

Local Literacy Plan: Birth - Grade 12

Template

The Ohio Department of Education and Workforce requires all nonprofit early care and education programs and LEAs **applying for the Comprehensive Literacy State Development Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the application process for the Comprehensive Literacy State Development Subgrant.

- 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 policies for literacy instruction and Ohio's Learning Standards in English Language Arts for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to Ohio's policies for literacy instruction and Ohio's Learning Standards for English Language Arts grades K-12.

**DISTRICT/COMMUNITY SCHOOL/EARLY CHILDHOOD EDUCATION PROGRAM
NAME: THE BRIDGEPORT EXEMPTED VILLAGE SCHOOL DISTRICT**

IRN: 045237

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STARS (PRIOR) / GOLD RATING (CURRENT)

ADDRESS: 55781 NATIONAL ROAD BRIDGEPORT, OHIO 43912

PLAN COMPLETION DATE: UPDATED APRIL 3, 2025

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Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing 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, schools, and early childhood education programs 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 Local Literacy Plans are developed.

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

Section 1: Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school and early childhood providers to include members from districts or schools. Team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

The **leadership team** below includes a variety of stakeholders throughout our district that all **share a vision** and a **collective responsibility** for our literacy outcomes. As a team, we **inspire and guide** sustained efforts, **keeping momentum** even through challenges. We **create and share a literacy vision**, **foster collaboration** and **empower others** to take ownership of the literacy plan. **Working together, we strive to create a stable and sustainable literacy effort for all.**

Name	Title/Role	Location	Email
Brent Ripley	Superintendent – DLT Member	BEVSD	Brent.ripley@bridgeportschools.net
Brooke Syrylo	Preschool Administrator, Preschool Teacher – DLT Member	Bridgeport Preschool	Brooke.syrylo@bridgeportschools.net
Sharon Liston	1 st Grade Teacher, Structured Dyslexia Intervention Specialist Certification (AIM) - DLT Member – MDT Member	Bridgeport Elementary School	Sharon.liston@bridgeportschools.net
Michelle Heilman	Kindergarten Title Teacher - MDT Member	Bridgeport Elementary School	Michelle.heilman@bridgeportschools.net

Name	Title/Role	Location	Email
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Beverly Prati	Special Ed Director - MDT Member DLT Member	BEVSD	Beverly.prati@bridgeportschools.net
Lisa Clark	Technology Director Title I Coordinator/Family and Community Engagement MDT Member DLT Member	BEVSD	Lisa.clark@bridgeportschools.net
Alyssa Ebert	School Psychologist - MDT Member	BEVSD	Alyssa.ebert@bridgeportschools.net
Leslie Kosanovic	Curriculum Director DLT & MDT Member DLT & MDT Facilitator	BEVSD	Leslie.kosanovic@bridgeportschools.net
Anne Haverty Lawson	Middle School Principal - MDT Member DLT Member	Bridgeport Middle School	Anne.havertylawson@bridgeportschools.net
Jason Hanson	High School Teacher (Social Studies) - DLT Member – BEA President	Bridgeport High School	Jason.hanson@bridgeportschools.net
Felicia Porter	High School Teacher (ELA) - DLT Member	Bridgeport High School	Felicia.porter@bridgeportschools.net
Tessa Kinsey	Middle School Teacher (ELA) - DLT Member *New MS MDT	Bridgeport Middle School	Tessa.kinsey@bridgeportschools.net

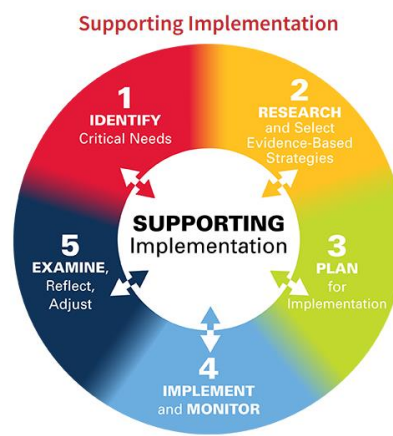
Name	Title/Role	Location	Email
Caroline Watkins	Middle School Intervention Specialist – DLT Member *New MS MDT	Bridgeport Middle School	Caroline.watkins@bridgeportschools.net
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Jack Fisher	High School Principal – DLT Member	Bridgeport High School	Jack.fisher@bridgeportschools.net
Christine Malone	*New MS MDT	Bridgeport Middle School	Christine.malone@bridgeportschools.net
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

The Bridgeport Exempted Village School District has developed this Local Literacy Plan to align with our vision, mission and core beliefs of both our district and our schools. Being proud of our supportive school climate, we are excited to use the contents of this plan to further drive the continuous improvement of literacy in our district. Our innovative leaders will ensure its effective implementation and monitor the resulting successful outcomes.

Development of the Local Literacy Plan: For historical reference, our district began using the Ohio Improvement Process establishing our first DLT in 2009 and therefore, have been using the 5-Step OIP Process during this time.



Within the Bridgeport Exempted Village School District, we have a unified campus that includes a PreK-4 Elementary School, a 5-8 Middle School, and a 9-12 High School. This close physical proximity has been a significant advantage, facilitating effective communication and implementation among all BLT and TBT members over the years.

In the 2018-2019 school year, we partnered with the ECOESC to secure and implement a Striving Readers Comprehensive Literacy Grant, specifically targeting our middle school students. This grant not only enhanced our middle school's tiered, high-interest classroom libraries but also enabled our teachers to adopt an embedded formative assessment cycle during student conferences. Using assessment data, teachers collaborated with students to set, measure, monitor, and reflect on individual literacy goals, providing necessary interventions or enrichment.

The grant also afforded our team the opportunity to attend the State Literacy Conference in February 2020, where we were introduced to Joan Sedita and her Keys to Literacy Team. Upon returning, our middle school team shared these insights with the DLT. In spring 2021, the DLT conducted a root cause analysis of literacy issues and, based on the findings, implemented a three-year literacy professional development plan for all district teachers.

From 2021-2022 through 2023-2024, all K-12 teachers completed three years of Keys to Literacy Professional Development. The DLT organized completion schedules, ensuring that during each district-wide professional development day, teacher teams engaged in facilitated discussions and planned the implementation of best practices learned from the Keys PD.

Additionally, all teachers and administrators are either in the process of completing or have completed the applicable Science of Reading Pathway by the end of the 2024-2025 school year.

DLT Completion PD Schedule

Preschool

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

PreK-12 Teachers and Administrative Team

- **Completing the applicable SOR Pathways (2024-2025)**

Keys 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)**

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)**

During this period, our first Multi-Disciplinary Team (MDT) was established after attending the SST-12 Literacy Leader's Network. Our inaugural MDT meeting took place during the 2021-2022 school year. The collaborative efforts of MDT members led to the creation of our first Literacy Plan, which, along with our Structured Literacy Program Outline, was made available on our district website under the "Literacy Resources" section of the Parent Tab. This information was communicated to all stakeholders via our district app.

Since then, our Literacy Plan has been updated for the 2023-2024 school year and is currently being revised for the 2024-2025 school year. To optimize collaboration and communication, some members of our District Leadership Team (DLT) and MDT overlap, enabling both teams to work together on this plan. This structure allows teams to collaborate effectively or work in parallel, utilizing the most efficient team member configurations to achieve optimal results as both aggregate and disaggregated data are analyzed. These team structures include district teams, building teams, teacher teams (both departmental and cross-departmental), and student teams.

The roles of DLT and MDT members involve meeting with their grade-level and building-level colleagues to gather insights during in-person Building Leadership Team (BLT) meetings and Teacher-Based Team (TBT) meetings. The DLT leads the creation of yearly schedules (district and building), ensuring that BLT meetings strategically occur either before or after DLT or MDT meetings, depending on the data or professional development topic. TBTs meet weekly, and DLT and MDT members bring data from TBTs and BLTs to district teams for analysis, monitoring, and feedback.

Additionally, we collaborate with our Birth – Age 3 Program to support families, as well as our school-based preschool and partners at the ECOESC preschool. Our plan is also informed by community input through parent surveys, community meetings, and parent involvement activities. Stakeholders remain engaged and informed, and updates and adjustments are well-supported as we communicate, monitor, and make necessary changes.

This collaborative approach led to the formation of our first Local Literacy Plan and enabled us to reach a broad spectrum of stakeholders within our district. We continue to connect with literacy experts and educators through professional organizations and conferences to incorporate best practices and evidence-based strategies. This includes guidance with What Works Clearinghouse and collaboration with the State Support Team (SST12), East Central Ohio Educational Service Center (ECOESC), our partnership with Keys to Literacy since the 2021-2022 school year, and our partnerships with Benchmark Advance and mClass DIBELS specialists.

Most recently, we collaborated with an SST-12 Literacy Specialist who guided our middle school team through the completion of the R-TFI. This latest information, along with another

root cause analysis, will inform updates to our newest Literacy Plan. The newest MDT members, representing grades 6-8, are noted with an (*) in Section 1: Part A and will lead this process for grades 6-8.

Using insights from the latest R-TFI, we identified key needs for grades 6-8: strengthening our Tier 1 instruction and refining Tiers 2 and 3, particularly for our largest SWD subgroup. Our data analysis supports the findings from the R-TFI, highlighting the necessity for additional High Quality Adolescent Literacy PD. Ideally, this PD will be provided by an embedded Literacy Coach and include co-teaching PD to address our focus on SWD.

Monitoring of the Local Literacy Plan: Following implementation, we adhere to a strict quarterly monitoring plan, like our approach with other initiatives. This period is crucial for evaluating the effectiveness of strategies and providing valuable insights into what is working well and what requires attention. This ongoing cycle of assessment and monitoring is essential for continuous improvement, refining literacy initiatives, and ultimately optimizing student growth and success. Quarterly monitoring by team leaders is vital to ensure real-time changes can be implemented efficiently.

In summary, we continue to follow the 5-step OIP method. To facilitate efficient access and planning regarding student literacy data, we will create a database (similar to the one used at the K-4 level) to monitor benchmarking data (tied to RIMPs) and progress monitoring (tied to RIMPs), both aligned with student needs based on the Science of Reading. We will also develop Decision Rules Flowcharts (like those used at the K-4 level) to provide 6-8 teachers and intervention specialists with a clear learning path.

Student growth targets and adult fidelity measures are monitored. In addition to student academic data, other factors such as attendance, demographic, and climate data are also tracked. Since adult implementation is key to success, adult data such as teacher and staff attendance, program evaluation, resource allocation, and input from internal and external stakeholders must also be considered.

Communication of the Local Literacy Plan: Developing a communication plan was essential to ensure widespread understanding of the plan's implementation. After our initial literacy plans were developed, they were shared with our school board, posted on our district website under the "Parents" section, and notifications were sent out via our district app. We also consider this plan a critical component when discussing other important factors such as chronic absence and attendance. This approach ensures that stakeholders are well-informed about the plan and how it can be influenced by these factors.

By employing a multi-tiered communication model, we maintain a shared vision and support for the successful implementation of our Local Literacy Plan within the broader MTSS scope. We have dedicated time to developing unified literacy goals that are consistent across all educational levels, starting with PreK through Grade 5. Our goal moving forward is to continue refining these goals for grades 6-8 and then high school.

By **focusing on community collaboration, networking and alignment**, the leadership team aims to create a comprehensive and effective literacy plan that supports learners from birth through grade 12. Both our public input meetings, as well as our parent involvement activities/meetings provide additional parent communication opportunities. Monitoring and communication efforts will ensure the plan remains dynamic and responsive to the needs of the community. We plan to continue **to use both our district website and our district app** as our main means of communication. We will **communicate, monitor and adjust** as needed to **ensure a stable and sustainable literacy effort for all**.

Section 2: Alignment Between the Local Literacy Plan and Overall Improvement and Equity Efforts

Describe how the Local Literacy Plan is aligned to and supports the overall continuous improvement and equity efforts of the district, community school, or early care and education program. This can be done by describing how the entity's continuous improvement plan incorporates the components required of the local literacy plan. Entities should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.

District leadership, including administration and teachers, are diligently working to ensure alignment with the Step Up to Quality program, Local Literacy Plan, and both district and building One Plans. This effort aims to reduce duplication and optimize resource use.

Recognizing that sustainable change is a multi-year endeavor, we plan to heavily incorporate the contents of our Local Literacy Plan when revising our current One Plan in 2026.

The Local Literacy Plan is closely aligned with and supports the district's continuous improvement and equity efforts. **Systemic inequities in access to evidence-based, tiered curriculum and instruction have long affected marginalized groups in our Appalachian district, particularly economically disadvantaged students and students with disabilities.** Addressing these equity issues is crucial for improving student outcomes.

This updated Literacy Plan is informed by the One Needs Root Cause, our latest R-TFI, the Ohio Improvement Process, One Needs/One Plan, our Local Report Card/Secure Data Center, Value-Added/Diagnostic, and classroom data. While we have focused on improving structured literacy at the K-5 level, recent collaborative efforts have led to the adoption of HQIM Benchmark Advance at this level. This school year, we provided 15 hours of aligned Science of Reading PD with a Benchmark Literacy Specialist for all K-5 ELA staff and administrators, enabling the application of specific curricular resources to all three tiers of SOR-aligned instruction.

Additionally, embedded parental support has enhanced our engagement with families regarding academic support and enrichment. This holistic approach to education extends beyond the classroom and into the community, **emphasizing that literacy for all students is a shared responsibility.**

Alignment to the CLSD Grant:

"Shared leadership brings vision, energy, cohesion, and direction to literacy improvement efforts by distributing responsibility and fostering collaboration, rather than relying on a single leader. Together, all leaders prioritize building capacity and collective efficacy to ensure all educators are equipped to successfully implement evidence-based instruction and intervention. This is accomplished through leadership teams – district leadership teams,

building leadership teams, and teacher-based teams – which share accountability for data-driven planning, implementation, feedback and adjustments.” – Ohio’s Plan to Raise Literacy Achievement

“Multi-Tiered System of Supports is a framework that is designed to efficiently match student’s precise strengths and needs with evidence-based instructional, culturally and linguistically responsive practices, and behavioral approaches. It offers a three-tiered needs-based model for differentiation to purposefully address the needs of all learners, including struggling readers and those with advance skills.” –Ohio’s Plan to Raise Literacy Achievement

Bridgeport – Shared Leadership and MTSS:

- The shared leadership structure is actionable for all teachers (PreK-12). Teachers meet in collaborative Teacher-Based Teams (TBTs) weekly to discuss interventions and enrichments needed to support the specific goals outlined in their building One Plans. Both the K-5 level, and the 6-HS level utilize a shared database that can be reviewed by the District Leadership Team (DLT). Goals in the Building One Plan align with the One Needs Assessment as required by the Ohio Improvement Process. This database also includes an Adult Fidelity Implementation section.
- Teachers continue to share and learn from one another during each professional development day when Science of Reading (SOR) Best Practices are shared. These practices are also discussed among teacher teams during TBTs and in curriculum-based meetings throughout the year.
- While K-5 Tiered Decision Rules are currently being utilized, there is a need to develop these rules beginning at grade 6.
- Co-teaching for our teacher/intervention specialist teams is identified as a need.

Local Literacy Plan Alignment:

Recognizing the existing gaps between subgroup populations, including students with disabilities (SWD) and economically disadvantaged students, these groups remain a primary focus for our data analysis teams (DLT, BLT, TBT, MDT). Currently, 18% of our students are SWD, and 66% are economically disadvantaged, with 100% of our students receiving free breakfast and lunch daily.

Our current Local Literacy Plan aligns with both our Ohio Improvement Plan and One Plan. However, this updated version will enhance that alignment significantly. At our May 2025 DLT meeting, the team will analyze data from the past three years to identify trends and craft revision language for the One Plan to support ongoing literacy improvement. This will continue to be a key agenda item for DLT meetings in the fall of the 2025-2026 school year, as our current One Plan will renew in 2026.

As previously mentioned, our district is small but benefits from highly skilled teachers and administrators who serve on multiple teams. This overlap creates a more efficient communication pipeline for all stakeholders, facilitating more effective and systemic plan

implementation and monitoring. Our single-campus setup further enhances accessibility and collaboration among team members.

