aligned with the above goal.

Student Measure #1 - Every Quarter, English Language Arts - Percentage of Students in Emergency, At-Risk, and Proficient or Above of All Students will be monitored by Classroom Teacher/s, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Adult Measure #1 - Curriculum, Instruction and Assessment Every Quarter, Reading/Literacy - Evaluation of Interventions and Implementation Data of Elementary Staff will be monitored by Principal, Classroom Teacher/s, Curriculum Director, with an overall improvement of increase 100.00 % by the end of the plan.

Middle School One Plan (2023 – 2026)

Root Cause Analysis: Our underlying root causes are a need for professional development in effective writing strategies using academic vocabulary and access to remediation and enrichment instructional tools.

SMART Goal Statement - By 06/30/2026 we will improve the performance of All Students, Middle School students at/in The Bridgeport School District - Middle School to increase 6.00 % in English Language Arts using State Report Card - Performance Index

Action Steps and Strategies are aligned with the above goal.

Student Measure #1 - Every Quarter, English Language Arts - Percentage of Students in Emergency, At-Risk, and Proficient or Above of All Students will be monitored by Classroom Teacher/s, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Adult Measure #1 - Curriculum, Instruction and Assessment Every Quarter, Vocabulary, Comprehension, and Content Writing - Implementation Data of Middle School Staff will be monitored by Principal, Curriculum Director, TBT Members, with an overall improvement of increase 100.00 % by the end of the plan.

High School One Plan (2023-2026)

Root Cause Analysis: Implementing and sharing best practices and strategies gained through quality professional development among the high school staff. Utilize high yield instructional

strategies learned through professional development in the teaching of disciplinary content literacy specific to vocabulary, comprehension, and writing routines. Incorporate more writing opportunities for students across the curriculum.

SMART Goal Statement - By 06/30/2026 we will improve the performance of All Students, High School students at/in The Bridgeport School District - High School to increase 6.00 % in English Language Arts using State Report Card - Performance Index.

Action Steps and Strategies are aligned with the above goal.

Student Measure #1 - Every Quarter, English Language Arts - District Formative Assessments of All Students will be monitored by Classroom Teacher/s, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Adult Measure #1 - Curriculum, Instruction and Assessment Every Quarter, All Subject Areas - Implementation of Writing Strategies of All Staff will be monitored by Principal, TBT Members, with an overall improvement of increase 100.00 % by the end of the plan.

Literacy Professional Development

American Reading Company (2017 - 2023): The ARC Coach delivered PD to our teachers at both the elementary and the middle school levels for seven years. At the beginning of year, PD concentrated on leveling students, assigning a power goal, and conferencing with students for progress. Throughout the school year, the ARC Coach would go into classrooms and deliver embedded PD with staff and their students. This procedure is now embedded within our in-house PD.

Funding Note: Federal Funds

Apple Professional Learning (APL) (2020 - current): Teachers and administrators participate in APL to learn creative ways to integrate curriculum and technology in lessons using Apple Technology. The goal is to create aligned lessons that are enhanced and become more engaging and personalized for the learner. The 2023-2024 SY includes Cohort 4 of teachers working with our Apple Professional Learning Senior Specialist. The Technology Director and Curriculum Director work with the Apple Professional Learning Senior Specialist to plan, deliver, support, and reflect on tech-integrated standards-based lessons in our classrooms.

Funding Note: Federal Funds

The Writing Revolution – Tracy-Lynn Nguyen, Marianne Kadylak, Lynette Ehrmantraut and Deb Romick took this PD during summer 2021. They then shared strategies will other teachers/administrators during the 2021-2022 SY.

