

# 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: RIDGEDALE LOCAL SCHOOLS**

**IRN:**

048439

**STEP UP TO QUALITY RATING (IF APPLICABLE): N/A**

**ADDRESS:**

3103 Hillman Ford Rd.

Morral, Ohio 43337

**PLAN COMPLETION DATE:**

April 3, 2025

**LEAD WRITERS:**

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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](#).

At Ridgedale, we strive to implement culturally responsive practices with the fundamental belief that all children can—and must—learn to read. Our commitment is to do whatever it takes to ensure that every student becomes a proficient reader. We value our families and recognize them as essential partners in this work. Building strong partnerships and maintaining open communication with parents/families are key to fostering student success.

To embed culturally responsive practices into our systems, we align our approach with Ohio's Plan to Raise Literacy Achievement, focusing on the following core elements:

1. **Educator Capacity and Awareness** – Educators reflect on their own cultural backgrounds while recognizing and respecting the diverse experiences of our students and our entire school community.
2. **Family Partnerships** – We view families as experts on their children. By fostering trust and maintaining a shared understanding of high academic expectations, we create a collaborative learning environment.
3. **Information Processing** – We ensure that all communication is clear, developmentally appropriate, and accessible to both students and families, making learning more effective and inclusive.
4. **Community Collaboration** – We cultivate safe, welcoming spaces where community values are honored, and students develop a strong academic identity, including hosting events such as literacy nights, STEM nights, etc., which are geared toward increased collaboration.

By keeping these principles in mind, we can create an inclusive, literacy-rich environment where every child can thrive.

# 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.*

Name	Title/Role	Location	Email
Jessica Parthemore	Principal	Elementary	jparthemore@ridgedale schools.org
Jacob Neutzling	Principal	Jr/Sr High School	jneutzling@ridgedalesch ools.org
Emily Yaksic	Associate Principal of College and Career Readiness	Jr/Sr High School	eyaksic@ridgedaleschoo ls.org
Angie Murphy	Student Services Supervisor	District Office	amurphy@ridgedalesch ools.org
Valerie Htichings	Title I Teacher	Elementary	vhitchings@ridgedalesc hools.org
Samantha Maison	4th Grade Teacher	Elementary	smaison@ridgedalescho ols.org
Lois Curren	Kindergarten Teacher	Elementary	lcurren@ridgedaleschoo ls.org
Teena Kasler	1st Grade Teacher	Elementary	tkasler@ridgedaleschool s.org
Shannon Reile	2nd Grade Teacher	Elementary	sreile@ridgedaleschools .org
Jordan Blankenship	3rd Grade ELA Teacher	Elementary	jblankenship@ridgedale schools.org

Name	Title/Role	Location	Email
Jodi Smith	5th Grade Math Teacher	Elementary	jsmith@ridgedaleschools.org
Pam Smith	Intervention Specialist	Elementary	psmith@ridgedaleschools.org
Jason Sobas	Social Studies Teacher	Jr/Sr High	jsobas@ridgedaleschools.org
Galysa Davis	Math Teacher	Jr/Sr High	gdavis@ridgedaleschools.org
Jessica Frierhood	ELA Teacher	Jr/Sr High	jfrierhood@ridgedaleschools.org
Dr. Kim Forbis	ESC Consultant/Coach	NCOESC	kforbis@ncoesc.org
Dr. Lindsey Haubert	ESC Consultant/Coach	NCOESC	lhaubert@ncoesc.org
Michelle Ransome	ESC Consultant/Coach	NCOESC	mransome@ncoesc.org
Dr. Erika Bower	Superintendent	District Office	ebower@ridgedaleschools.org

## 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.*

### Development of the Plan

The conversation about the need for a district-wide literacy plan began in Fall 2022 with the arrival of our new superintendent. At that time, Building Leadership Teams (BLTs) were active, but their efforts were largely siloed—elementary and junior/senior high school staff worked independently rather than collaboratively. While significant progress was being made, there was a clear need to unify these efforts, creating a cohesive, district-wide approach tailored to the unique needs of each building and grade level.

To address this, we began by examining how the existing District Leadership Team (DLT), Building Leadership Teams (BLTs), and Teacher-Based Teams (TBTs) were being utilized. Our goal was to consolidate the work already in progress, identify available resources, and assess

both past and needed professional development for staff. Through these discussions, it became evident that a formalized local literacy plan was essential, not only to document ongoing initiatives but also to establish a framework for continuous improvement and accountability. In addition, we knew we needed to increase our professional development opportunities and provide coaching, modeling, training, and learning walks to support staff members using ESC consultants.