One Plan Root Cause Analysis (District):

The **Root Cause Analysis** (conducted by DLT spring 2023) showed a **need** to:

- Implement and share best practices and strategies gained through quality professional development among the staff providing equitable access to all.
 - **Action:** Keys to Literacy PD for all and sharing of related best practices. This initiative began in fall 2021 and continued through the three years of Keys to Literacy PD, and currently continues at each District PD Day.
- 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.
 - **Action:** Keys to Literacy PD for all and sharing of related best practices. This initiative began in fall 2021, continued through three years of Keys to Literacy PD, and currently continues at each District PD Day.
 - **Curriculum / Data Analysis PD:** Provided to all PreK –HS Staff. Teacher teams set grade level/content area goals regarding student progress and discuss student work. Based on this data, goals are either maintained or revised.
- Incorporate more writing opportunities for students across the curriculum and implement structured literacy strategies that are connected to the Science of Reading.
 - **Action:** Alignment of Writing Rubrics (3rd – HS) was completed and is currently being used across grade levels in writing lessons. The next step is to include this resource in other content areas, beginning with middle school
 - **Curriculum / Data Analysis PD:** Provided to all PreK –HS Staff. Teacher teams set goals regarding student progress and discuss student work. Student writing samples, based on aligned 3rd – HS Writing Rubrics, are analyzed. Based on this data, teacher grade-level/content area goals are either maintained or revised.

R-TFI (Middle School):

“Educator Capacity - The need for professional learning and resources that deepen educators’ understanding of how children learn to read, diagnose why some children struggle, and sharpen educators’ abilities to implement culturally responsive reading instruction and intervention aligned with the science of reading. Implementation science is integrated into professional learning and coaching to systematically bridge policy and practice.” -Ohio’s Plan to Raise Literacy Achievement

Based on the most recent R-TFI, the middle school team, along with the SST-12 Literacy Consultant, note the following needs:

- **Update MDT:** Our current MDT has been updated to include middle school members at the 6th-8th grade levels. (Completed)
- **Aligned Tiered System:** There is a need for an aligned tiered system of support and monitoring, starting with the 6th-8th grade levels. Additional professional development to build upon the Keys to Literacy and SOR PD, specifically addressing tiered needs for adolescents, is required.
- **Literacy Coach Partnership:** We plan to partner with the ECOESC to employ a Literacy Coach who will work with our team over the next three years, providing both SOR-aligned professional development and in-class embedded PD support.
- **Co-Teaching PD Partnership:** We also plan to partner with the ECOESC to provide aligned co-teaching professional development for teams of all teachers and intervention specialists, sustaining embedded practice and support via a Literacy Coach.

2023 – 2026 One Plan Smart Goals/Student Measures/Strategies/Adult Measures

One Plan Smart Goal (District)/OIP Goal (District): (2023 - 2026)

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

Student Measure #1 (District)(2023-2026)

Every **Quarter, Reading/Literacy - Percentage of Students on Target** of **All Students and Students with Disabilities** 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.

Student Measure #1 (Middle School)

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.

Strategy #1 (Level 4) Description (District):(2023-2026)

The 2022 Fall KRA-R results indicated that 41% of students were ON TRACK, while 59% were NOT ON TRACK. Diagnostic scores for 1st and 2nd grade revealed that 1st grade students were not proficient in high-frequency words, decoding, blending, and fluency, and 2nd grade students struggled with multi-syllable and two-syllable nonsense words, and 2nd Grade students were not proficient in multi-syllable and 2 Syllable Nonsense Words. Spring 2022 results for 3rd and 4th grade showed informational text as the lowest-performing strand, with students scoring lower in elaboration and purpose in writing, receiving scores of 1's or 2's out of 4.

Ohio State Tests for grades 5-8 highlighted deficiencies in the areas of informational reading and writing where students were less proficient in the areas of academic

vocabulary, citing evidence, and accessing complex text. For grades 9-12, the High School team determined from the ELA spring 2022 testing data the high need for students to develop purpose and elaboration in both argumentative and informative essay writing.

Recognizing the strong connection between reading and writing, the district will provide professional development for all teachers, including intervention teachers, to ensure equitable access to content writing instruction. Teachers in grades PK-2 will complete Keys to Early Writing, while those in grades 3-12 will complete Keys to Content Writing. Additionally, Apple Professional Learning will enhance this plan by integrating high-yield instructional strategies with technology to improve learning outcomes.

Recognizing the strong connection between reading and writing, the district will provide professional development for all teachers, including intervention teachers, to ensure equitable access to content writing instruction. Teachers, including intervention teachers, in grades PK-2 will complete Keys to Early Writing, while those in grades 3-12, including intervention teachers, will complete Keys to Content Writing. Additionally, Apple Professional Learning will enhance this plan by integrating high-yield instructional strategies with technology to improve learning outcomes.

Further professional development with Weston Kieschnick and high-yield instructional strategies from Bold School will ensure that all stakeholders have a unified understanding of what high-quality instruction looks like and sounds like in our classrooms. The district will also leverage technology to enhance two-way communication with parents, supporting student learning and fostering deeper relationships with families.

Adult Fidelity Measure #1 (District)(2023-2026)

Every **Quarter, All Subject Areas - Implementation of Writing Strategies of All Staff including Intervention Teachers** will be monitored by **DLT Members**, with an overall improvement of **increase 100.00 %** by the end of the plan.

In addition to the aligned literacy goals and strategies mentioned above, the One Plan at both the district and building levels includes literacy goals in math and other content areas. This approach recognizes that literacy is integral to all content areas and grade levels, not just ELA. By embedding literacy goals across the curriculum, we ensure a comprehensive and cohesive strategy that supports student learning in every subject.

Alignment to Other Support Plans:

Our district is fortunate to have **multiple layers of SEL supports** in place through community partnerships. We collaborate with Job and Family Services and ECOESC to employ a Prevention Specialist who works with all students K-12, providing the first tier of counseling support. Students needing additional support are referred to a licensed counselor, as we also

partner with Southeast Behavioral Health to employ a licensed counselor who offers in-house counseling for both students and families.

Additionally, we partner with ECOESC to employ two behavior specialists who work with students, staff, and families. Recognizing that students experiencing food insecurity cannot perform at their best, our middle school principal coordinates a team that organizes four ready-made meals sent home each weekend throughout the school year for students in need.

Serving not only academic needs, but serving the whole child requires collaborative efforts deploying multiple strategies across all tiers of need. **It is through these combined efforts that we can truly move and sustain student success.** The above aligns with “**Family Partnerships** – Schools’ strategies for partnering with families must support the adult behaviors that directly support children’s language and literacy development.” - Ohio’s Plan to Raise Literacy Achievement

“Community Collaboration – State, regional, and local partnerships are instrumental in advancing literacy improvement and emphasizing the significance of proficient literacy skills.”

-Ohio’s Plan to Raise Literacy Achievement

Due to the importance of both our school and community partners, earlier this school year, we were honored to receive an Appalachian Community Innovation Center Grant. This grant will fund a 28,500 sq. ft. addition to our campus, providing additional educational, workforce, and healthcare spaces for our students and community.

We feel privileged and humbled to represent our state as a change partner in the Southeast Appalachian Region. With the collaborative efforts of many working on this project, we recognize that literacy cannot be viewed as a separate silo. Instead, it must be integrated into all content areas, career paths, parent involvement, and community aspects. **Without a solid literacy foundation coupled with a growth mindset, we will not achieve our ultimate goal of being a bridge out of poverty for so many in our school and community.**

Section 3: Needs Assessment

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

This literacy plan is **informed by a comprehensive needs analysis**. It is **aligned with the science of reading** and **uses the Simple View of Reading to drive development of the proposed goals, strategies and action steps**. It also describes how **all learners are represented and supported** along the language and literacy development continuum.

Analysis of Learner Performance:

Preschool – Early Learning and Reporting Form:

Our students showed the **most growth** in the areas of:

Rhyming

Upper- and Lower-case letter recognition

Letter sounds

Least Growth in the areas of:

Sentences

Writing to convey meaning

Step Up to Quality Trend: 5 Stars

Step Up to Quality Current 2024-2025: Gold Rating

Disaggregated Local Report Card Data

Grade Subject	Spring 2024 Percentage Proficient or Above	Spring 2024 Percentage Below Proficient	Spring 2024 Above/Below State Scale Score	Spring 2023	Spring 2023 Above/Below State Scale Score	Spring 2022	Spring 2021
3rd Grade ELA	78.1% (84.4% with fall)	21.2% (15.6% with fall)	Above	88.1%	Above	63.60%	70.60%
3rd Grade Math	67.7%	32.3%	Above	65.5%	Above	69.80%	66.00%
4th Grade ELA	60.7%	39.3%	Below	49.1%	Below	79.60%	43.80%
4th Grade Math	73.2%	26.8%	Above	72.7%	Above	87.80%	68.80%
5th Grade ELA	61.8%	38.2%	Below	78.4%	Above	67.30%	71.90%
5th Grade Math	55.4%	44.6%	Below	64.7%	Above	69.40%	62.50%
5th Grade Science	53.6%	46.4%	Below	84.0%	Above	61.20%	55.40%
6th Grade ELA	76.5%	23.5%	Above	64.6%	Above	60.30%	40.90%
6th Grade Math	52.9%	47.1%	At	56.3%	Above	56.90%	43.20%
7th Grade ELA	63.0%	37.0%	Below	58.3%	At	56.00%	64.80%
7th Grade Math	60.9%	39.1%	Above	45.0%	Above	44.90%	47.20%
8th Grade ELA	43.1%	56.9%	Above	40.8%	Below	48.10%	67.50%
8th Grade Math	39.2%	60.8%	Above	45.5%	Below	37.00%	55.90%
8th Grade Alg. I	100.0%	0.0%	Above	100.0%	Above		
8th Grade Science	67.2%	32.8%	Above	63.3%	Below	50.00%	60.00%
ELA II	37.5%	62.5%	Below	61.9%	Below	67.90%	50.00%
Algebra I	28.6%	71.4%	Below	34.0%	Below	38.00%	38.60%
Geometry	28.0%	72.0%	Below	26.2%	Below	26.80%	23.40%
Biology	47.4%	52.6%	Below	63.4%	Below	71.20%	51.60%
American History	67.9%	32.1%	Below	65.9%	Below	71.40%	30.80%
American Government	66.7%	33.3%	Below	73.3%	At	63.00%	45.50%

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 – $82.9/108.8 = 76.2\%$ / 2024 – $81.1/109.3 = 74.2\%$

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.

Trend Analysis: The **PI** Trend (comparing the past **three** years) has been on a **downward trend**. This indicates fewer students in the proficient, accomplished and advanced categories and more in the basic and limited. The PI by student group indicates a need in both Students with Disabilities and Economically Disadvantaged.

ELA Trend Data (OST – ELA)

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 / Spring 2024 = **83.3% (Downward Trend / Above State Average)**

Grade 4 – Spring 2023 = 49.1% Proficient or Above / Spring 2024 = **60.7% (Upward Trend / Below State Average)**

Grade 5 – Spring 2023 = 78.4% Proficient or Above / Spring 2024 = **61.8% (Downward Trend / Below State Average)**

Grade 6 – Spring 2023 = 64.6% Proficient or Above / Spring 2024 = **75.0% (Upward Trend / Above State Average)**

Grade 7 – Spring 2023 = 58.3% Proficient or Above / Spring 2024 = **63.0% (Upward Trend / Slightly below state average)**

Grade 8 – Spring 2023 = 40.8% Proficient or Above / Spring 2024 = **43.1% (Slight Upward Trend / Below State Average)**

ELA II - Spring 2023 = 61.9% Proficient or Above / Spring 2024 = **43.1% (Downward Trend / Below State Average)**

Trend Analysis: Of the 7 grade levels above, **5 of the 7 (71.4%)** are trending below state average in ELA.

LRC Progress Data (EVVAS – Value-added)

Progress Details
These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Significant evidence that the district exceeded student growth expectations by a larger magnitude.

Significant evidence that the district exceeded student growth expectations.

Evidence that the district met student growth expectations.

Significant evidence that the district fell short of student growth expectations.

Significant evidence that the district fell short of student growth expectations by a larger magnitude.

Value Added data is not available.

1

OST ELA Trend Data (OST) - Overall

The ELA **Trend** is tracking **overall below state average after grade 3**. The **Progress Data** on our Local Report Card was designated as **One Star** with three grade levels designated as **significant evidence that the district fell short of student growth expectations by a larger magnitude**.

ELA Diagnostic Growth Data – ELA (noting 2 subgroups)

Grade Level	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
4th Grade ELA	Below Expected Growth	Below Expected Growth	Below Expected Growth	Below Expected Growth	Below Expected Growth
Economically Disadvantaged	Below Expected Growth	Below Expected Growth	Below Expected Growth	Below Expected Growth	Below Expected Growth
Students with Disabilities	Below Expected Growth	Made Expected Growth	N/A	N/A	N/A
5th Grade ELA	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Economically Disadvantaged	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Students with Disabilities	Made Expected Growth	Made Expected Growth	N/A	N/A	N/A
6th Grade ELA	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Economically Disadvantaged	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Students with Disabilities	N/A	Below Expected Growth	N/A	N/A	N/A
7th Grade ELA	Made Expected Growth	Below Expected Growth	Below Expected Growth	Made Expected Growth	Made Expected Growth
Economically Disadvantaged	Made Expected Growth	Below Expected Growth	Below Expected Growth	Made Expected Growth	N/A
Students with Disabilities	Made Expected Growth	N/A	N/A	N/A	N/A
8th Grade ELA	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Economically Disadvantaged	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth	Made Expected Growth
Students with Disabilities	Made Expected Growth	N/A	N/A	N/A	N/A
ELA II	Below Expected Growth	Below Expected Growth	Below Expected Growth	Below Expected Growth	Made Expected Growth
Economically Disadvantaged	Below Expected Growth	Made Expected Growth	Below Expected Growth	Below Expected Growth	N/A
Students with Disabilities	Below Expected Growth	Below Expected Growth	Below Expected Growth	N/A	N/A

KRA Trend Data

2023-2024: KRA LL = 37 NOT on track / 23 On track

2024-2025: KRA LL = 29 NOT on track / 29 On Track = 48.3% Moved to On Track / 51.7% Remained Off Track

Analysis Summary: Comparing trends for students who were off track in kindergarten / 1st grade to those who were off track at grade 3 diagnostic/ grade 3 ELA OST, we observed a significant improvement. The percentage of students moving to on track increased by over 40%.

OELPA Trend Data

Note: Our EL Students are few in number but nonetheless very important to us, so we partner with the ECOESC to guide us on targeted interventions.

Since we have always had fewer than 6 EL students each year, the analysis of growth is on an individual basis. **Analysis Summary:** The areas of **listening and reading have gone up each year (by at least one level)** while **speaking and writing have either stayed the same or gone up one level.**

Students with Disabilities

(Non SWD vs SWD Proficient Data for ELA Spring 2024)

3rd Grade: Non SWD = 82% / SWD = 64%

4th Grade: Non SWD = 82% / SWD = 29%

5th Grade: Non SWD = 78% / SWD = 15%

6th Grade: Non SWD = 84% / SWD = 0%

7th Grade: Non SWD = 74% / SWD = 0%

8th Grade: Non SWD = 56% / SWD = 0%

ELA II: Non SWD = 41% / SWD = 22%

Note: Less than 1% of our SWD take the AASCD

Analysis Summary: When comparing students without an IEP to those with an IEP and seeing the difference in percentage proficient, it is clear that improvement in monitoring and adjusting instructional approaches for this subgroup (as well as overall) exist, especially at our middle school and high school levels.

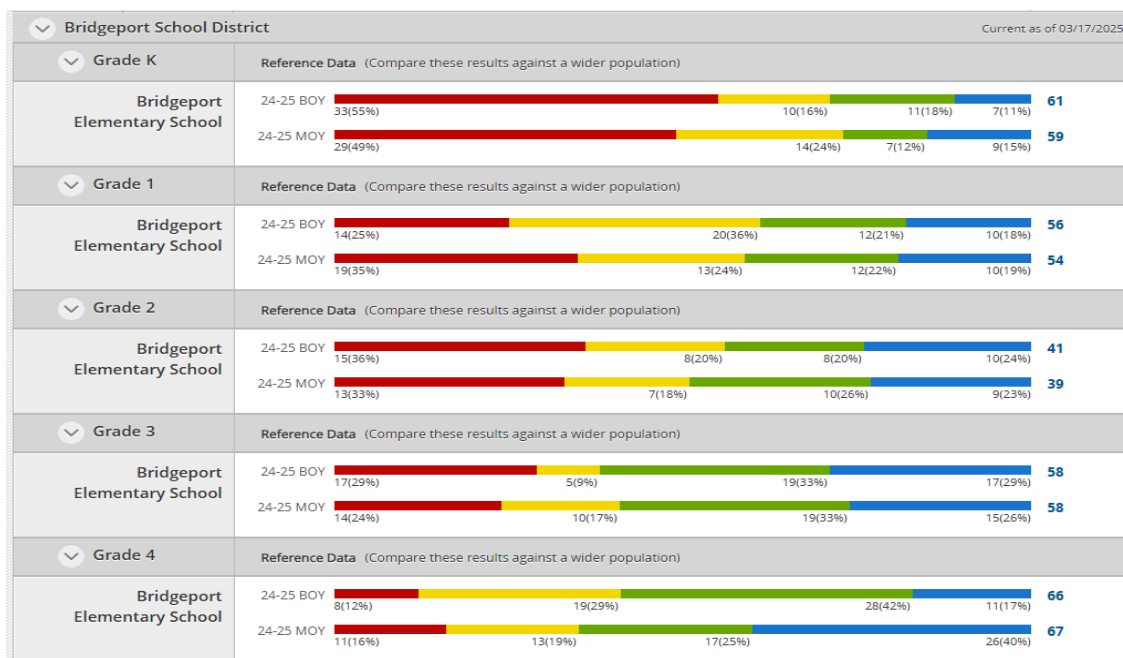
Gifted Trend Data

Gifted Progress Goal
3 Stars

Analysis Summary: In comparing our Gifted Subgroup to our Overall, the progress difference is 3 stars vs 1 star. Our gifted subgroup continues trending upward with evidence that student growth expectations were met.