Funding Note: Striving Readers Grant through ODE

Keys to Literacy PD (Grades 4-12) (2021-2024)

- **The Key Vocabulary Routine (Grades 4-12) - Year 1 (2021-2022)**
- **The Key Comprehension Routine (Grades 4-12) - Year 2 (2022-2023)**
- **The Key to Content Writing (4-12) - Year 3 (2023-2024)**

Key to Literacy PD (Grades K-3) (2021-2024)

- **Keys to Beginning Reading (Grades K-3) - Year 1 / Year 2 (2021-2023)**
- **Keys to Early Writing (Grades K-3) - Year 3 (2023-2024)**

Preschool

- **Book Study: All About Words (Brooke and Jennifer) - (2021-2022)**
- **Preschool Curriculum Studies (2022-2024)**

Funding Note: Striving Readers Grant and Federal Funds

High Yield Instructional Strategies (2021-2022 and continue) - Weston Kieschnick (Author of **Bold School**) - worked with staff during the 2021-2022 SY to embed HYIS within all content. Note: As teachers share best practices during district PD Days and TBTs, the expectation is to use **Bold School** protocol.

Funding Note: Federal Funds

Dyslexia Legislation (2021-2022 SY)/ 2022-2023 SY / 2023-2024SY) – Action Steps

* MDT (Multidisciplinary Team was formed) - (Members listed on first pages)

MDT completed the following (in summary):

* Reviewed the multiple copies of the Dyslexia Guidebook – used as the guide for the work of the MDT

* Chose Tier I Core - Flyleaf

* Chose Tier I Screener - mCLASS DIBELS

* PD regarding mCLASS DIBELS to take place throughout the 2023-2024 SY

* Created Decision Rules regarding the tests within mCLASS (to be used beginning 2023-2024 SY)

* Tier I Letter is the Home Connect Letter tied to the initial screening – to be sent home with each child after BOY Benchmark is given and to be discussed during P/T Conferences

* Created the Tier II Screener Letter (used template from Ohio Statewide Family Engagement Center). This is given to students/parents/guardians when a student is not demonstrating enough progress.

* TBT (Teacher-Based Team) Meetings – Held weekly to discuss student progress, needed interventions/intervention groups, progress-monitoring needs, identifying students that are not demonstrating progress (Tier II – Screener and Tier II Home Letter)

<u>Amplify Learning (mCLASS DIBELS) Professional Development (2023-2024):</u>

- **MDT Members piloted mCLASS as a screener in spring 2023**

- **MDT Members participated in 6-hr online PD and recommended that the need would be for on-site PD for this screener**

- **Onsite PD was scheduled for 2023-2024 in three phases:**

  - **<u>August 2023</u> – Overview of mCLASS, how to launch the screener, access the data and brief discussion regarding progress monitoring. (K-4 Teachers and three teachers from MS)**

  - **<u>October 16, 2023</u> – PD to discuss how to interpret the data and use it to move the student(s) forward. Much time was spent on progress monitoring information to measure progress and gauge growth toward grade level expectations.**

  - **<u>February 5, 2024</u> – Final PD to use data of BOY and MOY, along with progress monitoring to refine student plan toward grade level expectations. This PD is a coaching model.**

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

A local literacy plan is needed due to the data reviewed and the outcome of the root cause analysis conducted by Bridgeport's DLT.

Overall Analysis of Literacy Data is as follows:

- ***Infant Risk Factors – High rate of drug and alcohol abuse in our region of the state.***

- ***Ohio's Early Learning Assessment: There are two required reporting times for this assessment. One in the fall (Aug 15 – Nov 15) and one in the spring (Feb 15 – May 14)***

- ***Kindergarten Readiness Assessment - 2023-2024 KRA LL = 37 NOT on track / 23 On track***

- ***Ohio's State Tests in English language arts (grades 3-8) (Achievement Percentages Listed, however Growth Data is also heavily analyzed)***
  - ***Grade 3 – Spring 2023 = 88.1% Proficient or Above***
    - ***Fall 2023 Results (ELA: 65% scored proficient or higher / 35% scored below proficient).***
  - ***Grade 4 – Spring 2023 = 49.1% Proficient or Above***
  - ***Grade 5 – Spring 2023 = 78.4% Proficient or Above***
  - ***Grade 6 – Spring 2023 = 64.6% Proficient or Above***
  - ***Grade 7 – Spring 2023 = 58.3% Proficient or Above***
  - ***Grade 8 – Spring 2023 = 40.8% Proficient or Above***
  - ***ELA II - Spring 2023 = 61.9% Proficient or Above***