TGRG Tier 1 Screening Data

mCLASS DIBELS – BOY, MOY and EOY (to be added after mid-April)



Note: Students (K-5) that scored below or well below have RIMPs. They are being progress monitored in between the three benchmark times. At grades 5 and 6, students on RIMPs will follow this same process.

Comprehensive Needs Assessment Data: R-TFI

An updated R-TFI was completed in early March with SST 12, focusing on grades 6-8 at our Middle School. Our Tier 1 score was 67%, while our Advanced Tiers score was 18%, indicating that Tier 1 at the 6-8 level needs support. This includes the implementation of adolescent literacy components and system-level coaching, such as high-dosage tutoring. Advanced Tiers 2 and 3 will require more intense support following the initial focus on Tier 1.

Recognizing that systemic change is a multi-year process, our plan is to concentrate our teams on Tier 1 first, with Tiers 2 and 3 to follow.

Analysis of Factors Other than Learner Performance

An analysis of additional factors reveals that 37% of our incoming kindergarten students for the 2024-2025 school year have not attended school-based preschool. Our percentage of economically disadvantaged students is 69.48%, and only 14.6% of people in our community hold a bachelor's degree, compared to the state average of 30.4%. Our teams have determined that data shows students who have a school-based foundation at ages three and four are much more likely to start at benchmark compared to those who do not. **If more than one of these factors are present, the percentages of starting at benchmark or attaining benchmark are reduced.** Our analysis seems to support that those “learners who start behind, often stay behind.” It has become this statistic and our awareness of the fundamental need for early intervention that allowed us to put an MTSS System in place at the PreK-5 level. Due to the data starting to show successful trends, we plan to move this to grades 6th-HS in the future. We are seeing growth but will be monitoring for sustained growth throughout the next three years or more.

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 community served.

By addressing literacy barriers in education, we contribute to the long-term economic health of our community. When our students develop strong reading skills, they are more likely to pursue higher education, secure employment, and contribute positively to our local economy as adults.

Internal Factors:

Per our initial root cause analysis (spring 2023), apathy at the high school level was an issue. With further analysis, lack of comprehension and lack of vocabulary were targeted areas. Keys to Literacy PD was deployed over three years to help with this issue. Per our most recent RTF-I for our middle school, this reinforces our need for improvement across all three tiers of instruction. Our district has a high percentage of economically disadvantaged (approx. 66.8%) and a high percentage of students with disabilities (18.4%). Also of note is that 37% or more of our incoming kindergarten students have not had a school-based preschool experience. When doing an annual comparison analysis of this subset, 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 (per Gallup student survey for grades 7-12) were also points of note.

1. High Quality Instructional Materials (addressing all three MTSS Tiers) - Due to the past three years of work by the MDT, a HQIM Core and Tiered ELA Curriculum began during the 2024-2025 SY at grades K-5. This is a need for preschool and for grades 6-8 and HS.
2. Teacher Training and Development – Aligned, embedded and sustained ELA PD, aligned to the SOR HQIM Curriculum began during the 2024-2025 SY and is in place for grades K-5. This is a need for preschool and for grades 6-8 and HS. Per the R-TFI, a literacy specialist that would provide this embedded PD in our classrooms is an identified need, especially at the 6 – HS levels, for the intense tier 2 and tier 3 needs.
3. Instructional Time (Intentional Scheduling) – Due to the work of the MST, embedded tiered time to match schedules is occurring at grades K-5, but remains a need at 6th – 8th grade and HS levels. (A Flex time was added to help with this at the MS and HS Level for the 2024-2025 SY).
4. Assessment Tools and Data Tracking – Due to the aligned HQIM ELA Curriculum and the use of mCLASS DIBELS Benchmarks, both tiered assessments and progress monitoring at each tier is in place at K-5. Additional robust and relevant assessments used to inform instruction and student support systems, such as intervention and high dosage tutoring will be used to inform instruction. The specificity of this type of assessment system and the individualized student results remain a need at 6th – 8th grade and HS.

External Factors:

Without a solid literacy foundation coupled with a growth mindset, we will not achieve our ultimate goal of being a bridge out of poverty for so many in our school family. History tells us that at one point, Bridgeport held the title of “the gateway to the west”, but over time demographic changes resulted in a shift where those that could afford to do so moved to areas with more resources. Bridgeport is currently set at the epicenter of deprivation (per the ADI – Area Deprivation Index) indicating that we fall under the 95th percentile of the area’s deprivation level. Our vision is to align our literacy implementation site with our career connections partners as a way to build a community that currently struggles under the weight of economic hardship and limited opportunities. Only 14.6% of adults in our community hold a bachelor’s degree or higher (state average is 30.4%). This coupled with the deprivation percentage underscores the fact that increased efforts in literacy, across all grades, is imperative if our goal is to be a true transformative force in our region.

1. Socioeconomic Status Limits Access - “Learners who start behind, often stay behind” primarily due to lack of access to books, technology and/or enrichment activities. This often equates to students starting formal schooling with a lack of background

knowledge. While our students make tremendous progress, entering behind often overwhelms the progress that is made over the years. Specific tiered supports are in place at the PreK-5 levels, but a need exists among grades 6th grade - HS for a more purposeful tiered intervention system. Note: This began at K-5 during the 2024-2025 SY, so it will be a few years before any longitudinal trend data can truly be analyzed, although early data indicates overall growth.

2. Parental Involvement – Parental involvement tapers off as the students' progress from elementary to middle school to high school (per our Parent Teacher Attendance and Title Student Showcase Events) Additional parental involvement activities focused on the middle school and high school level remains a need.
3. Chronic Absenteeism – In the 2023-2024 SY, we had a 24.4% chronic absenteeism rate. This coupled with the other factors listed create an additional barrier to literacy success.
4. Mobility – Per the 2023-2024 LRC, our overall mobility rate was 9.3% with both economically disadvantaged (10%) and students with disabilities trending higher (9.8%).
5. Teacher Absence and Lack of Substitute Teachers – During the 2023-2024 SY, there were a total of 840 days where either dock days, personal days or sick days were taken by teachers and administrators during the SY. This coupled with our lack of trained substitute teachers forces our support teachers to often be pulled from providing intervention support and instead cover general education classes.

Note: With the small size of our overall district (PreK – HS = 797 students), the percentage of staff absences and student chronic absenteeism along with student mobility are significant.

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.

An updated Root Cause Analysis (R-TFI) was completed to include the new members of the Middle School MDT Team (noted with an “*” in Section 1). In summary, it showed that due to a lack of advanced tiers of support as the students progress from elementary to middle school, the data trends downward. This is especially true for our population of students with disabilities. This shows a need to first tackle the Tier 1 Supports, the use of student assessment and intervention data and then move to Advanced Tiers of Support. The Root Cause Analysis Process allows this team to align time, budget and staffing and direct resources toward the areas that will yield the greatest impact on literacy outcomes.

“5 Whys” - What Does This (along with our data) tell us?

1. **Grades K-3:** Learners who “start behind, tend to stay behind” (Many children are not attending a school-based preschool prior to kindergarten which affects their earliest

introduction to literacy development (25% or higher annually – For the 2024-2025 SY, **37%** of our Kindergarten students had no school-based preschool)

2. **Grades 6- HS:** Inconsistent access to high quality curriculum, accompanying tiered instructional resources and evidence-based instructional practices within and across grade levels (beginning at grade 6 – already in place at K-5).
3. **Grades PreK – HS:** Absence of a literacy-targeted classroom visitation system and instructional coaching.
4. **Grades 6-HS:** Misconceptions and misunderstandings of instructional practices (specifically at the middle school grades and high school grades – in place at K-5).
5. **Grades PreK – HS:** Lack of a thoroughly communicated cohesive district-wide literacy plan.

What are the priorities over which we have control? Potential Solutions to the “5 Whys”

1. Based on individual assessment results, continue with our K-5 Process to tighten up our Tier 1 Core and provide additional Tier 2 At-Risk Support and/or additional Tier 3 Intervention Support. Next step is to work with the middle school grades (6-8) to incorporate a similar cycle of instruction and improvement.
2. Provide aligned SOR Professional Development, with sustained follow-up opportunities for grades 6-8 similar to what is currently in place at K-5.
3. Work with a Literacy Coach that will provide PD to our administration and teachers regarding tiered instruction, an associated fidelity adult measure, and embed instructional coaching in all our classrooms, starting with the tiered needs at grades 6-8.
4. Working with a Literacy Coach to overcome misconceptions and misunderstandings and apply only those practices that are proven to be evidence-based. Include embedded co-teaching PD and classroom support.
5. Pairing up a Literacy Coach to work with the MDT to create a cohesive district-wide literacy plan and decide on multiple ways to communicate this to all stakeholders.

Section 4: Literacy Vision and Mission Statement(s)

*Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's vision for **language and literacy development outlined in Ohio's Plan to Raise Literacy Achievement**.*

At Bridgeport Exempted Village School District, our **literacy mission** revolves around the belief that “**Reading proficiency dictates quality of life**” and therefore, it is imperative for the success of ALL students. Therefore, we are dedicated to a comprehensive literacy approach informed by the Simple View of Reading. Aligned to Ohio's mission, we are dedicated to providing this to each and every student, regardless of background or learning needs. We are dedicated to ensuring that each and every student has access to a strong language and literacy foundation, with the goal of succeeding academically in our classrooms and thriving in life beyond our classroom doors.

At Bridgeport Exempted Village School District, our **literacy vision** builds off of our mission. Aligned to Ohio's vision, we also envision an active and thriving literacy learning community that is accessible, inclusive and achievable for each and every student. We commit to guiding each learner along the language and literacy continuum (emergent, early, conventional and adolescent) providing instructions, strategic resources and meaningful support. Through strengthened collaboration among general and special education teachers and stakeholder partnerships, we aim to create an environment where each student's reading and writing potential is fully realized.

To this regard, we join with Ohio's vision in viewing language and literacy acquisition and achievement as powerful catalysts for improving student outcomes. We are committed to using evidence-based practice and employing culturally responsive practices for all learners.

- 1. Bridge the gap between research and practice to support access to high-quality, evidence-based literacy instruction aligned with the science of reading.**

Our student data indicates a gap between our delivery of aligned literacy instruction and state test scores, etc. A tiered system of support is currently underway at our K-5 Levels and progress is being monitored. Our next need is for this to occur at the 6-8 level and then high school. This must include more targeted professional development in Science of Reading tied directly to our adolescent learners.

- 2. Ensure all learners are represented and supported throughout the language and literacy developments continuum, which includes emergent, early, conventional and adolescent literacy.**

Due to the small size of our district, our plans and conversations include the needs of all students. Over the past four years, we have had professional development around the science of reading. Over that same time, we have worked to incorporate these culturally responsive practices within each K-5 classroom. Based on our needs

analysis and our R-TFI, we now need to seek specifics on how to better structure this at the middle school and high school levels.

3. Ensure all educators are supported in building knowledge and capacity to increase students' language and literacy development through high quality instructional materials aligned to the science of reading.

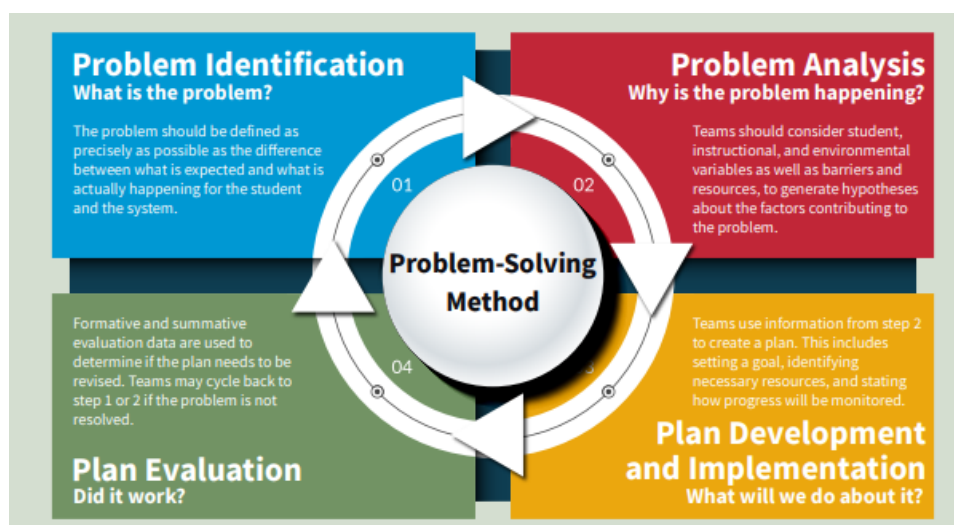
Over the past four years, we have had professional development around the science of reading. Over that same timeframe, we have worked to incorporate aligned high quality instructional materials and evidence-based practices within each K-5 classroom. Based on our needs analysis and our R-TFI, we now need to seek specifics on how to better structure this at the middle school and high school levels.

4. Support the fidelity of implementation of evidence-based language and literacy practices aligned to the science of reading.

Incorporated into our plans going forward must be consistent fidelity measures that align with high quality, embedded professional learning. We also see this connected to our plans of incorporating aligned co-teaching professional development.

5. Support quality planning and data-driven decision-making with a robust multi-tiered system of supports.

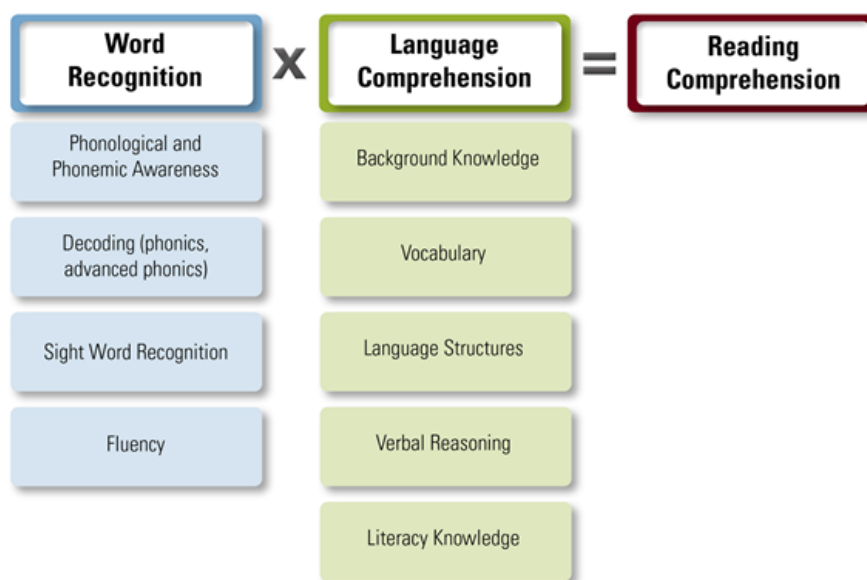
Data-based decision-making is crucial within this model, as the goal is always to identify and match student needs to an appropriate intervention or enrichment opportunity. Using this model, we use this formative process to analyze student data and to match student needs to instruction, using the fewest resources possible to get the desired outcome for the largest number of students.



Within this model, we use various data sources that include, but not limited to, Tier 1 Universal Screener (mCLASS DIBELS), Tier 2 Diagnostic Assessments (Benchmark Advance), Progress Monitoring (mCLASS DIBELS and Benchmark Advance), in addition to both achievement and growth derived from Ohio State Testing.

Section 5: Measurable Learner Performance Goals and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band that the Local Literacy Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade applicable band. 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.



Measurable Learner Performance SMART(IE) Goals (tied to Section 3)

Overarching District Goal: Using the 2024 State Local Report Card as our baseline, Bridgeport Exempted School District will demonstrate expected growth progress (3 stars) in English Language Arts as measured by the current year value-added for each grade level 4-8 and ELA II and earn 3 stars or more on Improving K-3 Literacy Component, inclusive of all learners (including all subgroups).

Subgoals/Grade Level Goals:

- **Preschool:** By June 2026, 80% of our four-year old learners will show growth in early literacy skills when comparing fall to spring measures using the Early Learning Assessment for Language and Literacy.

- **Grades K-1:** By June 2026, 70% of students in grades K-1 will show command of phonological awareness and phonics by achieving at benchmark or above as measured by mCLASS DIBELS EOY. The 2023-2024 EOY Baseline was: 53%.

By June 2027, this will increase to 80%

By June 2028, this will increase to 90%

- **Grades 2-3:** By June 2026, 70% of students in grades 2-3 will show command of phonological awareness, phonics and literacy strategies aligned to the science of reading by achieving at benchmark or above as measured by the mCLASS DIBELS EOY. The 2023-2024 EOY baseline was: 64%.

By June 2027, this will increase to 80%

By June 2028, this will increase to 90%

- **Grades 4-5:** By June 2026, 70% of students in grades 4-5 will show command of phonological awareness, phonics, and literacy strategies (comprehension and fluency) aligned to the science of reading by achieving at benchmark or above as measured by the mCLASS DIBELS EOY. Note: The 2023-2024 EOY baseline for grade 4 was: 40%.

By June 2027, this will increase to 75%

By June 2028, this will increase to 80%

- **Grades 6-HS:** By June 2026, an aligned assessment tool will be chosen and implemented to measure students' achievement/growth of vocabulary, background knowledge and reading comprehension skills. Baseline to be set during the 2026-2027 SY. Decision Rules for 6th -8th grade to be developed during the 2025-2026 SY.

By June 2026 – An aligned Assessment tool will be chosen, PD for staff and begin using establish baseline 6-8. Decision Rules (6-8) will be developed

By June 2027 - An aligned assessment tool will be chosen, -HS and Grades 6-8 will fully implement and begin to make tiered instructional decisions. Decision Rules for HS to be developed

By June 2028 – 6th -8th and HS will have the first implementation and grades 6-8 will continue to use to make tiered instructional decisions

By June 2029 - 6-HS will have an aligned assessment tool, using it to make instructional decisions and using the aligned decision rules.

Adult Implementation Goals:

When we effectively train and support our staff to implement with fidelity and commit to regular monitoring with appropriate feedback, we will realize the expected outcomes for the above goals.

Section 6: Action Plan Map(s) for Action Steps

Each action plan map describes how implementation of the Local Literacy 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 (RIMPs). Include a description of the professional development activities provided for each goal.

Overarching District Goal: Using the 2024 State Local Report Card as our baseline, Bridgeport Exempted School District 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 II (3 Stars on the LRC Progress Measure) and continue earning 3 stars or more on Improving K-3 Literacy Component.

Subgoal 1: Early and Emergent Literacy

Birth – PreK: By June 2028, 80% of our four-year old learners will be at or above benchmark when measuring early literacy skills using the Ready to Advance Benchmark Early Learning Assessments. Benchmark Assessment Baseline will begin during the 2025-2026 SY.

Evidence-Based Strategy(ies): Explicit and systematic phonological awareness instruction (Heggerty and Benchmark Ready to Advance and Foundational Learning) will be used to support Tier 1 Core Instruction, as well as Tier 2 and Tier 3 intensive intervention supports.

**Subgoal 1 Action Step: Early and Emergent Literacy
Phonics/Phonological Awareness/Print Awareness**

	Action Step 1	Action Step 2
Implementation Component	Preschool Teachers will implement Benchmark Ready to Advance and Foundational Learning specific to phonological awareness and phonics	Preschool Teachers will implement explicit instruction for phonological awareness for students requiring tier 2 and tier 3 interventions as identified by the Ready to Advance and Foundational Learning Diagnostics.
Timeline	August 2025 - June 2026	August 2025 - June 2029
Lead Person(s)	Preschool Teachers Preschool Supervisor Benchmark Literacy Specialist Curriculum Director Elementary Principal	Preschool Teachers Preschool Supervisor Benchmark Literacy Specialist Curriculum Director Elementary Principal

Resources Needed	Benchmark Ready to Advance Benchmark Foundational Learning Professional Development	Benchmark Ready to Advance Benchmark Foundational Learning Professional Development
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Benchmark Ready to Advance and Foundational Learning – Professional Development</p> <p>Implementing daily Benchmark Foundations/Benchmark Ready to Advance Lessons and associated resources</p> <p>Continue with Heggerty (already used)</p> <p>Preschool Teachers and Support Staff</p>	<p>Benchmark Ready to Advance and Foundational Learning – Professional Development</p> <p>Heggerty: Already being used so only follow-up is needed</p> <p>Preschool Teachers and Support Staff</p>
Measure of Success	<p>Increase the number of students at/above benchmark on Benchmark Assessments (baseline 2025-2026)</p> <p>Walkthrough and/or Fidelity Tools from Evaluators or Coaches</p>	<p>Benchmark Assessments BOY/MOY/EOY - baseline 2025-2026</p> <p>Walkthrough and/or Fidelity Tools from Evaluators or Coaches</p>
Description of Funding	<p>Benchmark Aligned SOR Professional Development – General Fund</p> <p>Benchmark Curriculum – General Fund</p>	<p>Benchmark Aligned SOR Professional Development – General Funded</p> <p>Benchmark Curriculum – General Fund</p>
Check-in/Review Date	<p>Quarterly throughout 2025-2026 – BOY, MOY, EOY – Data Review</p>	<p>Quarterly throughout 2025-2029 – BOY, MOY, EOY – Data Review</p>

Subgoal 2 Action Step: Grades K-5

Phonics/Phonological Awareness/Print Awareness

Grades K-1: By June 2026, 70% of students in grades K-1 will show command of phonological awareness and phonics by achieving at benchmark or above as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: The 2023-2024 EOY Baseline was: 53%. By June 2027, this will increase to 80%. By June 2028, this will increase to 90%.

Grades 2-3: By June 2026, 70% of students in grades 2-3 will show command of phonological awareness, phonics and literacy strategies aligned to the science of reading by achieving at benchmark or above as measured by the mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: The 2023-2024 EOY baseline was: 64%. By June 2027, this will increase to 80%. By June 2028, this will increase to 90%.

Grades 4-5: By June 2026, 70% of students in grades 4-5 will show command of phonological awareness, phonics, and literacy strategies (comprehension and fluency) aligned to the science of reading by meeting their expected growth (at or above benchmark) as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. The 2023-2024 was 40%. By June 2027, this will increase to 75%. By June 2028, this will increase to 80%.

Evidence-Based Strategy: Continue the implementation of explicit and systematic phonological awareness and phonics instruction with multi-sensory scaffolding to support Tier 1 core instruction, as well as Tier 2 and Tier 3 intensive intervention as documented in students' Reading Improvement and Monitoring Plans (RIMPS) via SOR aligned Professional Development and as outlined in the K-3 4-5 Decision Rules.

	Action Step 1	Action Step 2
Implementation Component	SOR Aligned PD to continue with Preschool and K-5 Staff – specific to explicit and systematic phonological awareness and phonics instruction with tiered supports.	Continue to evaluate BOY, MOY and EOY assessment data, as well as Benchmark Assessments to align students with instructional tiers. Deliver explicit instruction for students at Tier 2 and Tier 3 and align to RIMPS (and informed by the K-5 Decision Rules)

Timeline	August 2025- June 2026	August 2025- June 2029
Lead Person(s)	PD Consultant Classroom Teachers Literacy Coach Principals Curriculum Director Special Education Director	PD Consultant Classroom Teachers Literacy Coach Curriculum Director Title I Coordinator Special Education Director Principals
Resources Needed	PD Literacy Coach Aligned Benchmark Resources	PD Literacy Coach Aligned Benchmark Resource
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	All K-5 Teachers have access to applicable tiered Benchmark resources SOR Benchmark PD specific to implementation of explicit and systematic phonological awareness and phonics instruction with multi-sensory scaffolding at all tiers provided to K-5 Teachers and Administrators Literacy Coach provides embedded classroom support	Updates are made to the Decision Rules PD explicit to using assessment data to identify small group/individual student needs and apply multi-sensory tiered scaffolding as needed. Progress Monitor for growth using mCLASS BOY, MOY and EOY
Measure of Success	Increase in percentage of K-5 meeting their expected growth (at benchmark) as measured by mCLASS	Increase in percentage of K-5 meeting their expected growth (at benchmark) as measured by mCLASS
Description of Funding	Curriculum purchased from general fund PD purchased from federal funds or general funds	Curriculum purchased from general fund PD purchased from federal funds or general funds
Check-in/Review Date	Quarterly throughout 2025-2026 – BOY, MOY, EOY – Data Review	Quarterly throughout 2025-2029 – BOY, MOY, EOY – Data Review

Subgoal 3 Action Step: Grades K-5 **Vocabulary and Background Knowledge**

Grades K-1: By June 2026, 70% of students in grades K-1 will show command of phonological awareness and phonics by achieving at benchmark or above as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: The 2023-2024 EOY Baseline was: 53%. By June 2027, this will increase to 80%. By June 2028, this will increase to 90%

Grades 2-3: By June 2026, 70% of students in grades 2-3 will show command of vocabulary, fluency and comprehension aligned to the science of reading by meeting their expected growth (at or above benchmark) as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: 2024-2025 EOY will serve as baseline.

Grades 4-5: By June 2027, 70% of students in grades 4-5 will show command of vocabulary and literacy strategies aligned to the science of reading by being at or above benchmark on the mCLASS DIBELS assessment. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: 2024-2025 EOY will serve as baseline for grade 4 with 2025-2026 serving as baseline for grade 5.

Evidence-Based Strategy: 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/routines. Tier 2 and Tier 3 include explicit and systematic instructional routines and strategies as outlined in the Decision rules and are documented in students' Reading Improvement and Monitoring Plans (RIMPS).

	Action Step 1	Action Step 2
Implementation Component	Teachers will utilize explicit vocabulary strategies and build background knowledge using the Benchmark Advance Resources	Teachers and support staff will implement explicit instruction for vocabulary and background knowledge for students showing a need for tier 2 or 3 interventions. Noted on RIMP and aligned with Decision Rules
Timeline	2025-2026	2026-2029

Lead Person(s)	PD Consultant Classroom Teachers Literacy Coach Curriculum Director Title I Coordinator Special Education Director Principals	PD Consultant Classroom Teachers Literacy Coach Curriculum Director Title I Coordinator Special Education Director Principals
Resources Needed	Keys to Literacy – Keys to Vocabulary PD Classroom Teachers	K-5 Decision Rules Benchmark Resources
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	All K-5 Teachers have access to applicable tiered Benchmark resources SOR Benchmark PD specific to implementation of explicit vocabulary strategies and building background knowledge and comprehension using multi-sensory scaffolding and routines at all tiers provided to K-5 Teachers and Administrators	Updates are made to the Decision Rules PD explicit to using assessment data to identify small group/individual student needs and apply multi-sensory tiered scaffolding as needed Progress Monitor for growth using mCLASS BOY, MOY and EOY
Measure of Success	Increase in percentage of K-5 meeting their expected growth	Increase in percentage of K-5 meeting their expected growth
Description of Funding	Curriculum purchased from general fund PD purchased from federal funds or general fund	Curriculum purchased from general fund PD purchased from federal funds or general fund
Check-in/Review Date	Quarterly throughout 2025-2026 – BOY, MOY, EOY – Data Review	Quarterly throughout 2025-2029 – BOY, MOY, EOY – Data Review

Subgoal 3 Action Step: Grades 6-HS **Vocabulary and Background Knowledge**

Grades 6-HS: By June 2027, 70% of students in grades 6-10 will show command of vocabulary and reading comprehension skills. (During the 2025-2026 SY, an aligned assessment will be identified and piloted / Baseline scores will be established during the 2026-2027 SY).

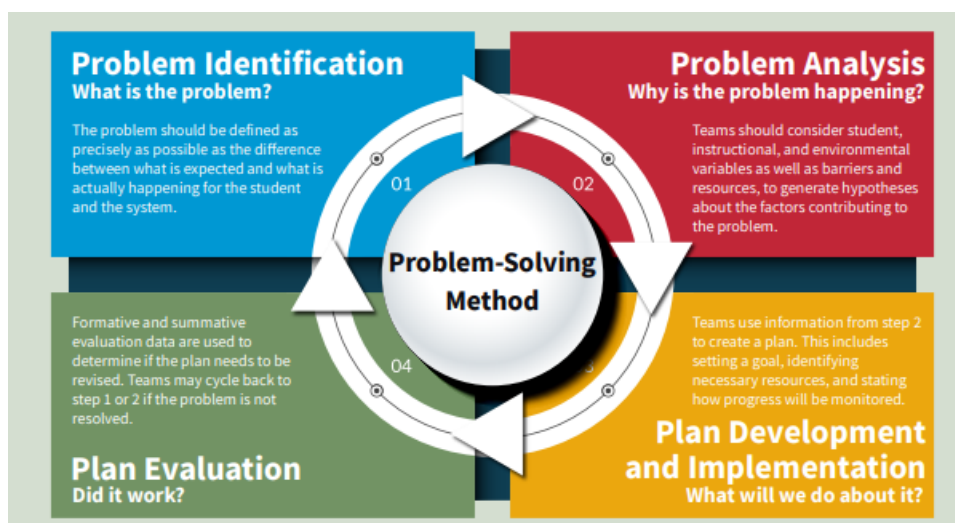
Evidence Based Strategies: Bridgeport School District will use explicit vocabulary strategies at the Tier 1 level across all content domains by utilizing existing content materials and multiple exposures to increase comprehension. Additionally, our Tier 1 ELA (Benchmark Advance) resource will build background 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 (Tie to Keys to Literacy PD – Keys to Vocabulary from 2021-2022).

	Action Step 1	Action Step 2
Implementation Component	Identify and implement an aligned assessment specific to measuring growth in vocabulary and reading comprehension skills	Using the data, create groups with tiered interventions
Timeline	2025-2026	2026-2029
Lead Person(s)	Classroom Teachers Literacy Coach Curriculum Director Title I Coordinator Special Education Director Principals	Classroom Teachers Literacy Coach Curriculum Director Title I Coordinator Special Education Director Principals
Resources Needed	Chosen assessment and associated professional development	Assessment Resources and associated professional development

Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Revisit Keys to Literacy – Keys to Vocabulary – additional PD</p> <p>Professional development implementing the new assessment</p> <p>Creation of 6-12 Decision Rules</p>	<p>PD on using the assessment data to inform tiers of instruction and creating fluid student groups aligned with specific interventions</p>
Measure of Success	<p>Increase in percentage of students in 6th Grade -HS meeting their expected progress growth measure</p>	<p>Increase in percentage of students in 6th Grade -HS meeting their expected progress growth measure</p>
Description of Funding	<p>Assessment Purchased by General Fund</p> <p>Assessment PD from grant funding</p>	<p>Assessment Purchased by General Fund</p> <p>Assessment PD from grant funding</p>
Check-in/Review Date	<p>Quarterly throughout 2025-2026</p> <p>TBTs throughout 2025-2026</p> <p>DLTs throughout 2025-2026</p>	<p>Quarterly throughout 2026-2029</p>

Section 7: 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.



Bridgeport Exempted Village School District is committed to using the collaborative problem-solving model to ensure the implementation of the evidence-based strategies that will be used to support tier 1 core instruction, as well as advanced tiered interventions. This is based on the science of reading and aligned with *The Simple View of Reading* (Gough and Tunmer 1986) to ensure the success of ALL learners. Effective use of evidence-based strategies through professional learning will be utilized, and we will continue with walkthroughs and build toward coaching. The plan includes **progress monitoring of learner outcomes relative to their learner goal(s)**. It also includes protocols to be followed if the learner is not making the needed progress toward their learning goal. This is reflected in the **availability of three instructional tiers** and the benchmarking / progress monitoring to provide the needed data **as students may move within the tiers, based on individual need**.

Tiered interventions using evidence-based strategies will be documented in our students' Reading Improvement and Monitoring Plans (RIMPs) at K-5 and moving to grade 6 in 2025-2026. All students in grades K-4 and those on RIMPs in grade 5 are given a reading diagnostic assessment annually and are benchmarked three times a year. For those students that are determined to be below or well-below on this diagnostic assessment, a home report letter is sent to the parent/guardian, only after a call is completed between the teacher and the parent/guardian. The RIMPs are on a system that can also be accessed at any time by the parent/guardian through Same Goal, a web-based software program to track RIMPs. The K-4 teams **maintain an internal database to catalog instructional strategies and track their effectiveness**, ensuring continuous improvement and informed decision-making. The RIMP serves as the document to record benchmarking data and progress monitoring; therefore, it, along with our in-house database, shows when students may move between tiers of instruction. Our schedules at K-5 are aligned to provide more time for Tier 2 and Tier 3

instruction for students. This tool and process needs to be developed for grades 6-8 (per the latest R-TFI).