- ***Ohio's State Tests in other content areas (grades 3-8) and High School EOC (Achievement Percentages Listed, however Growth Data is also heavily analyzed)***
  - ***Grade 3 Math – Spring 2023 = 65.5%***
  - ***Grade 4 Math – Spring 2023 = 72.7%***
  - ***Grade 5 Math – Spring 2023 = 64.7%***
  - ***Grade 5 Science – Spring 2023 = 84.3%***
  - ***Grade 6 Math – Spring 2023 = 56.3%***
  - ***Grade 7 Math – Spring 2023 = 45.0%***
  - ***Grade 8 Math – Spring 2023 = 45.5%***
  - ***Grade 8 Alg. I – Spring 2023 = 100%***

- o *Grade 8 Science – Spring 2023 = 63.3%*

- o *Alg. I – Spring 2023 = 34.0%*

- o *Geometry – Spring 2023 = 26.2%*

- o *Biology – Spring 2023 = 63.4%*

- o *American History – Spring 2023 = 65.9%*

- o *American Government – Spring 2023 = 73.3%*

- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) - The mCLASS Screener is being used for the 2023-2024SY as the required reading diagnostic. This consists of three benchmark assessments (BOY, MOY and EOY), progress monitoring in between benchmarks and aligned lessons to be used during WIN Time*

- *Ohio English Language Proficiency Assessment (English Learners) - This test is administered once a year for any student that is identified as an English Learner. This measures proficiency in reading, writing, listening and speaking. Each domain is score from 1 to 5. Scores of 4 or 5 correlate with proficiency in that domain. Students with an overall performance level of Proficient may be exited from EL status.*

- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (Students who qualify via the IEP Process are given this state assessment in place of the Ohio OSTs)*

- *Any other assessments, as applicable – Per the One Plan, Formative Assessment Results are due 4x per year. DLT analyzes this information and suggests revisions to the One Plan.*

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

Per the root cause analysis, apathy at the high school level was noted as an issue. With further analysis, lack of comprehension and lack of vocabulary were targeted areas. Keys to Literacy PD was deployed to help with this issue. Our district has a high percentage of economically disadvantaged (approx. 64%) and a high percentage of students with disabilities (19.7%). We also note that many of our incoming kindergarten students have not had a school-based preschool experience. In comparison analysis, a high percentage of these students begin kindergarten well below those students that have had a school-based preschool experience. In addition, attendance and poverty-related intrinsic belief in self were also points of note.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Our literacy mission revolves around the statement*, "Reading Proficiency dictates quality of life."* Literacy skills lay the foundation upon which every individual's education rests. When a learner receives the necessary tools to develop strong language and literacy skills, they achieve personal autonomy and pursue their chosen aspirations.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

The measurable goals, strategies, action steps, student and adult implementation measures are found in the Bridgeport Ohio Improvement Plan and the Bridgeport One Plan. It is the role of the various DLT Members to collect, analyze and make district decisions regarding this data.

SECTION 6: ACTION PLAN MAP(S)

Description of local literacy plan implementation. See the three goals below as well as the goals included in our One Plan (see Section 2 for that information).

Goal #_1__ Action Plan Map (2021-2022 SY)

Goal Statement: Complete the Keys to Early Reading and the Keys to Vocabulary with all K-12 Staff

Evidence-Based Practice: Build educator capacity to provide instruction aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Components	Complete the Keys to Early Reading with K-2 and some intervention specialists	Complete the Keys to Vocabulary with 3-HS teachers	
1. Timeline	2021-2022 SY	2021-2022 SY	
2. Lead Person(s)	DLT	DLT	
3. Resources Needed	Keys to Literacy PD – delivered by Keys to Literacy Personnel Keys to Literacy – Keys to Early Reading Course Keys to Early Reading Workbook Time at District PD to share best practices	Keys to Literacy PD – delivered by Keys to Literacy Personnel Keys to Literacy – Keys to Vocabulary Course Keys to Vocabulary Workbook Time at District PD to share best practices	
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	
5. Measure of Success	Teachers share best practice and give examples of its use. Teachers participate in the Keys to	Teachers share best practice and give examples of its use. Teachers participate in the Keys to Literacy	