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 also shows that phonemic awareness is a foundational skill and as students learn to identify sounds through oral and auditory activities, they become phonemically aware. “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). What Works Clearinghouse references multiple studies finding positive effects in letter names and sounds and/or phonology outcomes. Daily, targeted instruction must be explicit, systematic and teacher-driven with frequent opportunities for student interaction and practice.

Beginning with the 2024-2025 school year, the district adopted a curriculum (Benchmark Advance for K-5) that directly aligns to and supports this process at grades K-3. In addition, we also use Heggerty as additional support at the Kindergarten Level. After implementation, we will have an increase in the number of students proficient in reading by third grade as well as 80% or more of our students performing at grade level, as measured by mCLASS DIBELS End of Year Benchmark.

Explicit and Systematic Phonics Instruction with Connected Decodable Text:

Skilled readers recognize the majority of words they encounter in text quickly and accurately, independent of context. Research tells us 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 and sound-spelling relationships and syllable spelling patterns. Readers who are skilled at decoding usually comprehend text better than those who are poor decoders as this skill has a significant impact on student understanding. The National Reading Panel (2000) had multiple studies that found explicit and systematic phonics instruction improved overall reading achievement. By implementing a systematic scope and sequence of skills and a comprehensive set of tools to diagnose and teach students with weaknesses in their foundation reading skills, we will improve our students decoding and fluency skills which will lead to better reading comprehension (Gough and Tunmer, 1986). Beginning with the 2024-2025 school year, the district adopted a curriculum (Benchmark Advance for K-5) that directly aligns to and supports this process at grades K-3. Benchmark Advance includes aligned Tier 1, as well as additional targeted Tier 2 support. We also purchased the Tier 3 intensive supports for our learners that have the most needs. After implementation, we will have an increase in the number of students proficient in reading by third grade as well as 80% or more of our students performing at grade level, as measured by mCLASS DIBELS End of Year Benchmark.

Explicit Vocabulary Instruction:

When students do not understand at least 90% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). “Vocabulary accounts for approximately 50-60% of the variance in reading comprehension.” (Stahl & Nagy, 2006). Also, 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. This could mean that a verbally impoverished eighth-grade student probably knows as many word meanings as an average fourth-grade student (Biemiller, 2005). Since multiple research findings show that there is not just one way to teach vocabulary, a multi-component approach is recommended. “Vocabulary routines emphasizing the integration of vocabulary instruction using existing content materials and multiple new word exposures 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 *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (What Works Clearinghouse) found strong evidence for the use of explicit vocabulary routines to teach academic language (tier 2 vocabulary) and content-specific vocabulary (tier 3 vocabulary). Therefore, a more purposeful vertical alignment of vocabulary instruction is needed establishing a consistent set of vocabulary instruction across grades and content areas to ensure seamless progression and coherence in student learning. Since this was covered with all 3rd through high school teachers in the Keys to Literacy – Keys to Vocabulary, we will revisit this professional development, with a facilitator from Keys to Literacy. After this implementation, we will target a 5% improvement per year in the proficient students, as measured by the ELA OST in grades 4 – High School.

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 number of experiences, and their schema has not developed enough for educators to truly build upon their prior knowledge” (Tileston & Darling, 2008). Research shows that the best way to boost students’ reading comprehension is to expand their background knowledge and vocabulary by teaching them history, science, literature and the arts (Willingham 2006; Hirsh 2003). 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. Text sets are included within our new Benchmark Advance that we currently use in grades K-5. We will be seeking ELA Curriculum that is better aligned for grades 6-8 as our next steps (per the most recent R-TFI). That being said, curriculum can change, but the best strategies to increase vocabulary and background knowledge will continue to be used as instructional strategies. This will lead to better reading comprehension for all learners and ensure that more students will be on track and proficient in reading at grade 3 and beyond. By building student’s background knowledge and supporting their ability to use that knowledge to make connections to text, students will grow and thrive in their use of both oral and written language.

Monitoring of the Literacy Plan is essential to determining the effectiveness of these strategies. Ongoing assessment and monitoring promote continuous improvement, lead to higher student outcomes and allow real-time data to inform instruction.

Progress monitoring will occur in the following ways:

Daily

- Classroom observations will ensure high-yield instructional strategies are implemented with fidelity and the chosen curriculum/interventions are used consistently.

Weekly

- Teacher-Based Teams (TBTs) will integrate opportunities for reflection on classroom visits and utilize visual data charts for efficient review and planning of coaching needs.
- Multi-Disciplinary Teams (MDT) at elementary and middle school levels will conduct reviews of students struggling in Tiers 2 and 3, ensuring targeted support and intervention.

Monthly

- The Literacy Coach will assist leaders and teachers during site visits, monitor progress, and allocate time for discussion and reflection.

Quarterly

- For grades K-5, Benchmark Advance assessments will be administered four times per year to identify students performing above, at, or below grade level expectations. This data will inform MDT members during their review process.
- Gather input from family and community members through surveys, family engagement activities, and public input meetings to enhance informed decision-making. Benchmark Assessments
- Administer MCLASS DIBELS assessments to all students in grades K-6 three times per year to monitor literacy development and inform instructional strategies.

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. “Explicit instruction is absolutely necessary in teaching content that students could not otherwise discover” (Anita Archer and Charles Hughes – 2011). One study found that when instruction is explicit and systematic, students will gain an additional six to nine months of academic

progress yearly (Williams, 2011). To effectively engage in adult implementation monitoring, professional learning opportunities specific to how to evaluate data to guide instruction 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 goals and outcomes. Additionally, during every professional development day and during TBT Meetings, teachers share and reflect on best practices with their colleagues.

Section 8: Expectations and Supports for Learners and Schools

SECTION 8 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. If applicable, 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.*

Strategies:

The key evidence-based strategies that are used to meet student learner needs and improve literacy instruction in PreK-8 include: a 120-minute literacy block at K-4, a 90-minute literacy block at 5-8, emphasis on development of oral language through speaking and listening, including writing every day within the ELA Lessons, cooperative and integrated learning to engage and motivate our students, quarterly benchmarking data analysis (currently in place K-5), progress monitoring for students on RIMPS (and others if needed), engaging families in the learning process.

Per What Works Clearinghouse, the following strategies are used throughout grades K-5 and need to be further developed and monitored in grades 6-8 (Note: All teachers had three years of Keys to Literacy Professional Development and grades 3rd and above were specific to vocabulary, comprehension and writing:

Intervention/Core Literacy Instruction Practice	ESSA Level of Evidence	Data supporting this determination	Inclusivity of all students
Practice: Provide explicit vocabulary instruction	Tier 1 - Strong Evidence	MCLASS indicates 36.8% of our students have a need for explicit	Uses multimodal instruction, sensory activities, hands-on activities,

Resource: Benchmark Advance		vocabulary instruction.	interactive read-alouds, and visual aids to support learning.
Practice: Provide direct and explicit comprehension strategy instruction Resource: Benchmark Advance	Tier 1 – Strong Evidence	MCLASS indicates 37% of our students have a need for direct and explicit comprehension strategy instruction.	Uses diverse texts to embrace diversity and represent a wide range of student identities, backgrounds and abilities to cultivate academic success; available in both English and Spanish while also supporting English Learners.
Practice: Provide intensive and individualized interventions for struggling readers administered by trained specialists Resource: Benchmark Advance Intensive (Instructional Tier 3) Foundations	Tier 1 – Strong Evidence	MCLASS indicates 31.8% of our K-5 students have a need for intensive and individualized interventions.	Uses a multimodal intervention through explicit, systematic instruction to support all students.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the entity will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

- 1. Be effective*
- 2. Show progress*
- 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 will follow that of the Ohio Improvement Process with communications to each team/team member. Adult implementation data will be collected using observation tools, surveys, teacher lesson plans, sharing best practices, student work samples per district rubrics, professional development attendance sign-in sheets and coaching cycle reports. These will be reviewed by the members of the MDT, in collaboration with the DLT. As tools are needed, teams will be created to research/create measurement tools and analyze the adult data. This will be correlated to student growth and achievement. This process has begun at the K-5 levels and will need to extend to grades 6 through high school. Recognizing that this work will span multiple years, the District Leadership Team (DLT) will emphasize the communication flow from the DLT to the Building Leadership Team (BLT) to the Teacher-Based Teams (TBT) and back. They will provide consistent direction and support where needed.

The data collected and analyzed from both adults and students will inform the creation of professional development opportunities at the district or building level. Literacy specialist expertise from both our State Support Team (SST) and Educational Service Center (ESC) will be included as this develops. The district expects all professional learning to be approached with fidelity and will provide additional coaching to any staff requiring extra support.

SECTION 8 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Local Literacy Plan and clearly identifies the instructional staff involved in the professional development. 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.

This will help to ensure alignment between the local literacy plan and Comprehensive Literacy State Development subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.

***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

PART A

Complete the table below to provide a plan for each professional development goal; copy table as needed.

Subgoal 1: Early and Emergent Literacy: Birth – PreK:

By June 2028, 80% of our four-year old learners will be at or above benchmark when measuring early literacy skills using the Ready to Advance Benchmark Early Learning Assessments. Benchmark Assessment Baseline will begin during the 2025-2026 SY.

Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading

Intervention Program: Explicit and systematic phonological awareness instruction (Heggerty and Benchmark Ready to Advance and Foundational Learning) will be used to support Tier 1 Core Instruction, as well as Tier 2 and Tier 3 intensive intervention supports.

Data from Needs Assessment Informing Goal: Preschool – Early Learning and Reporting Form:

Our students showed the **most growth** in the areas of:

Rhyming

Upper- and Lower-case letter recognition

Letter sounds

Least Growth in the areas of:

Sentences

Writing to Convey meaning

PD Description and Activities	Begin/End Dates
1.Preschool teachers will participate in SOR PD (aligned with Benchmark Ready to Advance and Foundational Learning)	2025-2026
2. Preschool teachers, staff and preschool supervisor will create PreK Decision Rules	2025-2027
3. Preschool teachers, staff, preschool supervisor and building principal will participate in assessment professional development to help determine early tiers of instruction and associated interventions/enrichments. Benchmark Foundations and Benchmark Early Learning.	2026-2028

Resources Required:

Benchmark Professional Development Specialist

Benchmark Resources (purchased by district)

Staff and/or External Vendor Providing Professional Development:

Benchmark Advance (Included on Rivet)

Adult Implementation Data Used to Monitor Goal:

100% of preschool staff will participate and implement both the tiered resources and the associated assessment measures. Walkthrough Fidelity Checks will be used quarterly by the principal (evaluator) to monitor effective implementation.

Student Outcomes Data Used to Monitor Goal: The students exiting preschool and entering kindergarten will be “at benchmark” on the BOY Kindergarten mCLASS DIBELS assessment. The students will have a KRA Language and Literacy Score that falls within the demonstrating readiness range.

Subgoal 2 Action Step: Grades K-5 - Phonics/Phonological Awareness/Print Awareness

Grades K-1: By June 2026, 70% of students in grades K-1 will show command of phonological awareness and phonics by achieving at benchmark or above as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: The 2023-2024 EOY Baseline was: 53%. By June 2027, this will increase to 80%. By June 2028, this will increase to 90%.

Grades 2-3: By June 2026, 70% of students in grades 2-3 will show command of phonological awareness, phonics and literacy strategies aligned to the science of reading by achieving at benchmark or above as measured by the mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: The 2023-2024 EOY baseline was: 64%. By June 2027, this will increase to 80%. By June 2028, this will increase to 90%.

Grades 4-5: By June 2026, 70% of students in grades 4-5 will show command of phonological awareness, phonics, and literacy strategies (comprehension and fluency) aligned to the science of reading by meeting their expected growth (at or above benchmark) as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. In 2023-2024, the percentage was 40%. By June 2027, this will increase to 75%. By June 2028, this will increase to 80%.

Evidence-Based Strategy: Continue the implementation of explicit and systematic phonological awareness and phonics instruction with multi-sensory scaffolding to support Tier 1 core instruction, as well as Tier 2 and Tier 3 intensive intervention as documented in students’ Reading Improvement and Monitoring Plans (RIMPS) via SOR aligned Professional Development and as outlined in the K-3 and 4-5 Decision Rules.

Data from Needs Assessment Informing Goal: When comparing students without an IEP to those with an IEP and seeing the difference in percentage proficient, it is clear that improvement in monitoring and adjusting instructional approaches for this subgroup (as well as overall) exist, especially at our middle school and high school levels which are included in the other PD section.

PD Description and Activities	Begin/End Dates
1.Continue providing professional development through the Benchmark PD Specialist: Utilize assessments to identify and progress monitor the effectiveness of the tiered instruction.	2025-2029
2. Continue providing times for teams to meet for data discussions (TBT, BLT, Curriculum Meetings)	2025-2029
Resources Required: Benchmark Advance PD Specialist Benchmark Core and Tiered Resources (district purchased)	
Staff and/or External Vendor Providing Professional Development: Benchmark Advance (Included on Rivet)	
Adult Implementation Data Used to Monitor Goal: 100% of K-5 teachers (general ed., title support and intervention/enrichment) will participate and continue to implement both the tiered resources and the associated assessment measures. Walkthrough Fidelity Checks will be used quarterly by the principal (evaluator) to monitor effective implementation.	
Student Outcomes Data Used to Monitor Goal: Data from Needs Assessment Informing Goal: According to the OST Trend Analysis, the PI Trend (comparing the past three years) has been on a downward trend. This indicates fewer students in the proficient, accomplished, and advanced categories and more in the basic and limited. The PI by student group indicates a need for both Students with Disabilities and Economically Disadvantaged. In addition, The ELA Trend is tracking overall below state average after grade 3. The Progress Data on our Local Report Card was designated as One Star with three grade levels designated as significant evidence that the district fell short of student growth expectations by a larger magnitude. In summary, our goal is to have our Performance Index increase and eventually show an upward trend AND have our overall progress on our LRC increase from one star to three stars.	
<u>Subgoal 3 Action Step: Grades K-5: Vocabulary and Background Knowledge</u> <u>Subgoal 3 Action Step: Grades 6-HS: Vocabulary and Background Knowledge</u>	
<p><u>Grades 2-3:</u> By June 2026, 70% of students in grades 2-3 will show command of vocabulary, fluency and comprehension aligned to the science of reading by meeting their expected growth (at or above benchmark) as measured by mCLASS DIBELS EOY. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: 2024-2025 EOY will serve as the baseline.</p> <p><u>Grades 4-5:</u> By June 2027, 70% of students in grades 4-5 will show command of vocabulary and literacy strategies aligned to the science of reading by being at or above benchmark on the mCLASS DIBELS assessment. For the students below, they will show a 10% increase in growth as measured by mCLASS DIBELS EOY. Note: 2024-2025 EOY will serve as baseline for grade 4 with 2025-2026 serving as the baseline for grade 5.</p>	

Grades 6-12: By June 2027, 70% of students in grades 6-10 will show command of vocabulary and reading comprehension skills. (During the 2025-2026 SY, an aligned assessment will be identified and piloted / Baseline scores will be established during the 2026-2027 SY.

Evidence-Based Strategy: Utilize explicit vocabulary strategies and build background knowledge and comprehension using thematic, grade-level text sets connecting language/speaking, reading, and writing with before, during and after reading strategies/routines. Tier 2 and Tier 3 instruction include explicit and systematic instructional routines and strategies as outlined in the Decision rules and are documented in students' Reading Improvement and Monitoring Plans (RIMPS).

Evidence Based Strategies: Bridgeport School District will use explicit vocabulary strategies at the Tier 1 level across all content domains by utilizing existing content materials and multiple exposures to increase comprehension. Also, our Tier 1 ELA (Benchmark Advance) resource will build background knowledge and comprehension through thematic, grade-level text sets connecting language/speaking, reading, and writing. in advanced tiers of intervention. Explicit vocabulary routines will also be used and introduced for additional instruction in vocabulary across content areas. Included in the consistent set of strategies are graphic organizers, semantic mapping, teaching word parts and creating word-rich classrooms (Tie to Keys to Literacy PD – Keys to Vocabulary from 2021-2022).

PD Description and Activities	Begin/End Dates
1. Provide Professional Development in vocabulary, building background knowledge for all K-5 staff and 6-HS.	2026-2027
2. Teacher teams will convene to develop and implement consistent grade-level vocabulary strategies, ensuring cohesive and effective instruction across all classrooms.	2027-2028
3. Teams will work to update Decision Rules at K-5	2027-2028
4. Teams will create Decision Rules at grades 6 - HS	2027-2028

Resources Required:

Keys to Literacy – Keys to Vocabulary – Onsite PD by Keys to Literacy Specialist
Keys Materials (district purchase)

Staff and/or External Vendor Providing Professional Development:

Keys to Literacy PD Specialist

Adult Implementation Data Used to Monitor Goal:

100% of K-5 and 6-HS teachers (general ed., title support and intervention/enrichment) will participate and implement vocabulary strategies learned in the Keys to Vocabulary Professional Development. The principal (evaluator) will quarterly use Walkthrough Fidelity Checks to monitor effective implementation.

Student Outcomes Data Used to Monitor Goal: According to the OST Trend Analysis, the PI Trend (comparing the past three years) has been on a downward trend. This indicates fewer students in the proficient, accomplished, and advanced categories and more in the basic and limited. The PI by student group indicates a need for both Students with Disabilities and Economically Disadvantaged. In addition, The ELA Trend is tracking overall below state average after grade 3. The Progress Data on our Local Report Card was designated as One Star with three grade levels designated as significant evidence that the district fell short of student growth expectations by a larger magnitude.

In summary, our goal is to have our **Performance Index increase and eventually show an upward trend AND have our overall progress on our LRC increase from one star to three stars. In addition, we will also analyze the OST writing scores associated with these grades with the anticipation of an increase (especially in the elaboration and purpose areas – ex. more 3’s and 4’s)**

PART B

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

The PD Plan above meets the six criteria as delineated by ESSA for high-quality professional learning being sustainable, intensive, collaborative, job-embedded and data-driven.

- **Sustained:** *To be sustainable, the PD must not be “once and done” but take place and, most importantly, be internally supported over an extended period of time. Our professional development in Bridgeport is supported on a large scale at multiple professional development days throughout our calendar as well as teams are pulled for team meetings and follow-up meetings that are strategically placed in between the large-scale PD Days.*
- **Intensive:** *To be intensive, the PD must be focused on a discreet concept, practice, or program. The PD listed is informed by our needs assessment and is focused on giving our teachers the tools to make them most efficient in the assessment and delivery of tiered instruction and is specifically targeted to those needs of our students with disabilities and our economically disadvantaged students.*
- **Collaborative:** *To be collaborative, multiple educators need to be grappling with the same concept or practice and work together to develop a shared understanding. The delivery of our PD is always with the entire group and always supported via time to meet to discuss and develop and plan. This occurs during scheduled weekly TBT meetings, monthly BLT meetings, MDT Meetings, and curriculum workshops in between. Collaborative support is provided to all.*

- **Job-Embedded:** *To be job-embedded, the ideal implementation and reflections takes place in our classrooms with our teachers and our students. In addition to allotted time for teachers to observe lessons and give coaching feedback to their peers, the principals also provide support and reflection opportunities via fidelity checks/walkthroughs. Since we are all learners, we have worked hard to embed this into our growth culture.*
- **Data-Driven:** *To be data-driven, all participants need access to the data and be able to make decisions in real-time. Teacher Based Team Meetings are held weekly. This time is dedicated to exploring the student progress measures/monitoring and making decisions regarding which students need which tiered support. Schedules are created to allow for the flow in and out of the established tiers of support, based on student need. In addition, our MDT meets to examine and check on student data as well. All K-12 teachers have a common plan time daily and is used if needing to meet across grades and/or other content areas.*

Appendices

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

Decision Rules Below

Structured Literacy Program Below

Decision Rules for Grades K-3 & 4-5

Literacy Instructional Planning and Interventions

Bridgeport Exempted Village Schools

Tier 1 (Core): Each and every student receives TIER 1 core instruction at grade level. In addition to accommodations, students not at grade level should receive differentiated instruction and progress monitored interventions (90 minute Tier 1 - Core ELA Block)



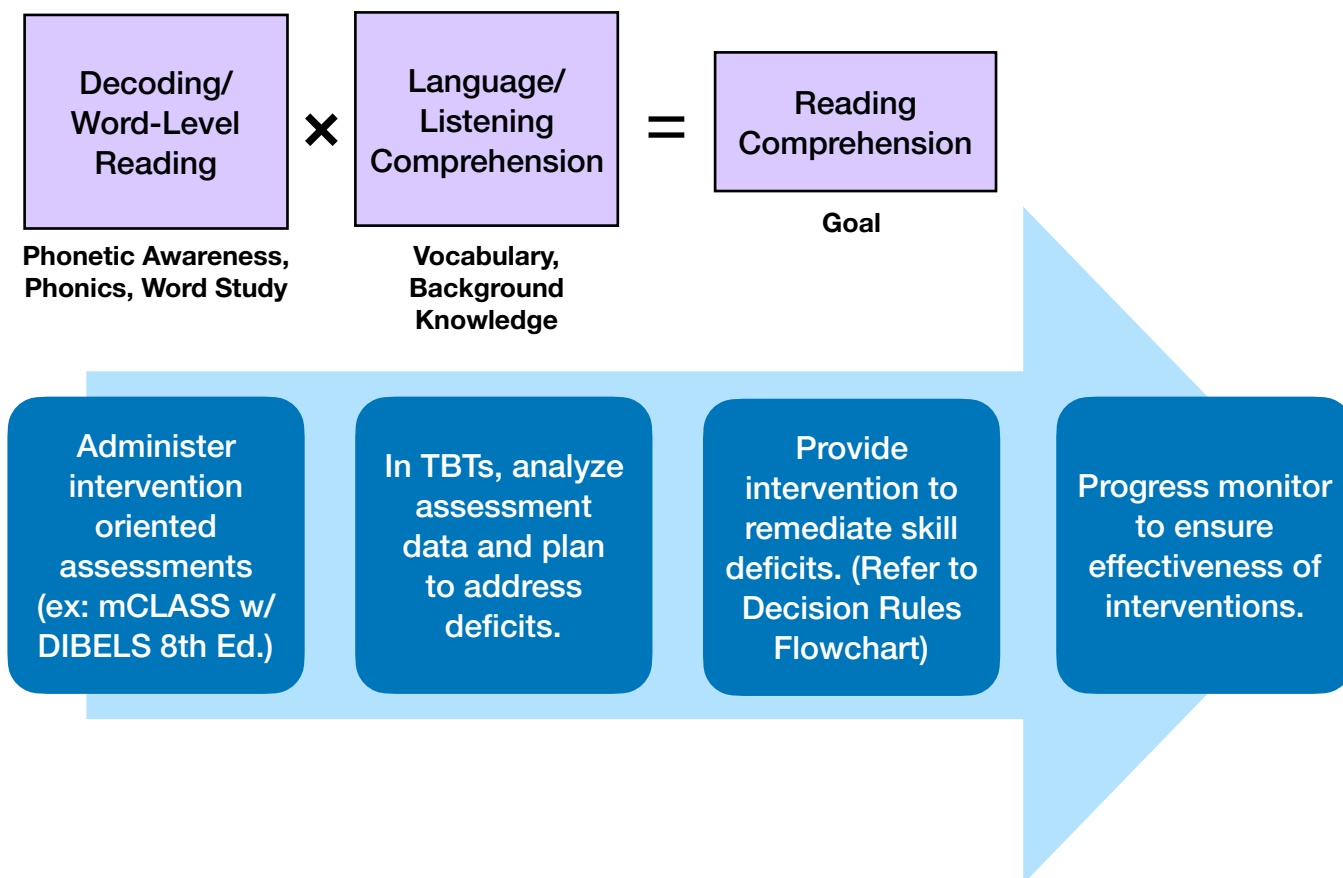
Tier 2 (Targeted): TIER 2 Interventions are **IN ADDITION** to Tier 1 instruction, **not** in place of, and are delivered in the general education classroom systematically 3-5 times per week.



Tier 3 (Intensive): TIER 3 Interventions are **IN ADDITION** to Tier 1 (Core Instruction), delivered by a specialist and can be coordinated with Tier 2 targeted interventions

The Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data-based tiered interventions in the domains of word recognition and language comprehension in grades K-3 & 4-5.

Science of Reading



How to Use this Document

The Decision Rules Flowchart should be used to help teachers plan instruction to include meaningful data-based interventions.

Resources

Resources that are mentioned in the document can be found easily:

- **Links** to websites are linked within the document (Click on blue link).
- **PDFs** can be found in the Science of Reading shared folder (Click on MTSS and then Gr K-5 Decision Rules).
- **Instructional Materials** are stored in classrooms throughout the building.

Interventions

How often should a student receive interventions?

Strategic (Below Benchmark) - 2-3 times per week

Intensive (Well Below Benchmark) - 4-5 times per week

The number of interventions per week can change as the student's performance levels change.

Progress Monitoring

Progress monitoring is listed at the bottom of each page. Progress monitoring should be at the student's reading level, not at their grade level.

- Use mClass DIBELS as a baseline starting point from which to measure progress.
- Use Benchmark Advance - Tiers 2 or 3 (Instruction and Assessment)

Tier 3

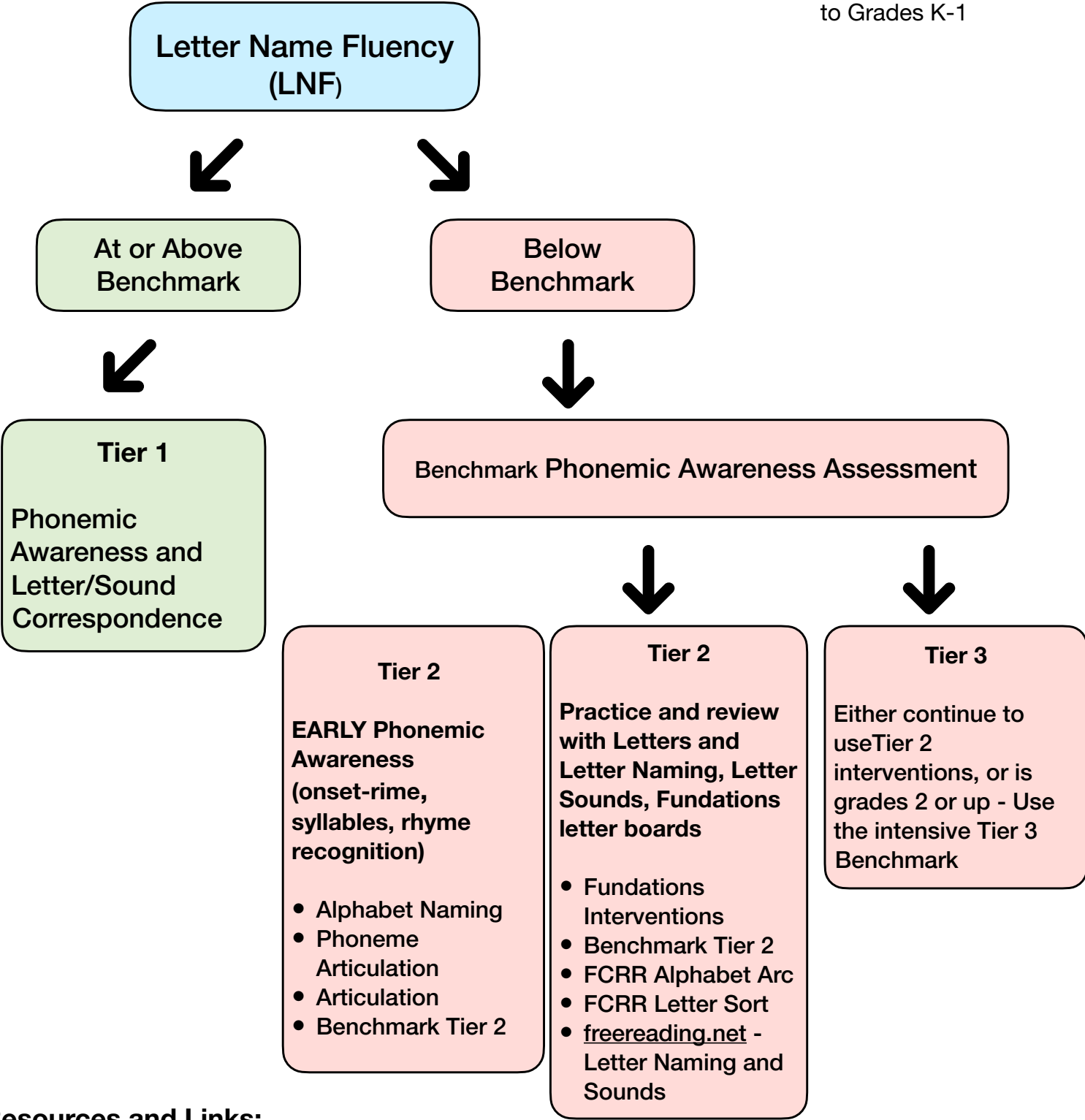
If a Tier 3 intervention is not listed on this flowchart, the interventions can be intensified by reducing group size, delivering intervention with more frequency, and increasing the amount of time for the intervention.

Using the Decision Rules Flowchart

- The use of the flowchart begins with mCLASS DIBELS (BOY) assessment data at grade level (benchmark/screener data).
- Instructional strategies are shown for students performing *At or Above Benchmark* and *Below or Well Below Benchmark*.
- Tier 2 and Tier 3 interventions should be delivered **in addition** to Tier 1 core instruction
- The flowchart indicates progress monitoring assessment data that should be collected to monitor the effectiveness of the interventions and aid in future instructional planning.

Measure: Letter Naming Fluency

LNF is administered to Grades K-1



Resources and Links:

[Benchmark Advance \(Tiers 1, 2 and 3 Resources\)](#)
[MCLASS DIBELS](#)

Other:
[FCRR Alphabet Arc](#)
[FCRR Letter Sort](#)
[Free Reading Letter Sound Activities](#)
[Heggerty Assessments](#)

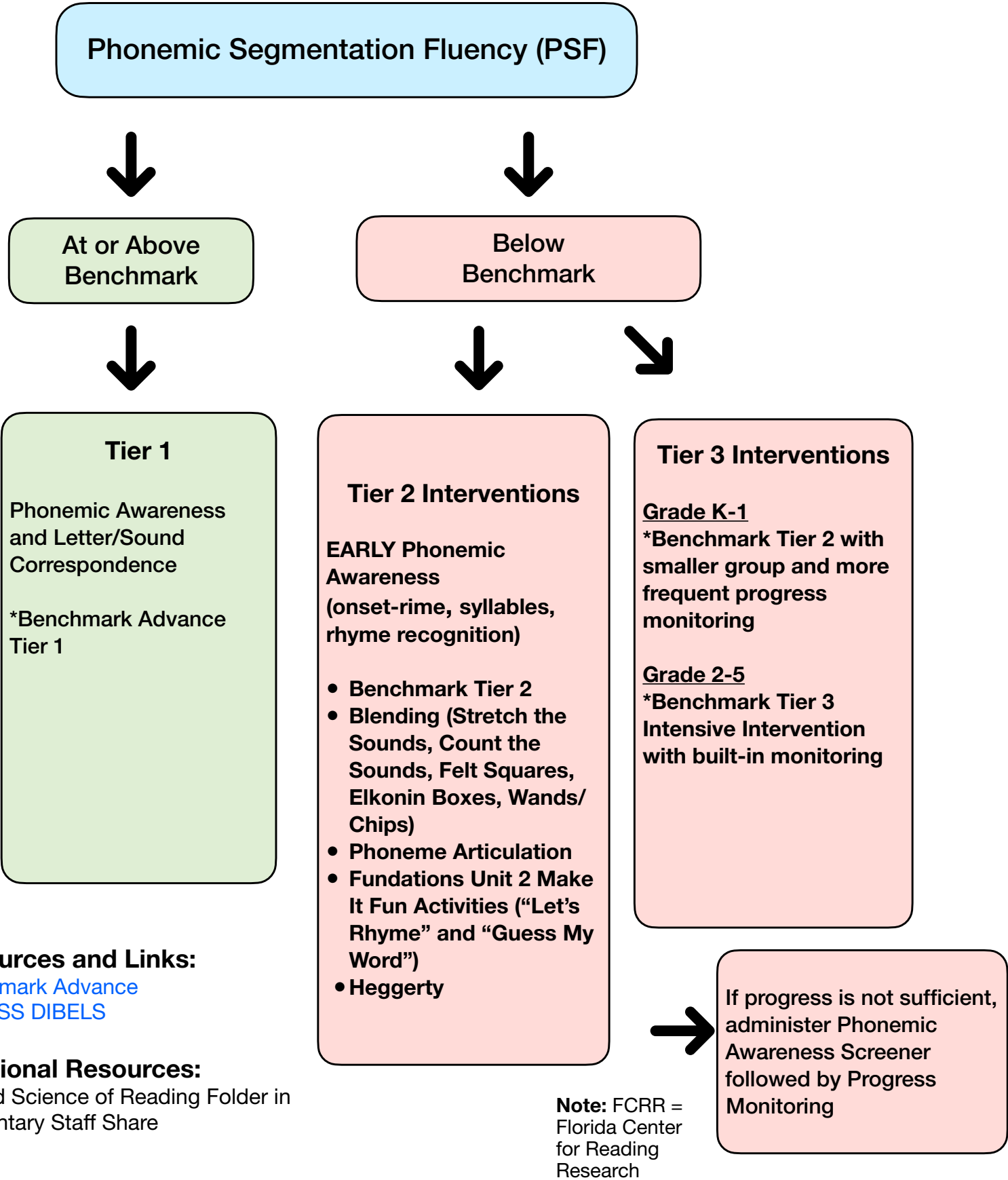
Note: FCRR = Florida Center for Reading Research

Progress Monitoring: Benchmark Letter Knowledge Survey (every other week)

Measure: Phonemic Segmentation Fluency (PSF)

Skill: Phonemic Awareness - The ability to hear, identify, and manipulate individual sounds in spoken words.