	Literacy Professional Development OTES 2.0 Evals should showcase these best practices "Look Fors"	Professional Development OTES 2.0 Evals should showcase these best practices "Look Fors"	
6. Check-In/Review Date	DLT - Check completion data and best practices sharing data throughout the 2021-2022 SY	DLT - Check completion data and best practices sharing data throughout the 2021-2022 SY	

Goal #_2__ Action Plan Map (2022-2023 SY)

Goal Statement: Complete the Keys to Early Reading (Year 2) and the Keys to Comprehension with all K-12 Staff

Evidence-Based Practice: Build educator capacity to provide instruction aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Components	Complete the Keys to Early Reading with K-2 and some	Complete the Keys to Comprehension with 3-12 teachers	

	intervention specialists (Year 2)		
1. Timeline	2022-2023 SY	2022-2023 SY	
2. Lead Person(s)	DLT	DLT	
3. Resources Needed	Keys to Literacy – Keys to Early Reading Course (Year 2) Keys to Early Reading Workbook Time at District PD to share best practices	Keys to Literacy – Keys to Comprehension Course Keys to Comprehension Workbook Time at District PD to share best practices	
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	
5. Measure of Success	Teachers share best practice and give examples of its use. Teachers participate in the Keys to Literacy Professional Development OTES 2.0 Evals should showcase these best	Teachers share best practice and give examples of its use. Teachers participate in the Keys to Literacy Professional Development OTES 2.0 Evals should showcase these best practices "Look Fors"	

	practices "Look Fors"		
6. Check-In/Review Date	DLT - Check completion data and best practices sharing data throughout the 2022-2023 SY	DLT - Check completion data and best practices sharing data throughout the 2022-2023 SY	

Goal #_3__ Action Plan Map (2023-2024 SY)

Goal Statement: Complete the Keys to Early Writing and the Keys to Content Writing with all K-12 Staff

Evidence-Based Practice: Build educator capacity to provide instruction aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Components	Complete the Keys to Early Reading with K-2 and some intervention specialists (Year 2)	Complete the Keys to Comprehension with 3-HS teachers	
1. Timeline	2023-2024 SY	2023-2024 SY	
2. Lead Person(s)	DLT	DLT	

3. Resources Needed	Keys to Literacy – Keys to Early Writing Course Keys to Early Writing Workbook Time at District PD to share best practices	Keys to Literacy – Keys to Content Writing Course Keys to Content Writing Workbook Time at District PD to share best practices	
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	Calendar of completion points created by the DLT and distributed to all staff (aligned to the PD Dates on the calendar)	
5. Measure of Success	Teachers share best practice and give examples of its use. Teachers participate in the Keys to Literacy Professional Development OTES 2.0 Evals should showcase these best practices "Look Fors" One Plan (2023-2026) includes literacy goals, strategies, actions, student and adult	Teachers share best practice and give examples of its use. Teachers participate in the Keys to Literacy Professional Development OTES 2.0 Evals should showcase these best practices "Look Fors" One Plan (2023-2026) includes literacy goals, strategies, actions, student and adult indicators. DLT will analyze this data and recommend revisions as needed	

	indicators. DLT will analyze this data and recommend revisions as needed		
6. Check-In/Review Date	DLT - Check completion data and best practices sharing data throughout the 2023-2024 SY	DLT - Check completion data and best practices sharing data throughout the 2023-2024 SY	

Goal #_4__ Action Plan Map (2023-2024 SY)

Goal Statement: Teachers at K-4 and select middle school teachers will complete the professional development on the deployment of the Tier 1 mCLASS Screener, as well as learn how to use the data that is gained through the progress monitoring process.