PSF is administered to Grades K-1



Resources and Links:

[Benchmark Advance](#)
[mCLASS DIBELS](#)

Additional Resources:

Shared Science of Reading Folder in Elementary Staff Share

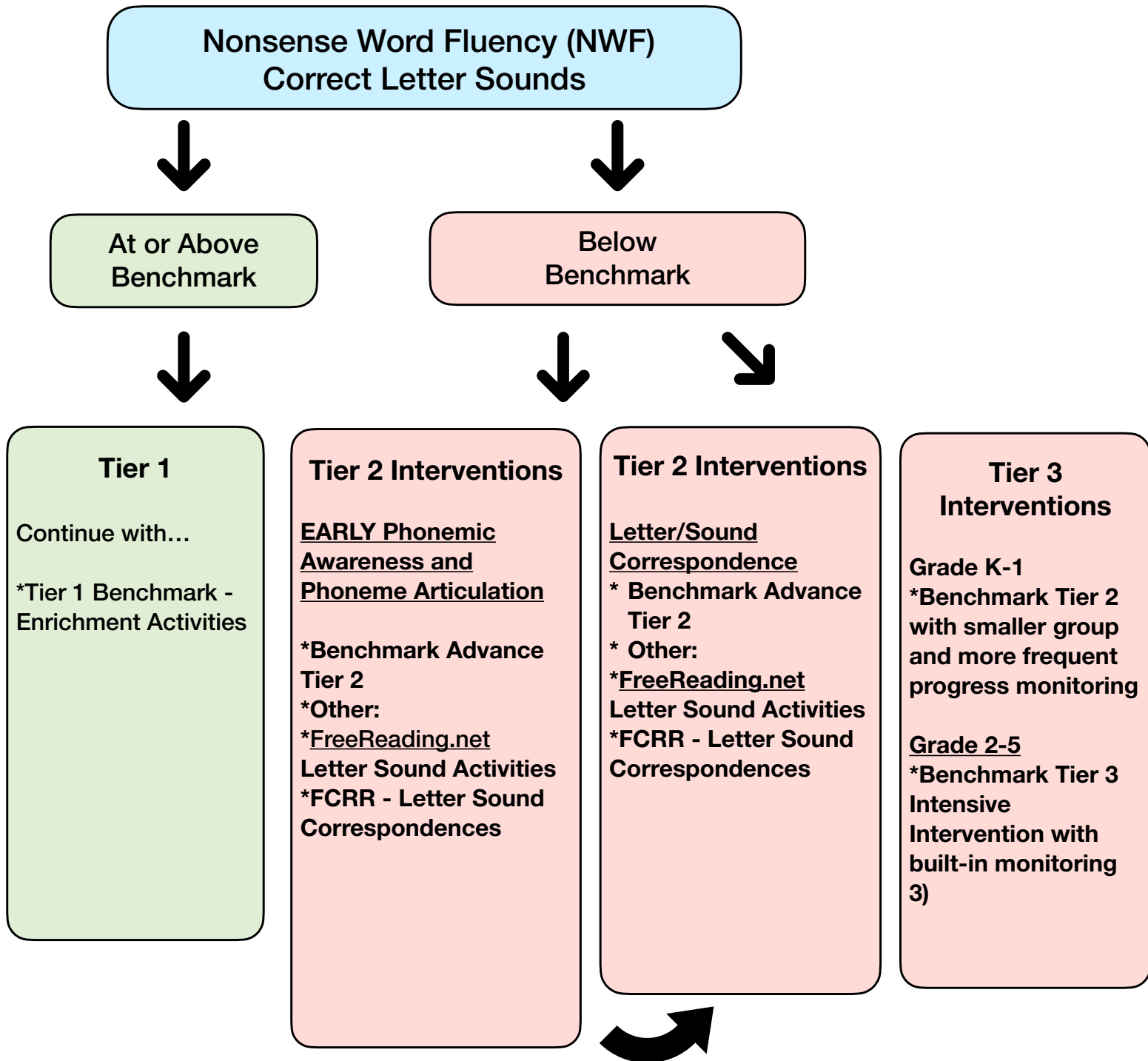
Note: FCRR = Florida Center for Reading Research

Progress Monitoring: DIBELS PSF (Weekly) / Benchmark Tiered Assessments

Measure: Nonsense Word Fluency (NWF)

Skill: Phonemic Awareness and Alphabetic Principle - map sounds onto letters

NWF is administered to



Resources and Links:

[Benchmark Advance - Tiers 1, 2 & 3](#)

Other:

[FCRR - Blending and Segmenting \(K - 1\)](#)

[FCRR - Blending and Segmenting \(Grade 2-3\)](#)

[FreeReading.net Letter Sound Activities](#)

[FCRR - Letter Sound Correspondence](#)

During progress monitoring, if correct letter sounds increases adequately (after 2 data points), move to Letter/Sound Correspondence Interventions.

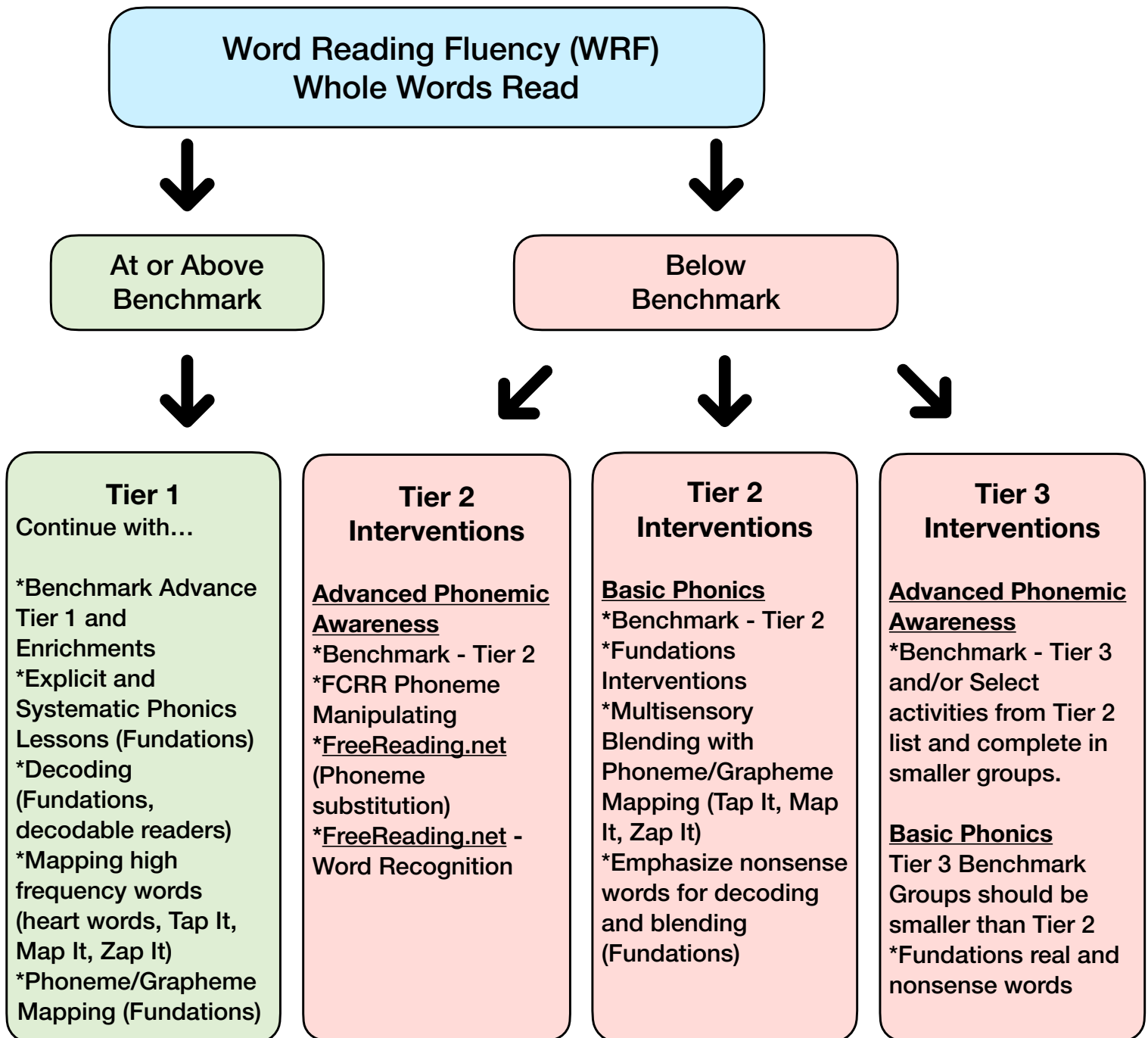
**K-1: Start with Phonological Awareness first
Gr 2-3: Move as quickly as the student can through
Phonological Awareness and then begin Letter/
Sound Correspondence**

Note: FCRR = Florida Center for Reading Research

Measure: Word Reading Fluency (WRF)

Skill: Phonics and Advanced Phonemic Awareness- blend sounds into words

WRF is administered
to Grades 1-3



Resources and Links:

Benchmark Advance - Tiers 1, 2 & 3

Additional Resources:

Shared Science of Reading (MTSS Folder)

K-1: Start with Phonological Awareness and move into Phonics

Gr 2-3: Move as quickly as the student can through Phonological Awareness and then begin Letter/ Sound Correspondence

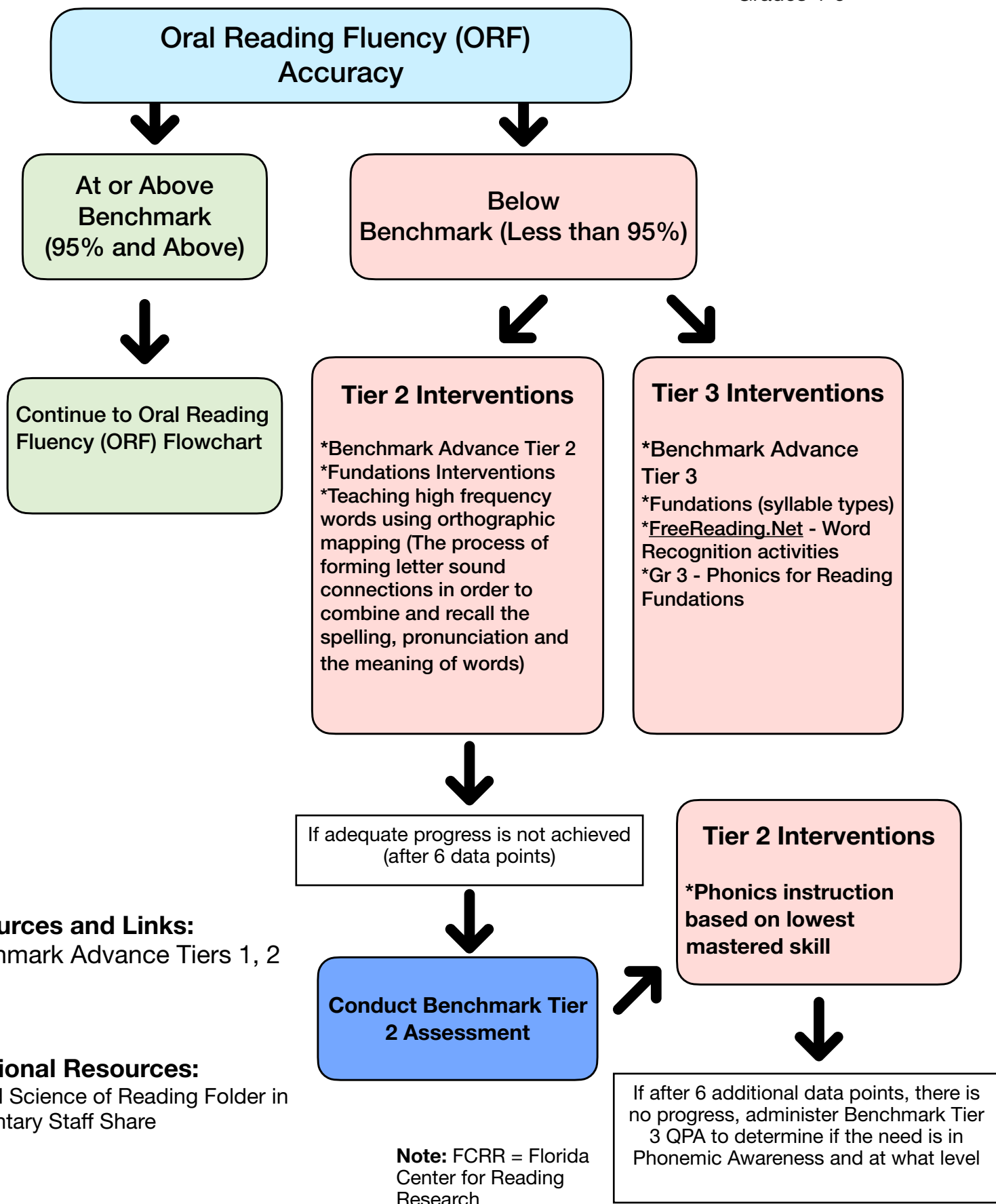
Note: FCRR = Florida Center for Reading Research

Progress Monitoring: DIBELS WRF (Weekly)

Measure: Oral Reading Fluency (ORF)

Skill: Accurate Reading- Percentage of words read correctly.

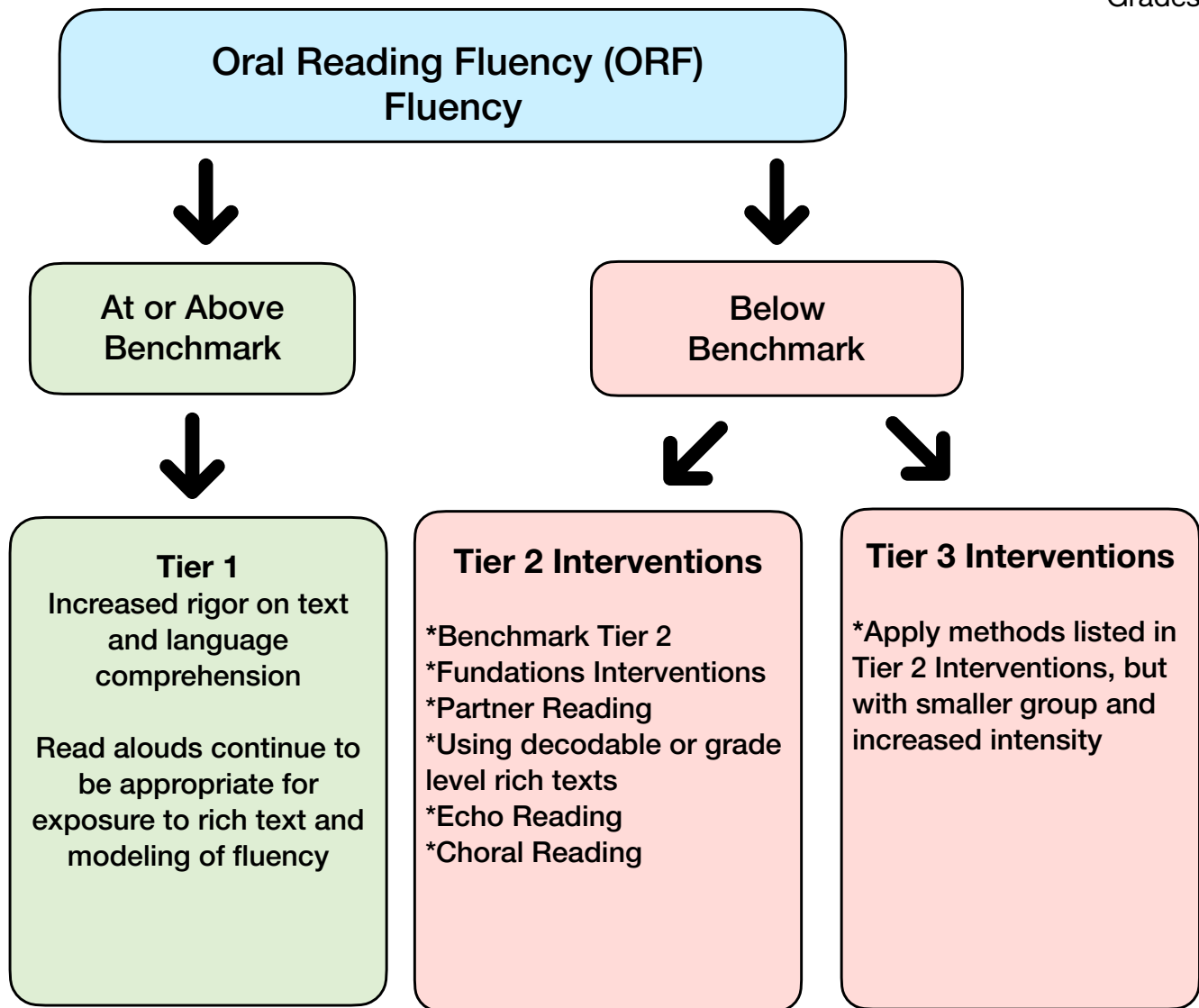
ORF is administered
to Grades 1-3 and
Grades 4-6



Measure: Oral Reading Fluency (ORF)

Skill: Accurate and Fluent Reading- Read a text accurately with automaticity and expression.