Evidence-Based Practice: Build educator capacity to provide instruction aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Components	Complete the mCLASS with DIBELS 8th Edition – Administration and instruction essentials for teachers' professional development.	Complete the mCLASS with DIBELS 8th Edition – Creating a data-driven classroom for teachers	Complete the MCLASS with DIBELS 8th Edition – Coach

Provide a deeper analysis of the benchmarking and progress data to work with grade level teams |
| 7. Timeline | 2023-2024 SY

August 15, 2023 | 2023-2024 SY

October 16, 2023 | 2023-2024 SY

February 5, 2024 |

8. Lead Person(s)	mCLASS PD	mCLASS PD	MCLASS PD
9. Resources Needed	PD Trainer Amplify Participant Notebook	PD Trainer Amplify Participant Notebook	PD Trainer Amplify Participant Notebook
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Review the mCLASS DIBELS Screener with the addition of RAN and Spelling and the progress monitoring capacity of this product	Reflect on the student data collected via the BOY Screener and discuss progress monitoring, student grouping and the applicable activities to use	Coaching regarding deeper analysis of student results using BOY, MOY and progress monitoring data. Looking at a "team level" regarding student needs and WIN Time
11. Measure of Success	Teachers participate in this professional development and then screen all of the students K-3. Participate in in-district follow-up meetings/TBTs to discuss data	Teachers participate in this professional development and then are able to use the student grouping to deliver targeted instruction in both Tier I Core as well as during WIN Time screen Participate in in-district follow-up meetings/TBTs to discuss data Able to deploy the MOY during January	Teachers participate in this professional development and then are able to use the student grouping to deliver targeted instruction in both Tier I Core as well as during WIN Time screen Participate in in-district follow-up meetings/TBTs to discuss data regarding BOY, MOY and Progress Monitoring

12. Check-In/Review Date	MDT – follow-up in TBTs and in group meetings	MDT – follow-up in TBTs and in group meetings	MDT – follow-up in TBTs and in group meetings

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

The District Leadership Team is made up of teachers and administrators that are also members of their Building Leadership Teams and Teacher Based Teams. Since data is to be reported starting at the teacher level, these members oversee organizing this data collection and bringing it forward to the DLT four times per year where it is analyzed, and revisions are made per the One Plan. In addition, the members of the MDT (some of whom are also on the DLT) remain in charge of overseeing the rollout, implementation and monitoring of the legislation/best practices contained within the Ohio's Dyslexia Guidebook. The MDT oversaw the details involved in choosing the Tier I Core, the Tier I Dyslexia Screener (mCLASS DIBELS) and the associated professional development of all K-4 and select middle school teachers (5-6) during the 2023-2024 SY. This work continues using the most updated Dyslexia Guidebook and the requirements/best practices contained within the guidebook.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction and evidence-based interventions.*

STRUCTURE OF SUPPORT FOR ALL STUDENTS
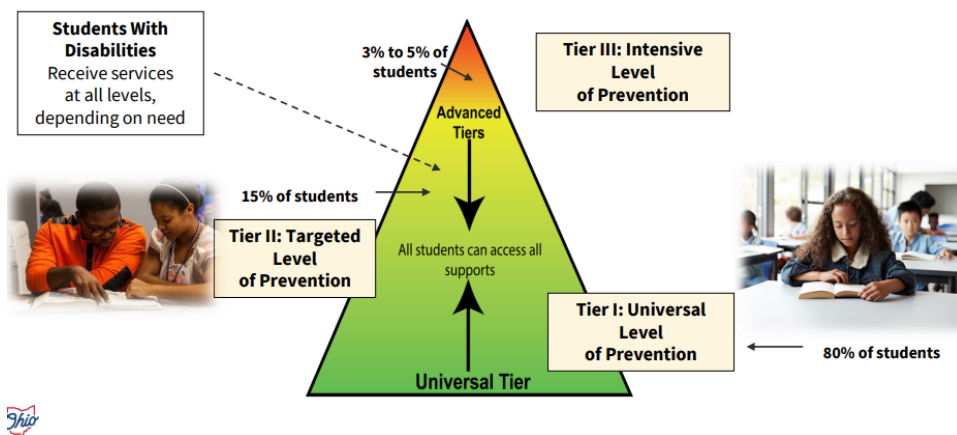
Using a MTSS Model, we follow the following four steps to both deliver Tier 1 Core Instruction AND provide students the specific interventions/enrichments that the data tells us they need in order to move forward as a successful reader. Assessments are used:

1. ***To identify students at the beginning of the year who are "at risk" for reading difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade -level standards in reading by the end of the year.***
2. ***To monitor students' progress during the year to determine whether "at risk" students are making adequate progress in critical reading skills and to identify any students who may be falling behind.***
3. ***To collect information about students that will be helpful in planning instruction to meet their most critical learning needs.***
4. ***To assess whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level reading standards by the end of each year from kindergarten through third grade.***

Core Instruction for ELA: Flyleaf Publishing (Note: This was picked by the MDT using the guidance within the Dyslexia Guidebook). In an analysis, our data showed the need for a more connected Tier 1 Core Resource with immediately applicable decodables. This was

piloted in spring 2023 with full implementation in grades K-3 in the 2023-2024 SY. In addition, students also experience Heggerty as well as Fundations.

Intervention Supports for ELA: Our Tier 1 Screener is mCLASS DIBELS and within this product, students are grouped based on what the data shows that they need. Teachers can access lessons within this product and then progress monitor for growth and/or mastery. This is also reinforced via the three benchmark opportunities as well as the progress monitoring (this varies based on student need – the more need, the more frequently the student is progress monitored).

2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.*

Regarding the ESSA Tier of Evidence associated with our Core 1 Flyleaf, this is a new resource and therefore does not yet have a vast research study associated. To that regard, it would be a Level 3 or 4. Our evidence shows that it is working as our students move throughout this school year. Experts in the field have also had positive reflections on this product.

Regarding the Tier 1 Screener, this would be a Level 1 as mCLASS DIBELS has a vast research base. Using this data, we can see how our students are moving forward.

3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3*

As stated, each K-3 student has been screened and all are currently being progress monitored. Mid-year is the typical time when we can see the comparison of the BOY – Progress Monitoring – and MOY. It is typically at that point when our teacher teams join with the MDT to determine which students are not making progress and therefore will be moved forward into a Tier II Screener and Progress Monitoring.

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

Our district has written RIMPs for any K-3 that was "not on track" for the prior screener. This practice remains even though we have changed our screener to the mCLASS. It has been our experience that the small percentage of students that cannot participate have extensive and supporting IEPs which are what that student(s) need. Regarding EL Students, we work extensively with outside resources since our district has very few EL Students, so we want to make the plan very specific to the needs of that student(s). Regarding RIMPs, these will continue for any student not scoring "proficient" on the OST

ELA. Note: Fourth grade students have RIMPs that either have been brought from third grade or have new ones written.

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

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

The MDT (Multidisciplinary Team) was established February 2022. This team consists of teachers and administrators that meet to review the requirements and/or best practices associated with current legislation (to include Dyslexia Legislation) to make recommendations regarding Tier 1 ELA Curriculum (Flyleaf), Tier 1 Screener (mCLASS DIBELS +), data analysis and professional development (Amplify Learning with mCLASS), etc.

2. *Describe how the early childhood program or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

The Heggerty program is used for phonemic awareness and language development. Fundations is also used in building early literacy skills. The preschool curriculum is the Creative Curriculum, which is evidence-based and incorporates language and literacy throughout all the activities. All the above are aligned with the Early Learning Standards. Using these practices with whole and small group instruction, we can assess our students and meet their needs through individual activities during our center-based curriculum. Since some of these are also used in larger groups, there are multiple opportunities for students to learn and to be challenged.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

See Section 6 Above for the specific action plans regarding our professional development. Note that our PD Plan is included within our One Needs. The One Needs includes strategies, specific action steps, and student and adult implementation expectations. All of these are monitored at the TBT, BLT and finally at the DLT levels. We have stakeholders at all levels so that information can flow as seamlessly as possible within our system.