ORF is administered
to Grades 1-3 and
Grades 4-6



Resources and Links:

Benchmark Advance Tiers 1, 2 & 3

Additional Resources:

Shared Science of Reading Folder in
Elementary Staff Share

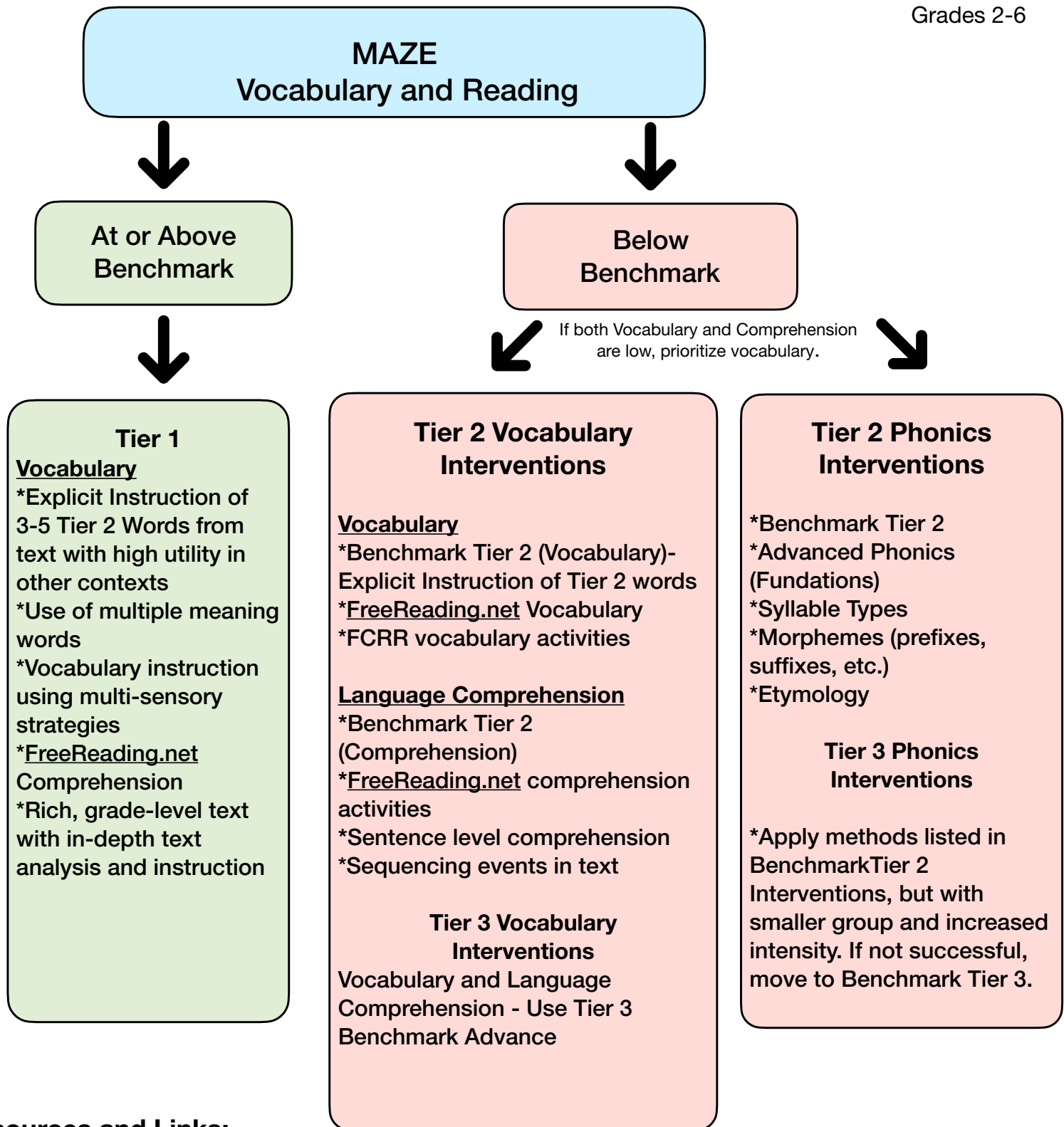
Note: FCRR = Florida Center for
Reading Research

Progress Monitoring: DIBELS ORF
(weekly) or Benchmark (weekly)

Measure: Vocabulary and Reading Comprehension

Skill: Reading Comprehension - Make meaning from text.

MAZE is
Administered to
Grades 2-6



Resources and Links:

Benchmark Advance Tiers 1, 2 & 3

[FreeReading.net - Comprehension](#)

[FreeReading.net - Vocabulary](#)

[FreeReading.net - Prefixes and Suffixes](#)

Additional Resources:

Shared Science of Reading Folder in Elementary Staff Share

Note: FCRR = Florida Center for Reading Research

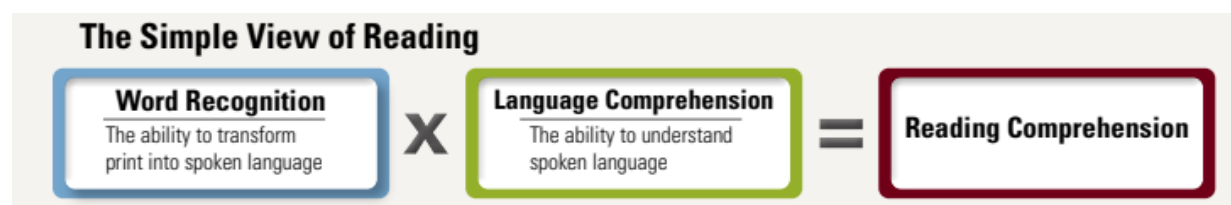
Progress Monitoring: DIBELS MAZE (Every 2 Weeks) / Benchmark Advance Assessments (Vocabulary and/or Comprehension)

Bridgeport Exempted Village School District

Structured Literacy Program

2024-2025

Structured Literacy = an instructional approach that describes the type of explicit and systematic reading instruction supported by research. This instructional approach explicitly teaches the language structures supporting both the word recognition and language comprehension components of the **Simple View of Reading** (Gough & Tunmer, per Ohio's Dyslexia Guidebook).



Structured Literacy Approach:

- **Alphabetic Principle:** Clear and explicit systematic instruction helping children understand the fundamental connections between sounds and letters
- **Orthographic Mapping:** Using knowledge of alphabetic principal to map speech to print in order to spell, pronounce and store the meaning of words in memory.
- **Language Comprehension** (vocabulary, background knowledge, language structures, literacy knowledge and verbal reasoning) combined with **Word Recognition** (decoding, phonological awareness and sight recognition) result in **skilled reading**. (Scarborough's Reading Rope)

Note: Students with dyslexia or dyslexic characteristics and tendencies often are a result of poorly developed or weak phonological awareness skills and may need additional help building their knowledge systematically and sequentially.

<u>Essential Skill Area</u>	<u>Instructional Approach</u>
Phonemic Awareness	<ul style="list-style-type: none">• Phoneme awareness used as the starting point for print• Emphasize the sounds in spoken language distinct from and prior to phonics instruction
Phonics & Spelling	<ul style="list-style-type: none">• Intentional instruction in letter-sound combinations and application of word reading in print

	<ul style="list-style-type: none"> • Systematic scope and sequence of reading and spelling concepts organized from simple to complex • Developing sight word recognition through phoneme-grapheme (sound-symbol) correspondences and with a clear sequence for instruction
Vocabulary & Oral Language	<ul style="list-style-type: none"> • Books used for reading aloud are more challenging than those students read independently • Planned teacher dialogue • Model using new vocabulary in oral and written contexts
Text Reading Fluency	<ul style="list-style-type: none"> • Young students read text that is controlled to include only those phonics patterns that have been explicitly taught • Error response focuses on phoneme-grapheme (sound-symbol) correspondence • High degree of teacher-student interaction with immediate corrective feedback
Reading Comprehension	<ul style="list-style-type: none"> • Background knowledge, text structure, inference making are overtly modeled and practiced in a planned progression • Time spent having students engage in close reading, retelling and text-based responses • Select texts that are content-rich, worthy of reading and rereading that are at and above grade level and connected to the area of study

Tier 1 Screener: mCLASS DIBELS

- This screener is used for all students K-3 (2023-2024) and for all K students (2024-2025 and beyond). (Note: K students must be screened after January 1 of their kindergarten year but before January 1 of the following year)
- Tier I screeners can be administered to any student in grades 4-6 based on parent/guardian or teacher requests.
- Transfer students (K-3) who transfer into the district midyear will be screened. Transfer students in grades 4-6 will be screened if parent requests.
- Parents will be notified of the Tier I Screener Results via the Home Connect Letter and conversations with the classroom teacher. Note: This letter goes out to ALL students after administration of the universal screener.
- Based on the universal screener results, students will be provided targeted intervention/enrichment opportunities. Progress monitoring will occur over, at least,

a six-week period. After this, it will be determined if the student is or is not demonstrating progress (defined as moving toward meeting grade level standards).

- For students that are demonstrating progress, the interventions will continue, and progress monitoring will continue.
- For students that are NOT demonstrating progress, the teacher will work with and notify the parent/guardian regarding administering a Tier 2 Screener. (noted on student RIMP – grades K-5)
- Parents will receive the results of the Tier 2 Screener within 30 days of its administration. (noted on student RIMP – grades K-5)
- IF the student is identified as having dyslexic tendencies, the parent/guardian will be provided with information about reading development, the risk factors for dyslexia and descriptions for evidence-based interventions (contents included on RIMP) as well as a written explanation of the district’s structured literacy program (this document – available to all under “Parent Resources” on district website).

Tier 1 Core ELA: Benchmark Advance 2022 (Note: All of the core curriculum components also include the option for differentiation that can be used in Tier 2 or Tier 3 instruction (Benchmark Phonics) and progress monitoring).

	Tier 1 Instruction	Tier 1 Instruction PLUS Tier 2 Intervention	Tier 1 Instruction PLUS Tier 3 Intervention
Description	<ul style="list-style-type: none"> • Primary prevention of reading failure • Core structured literacy curriculum and instruction (Flyleaf, Heggerty and/or Foundations) 	<ul style="list-style-type: none"> • Secondary prevention of reading failure • Structured literacy intervention targeting students’ specific reading concerns 	<ul style="list-style-type: none"> • Tertiary prevention of reading failure • Individualized plan to intensify and coordinate structured literacy intervention
Effectiveness Criteria	<ul style="list-style-type: none"> • At least 80% of students reach grade-level expectations 	<ul style="list-style-type: none"> • An additional 15%-20% of students reach grade-level expectations 	<ul style="list-style-type: none"> • Remaining 0%-5% of students reach grade-level expectations
Where	<ul style="list-style-type: none"> • General Education Classroom 	<ul style="list-style-type: none"> • General education classroom with push-in or pull-out services 	<ul style="list-style-type: none"> • Location determined by the school

Who Delivers	<ul style="list-style-type: none"> Classroom teacher with differentiation 	<ul style="list-style-type: none"> Classroom teacher with support of others 	<ul style="list-style-type: none"> Classroom teacher with support of others determined by the school
Who Receives	<ul style="list-style-type: none"> All Students 	<ul style="list-style-type: none"> Some students who are at risk or haven't responded to effective tier 1 instruction that worked for the majority 	<ul style="list-style-type: none"> A few students with significant reading difficulties or those who haven't responded to effective tier 1 and tier 2 instruction
Group Size (Recommended)	<ul style="list-style-type: none"> Whole class, with small groups of 5-7 	<ul style="list-style-type: none"> Small groups (3-5) 	<ul style="list-style-type: none"> Small groups of students who need to work on the same skill (1-3)
Time (Recommended)	<ul style="list-style-type: none"> Minimum of 90 minutes every day 	<ul style="list-style-type: none"> 30-45 minutes 3-5 times per week in addition to tier 1 instruction (can take place during W.I.N. Time) 	<ul style="list-style-type: none"> 45-60 minutes every day in addition to tier 1 instruction (can take place in part during W.I.N. Time)
Assessment	<ul style="list-style-type: none"> Tier 1 Screener – 3 times each year Tier 2 – Intervention-based diagnostic as needed Progress monitored as needed 	<ul style="list-style-type: none"> Intervention-based diagnostic assessment (as needed) Progress monitored at least every other week 	<ul style="list-style-type: none"> Intervention-based diagnostic assessment (Tier 2 – as needed) Progress monitored weekly

Note: Any added time in the schedule is set aside to provide targeted interventions/enrichments.

Note #2: Tier 3 is not synonymous with special education. Special education is viewed as a potentially necessary level of support to reach the goal of improved reading outcomes.

Structured Literacy Certification Process: From 2022-2024, the district partnered with the ECOESC to provide a structured literacy certification process. Any teacher(s) completing a structured literacy certification course become added members to the District's Multidisciplinary Team.

Teacher Professional Development: Since literacy rests in all content areas, the Bridgeport District Leadership Team developed a three-year professional development plan for all teachers. The company used for this professional development was Keys to Literacy. K-12 Teachers have taken either Keys to Early Reading and Keys to Early Writing OR Keys to Vocabulary, Keys to Comprehension and Keys to Content Writing.

*** 18-hour PD Requirement:**

K-1 Teachers – completed in 2022-2023 for the 2023-2024 SY

2-3 Teachers – completed in 2023-2024 for the 2024-2025 SY

4 – 12 Intervention Specialists – completed in 2024-2025 for the 2025-2026 SY

Note: Teachers hired after April 12, 2021, who provide instruction in the areas outlined must complete the required professional development by the later of the aforementioned dates or two calendar years after the hiring date (unless the teacher completed the professional development while employed by a different district or school)

Multidisciplinary Team (MDT): Under Ohio's dyslexia support laws (ORC 3323.251 (C)(3), districts are tasked with establishing a multidisciplinary team that will use a data-based decision-making framework to build the MTSS (Multi-tiered systems of support) for prevention and intervention to increase reading performance of all students. Bridgeport's MDT began preliminary work in spring 2022 and continues working together as a team, in addition, with other teams in the district such as the District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Teams (TBT). Working together, the MDT uses student data in the problem-solving model to build a tiered system of evidence-aligned instruction to meet the needs of all students.

Dyslexia Definition: Ohio's dyslexia support laws (ORC 3323.25) define dyslexia as "a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically resulting from a deficit in the phonological component of language."

Supports for Adolescent Students

There will be students in older grades who will need intense intervention and/or accommodations for academic and social-emotional success. It is especially important to support both word decoding and reading comprehension, within the context of intervention.

Intervention: A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. This is an ongoing process with clear goals and benchmarks.

Remediation (or “re-teaching”): Appropriate for any student who has not demonstrated mastery of certain skills and requires intensive instruction to address errors in understanding and foundational knowledge.

Instructional components used in intervention and remediation for adolescent students:

Instructional Component	Description
Word Study	Instruction to include advanced word study that teaches phoneme-grapheme patterns, syllable patterns and how to break words into parts. Instruction to include teaching students the meaningful parts of words such as prefixes, suffixes, and roots. Also, the application of decoding strategies through connected texts.
Fluency	Instructions integrate fluency so when introducing new structures, the words are read within texts. Provide controlled texts to allow students to apply skills and practice within context. Controlled decodable passages are used to establish fluent reading (and break a guessing habit).
Vocabulary Instruction	Instruction focused on words that are useful to know and encountered across settings and content. Practice using words in a variety of contexts.
Comprehension Instruction	While intervening with word-level deficits, access to content and knowledge to support new information contained in texts is accessible. (Ex. Previewing headings and key concepts before, during and after reading strategies).

Should you have any questions, please call the school, and ask to speak to your child’s teacher.

In addition, more information can be found on Ohio’s Department of Education and Workforce Site under “Read Ohio.”