The development of this literacy plan was a collaborative effort led by administrators, Educational Service Center (ESC) consultants, educators, and interventionists. However, the process has engaged the entire staff, fostering a culture of shared responsibility and data-driven decision-making. Professional development days have played a key role in this process, allowing teams to:

- Analyze current student data and identify trends
- Review and implement evidence-based instructional practices
- Identify and address gaps in literacy achievement across all grade levels
- Assess and adjust available resources based on evolving needs

This work has been strategically aligned with *Ohio's Plan to Raise Literacy Achievement*, the district's *One Plan*, and *Ohio's Learning Standards for English Language Arts*. Additionally, during a professional development day, all educators contributed to the Reading Tiered Fidelity Inventory (R-TFI) for their respective buildings, ensuring a comprehensive, building-specific approach.

Over the past two and a half years, we have seen significant growth in how our teams engage with data and refine their instructional strategies. Encouraged by this progress, we are committed to deepening this process, continuously enhancing literacy outcomes for all students.

During the 2022-23 school year, staff identified critical needs that included:

- Writing in All Content Areas
- Vocabulary in All Content Areas
- Depth of Knowledge
- Stamina of Students

To make this work as successful as possible, we knew we needed to ensure the following components to address the critical needs while building educator capacity, creating a shared leadership approach, and utilizing a multi-tiered system of support:

- More targeted and high-quality professional development
- Job-embedded professional learning and support
- Access to high-quality instructional materials across all grade levels
- Stronger, consistent data evaluation and utilization to inform and improve instruction

Our district's most recent 2024 State Report Card data underscores the need for this work to continue especially in early literacy (currently rated 2 stars), overall ELA achievement, and gap closing, particularly at the junior/senior high school level (rated 2 stars).

## **Monitoring of the Plan**

We will continue to monitor this plan through the work of our DLT-BLT-TBT framework and professional development days where we will utilize the following monitoring strategies:

- Data Reviews: Continuing to conduct regular progress monitoring through benchmark assessments, formative assessments, and literacy screenings to measure student growth in the elementary and bolstering this same work in the junior/senior high.
- Teacher Collaboration and Shared Leadership: Continuing to foster and embed the practice of data, sharing best practices, and adjusting instructional strategies as needed and on demand.
- Learning Walks: Implement learning walks in literacy with ESC consultants and administrators as currently done in math to build educator capacity
- Feedback Loops and Family Partnerships: Continuing to collect input from teachers and create more opportunities to collect input from families and students to assess the plan's impact and make necessary adjustments.
- Annual Literacy Review: Conducting a formal review of the literacy plan each year to assess its effectiveness and make data-informed revisions.

## **Communication and Future Planning**

A key principle of our literacy plan is the opportunity for input and reflection. While the framework is focused and data-driven, it remains fluid, allowing for ongoing adjustments based on progress monitoring. As data is analyzed regularly, instructional strategies will be refined to enhance literacy outcomes across all grade levels.

To promote transparency and community involvement, the district will ensure all stakeholders remain informed through the following:

- District Website: Posting plan updates and literacy resources for families.
- Family Engagement: Intentionally finding ways to embed literacy in family engagement events.
- Staff Input: Continuing to utilize DLT-BLT-TBT framework.
- Newsletters and Social Media: Sharing success stories, important updates, and strategies for literacy support at home.

By maintaining a strong commitment to continuous improvement, collaboration, and stakeholder engagement, we will drive meaningful progress in literacy achievement for all students.

## 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.*

Through our One Needs Assessment, our district identified the following needs:

- **Assessments:** Assessments and the results need to be continually used and evaluated by teachers to make sure students are being assessed on the standards, which will improve achievement for students.
- **Instruction:** Teachers evaluate data to identify students who are struggling and provide the appropriate assistance needed to help them improve their understanding of the material.
- **Curriculum:** As a district, we need to identify a curriculum that will fit the needs of our students at each grade level band. The curriculum needs to be aligned with the standards but also provide the necessary support to teachers when struggling students have been identified.
- **Engagement:** Teachers need to understand the categories of IEP students, through continued PD, to provide more individualized support and provide this information to families when they communicate with families.

In addition, students with disabilities are a critical subgroup. This need underscores the importance of understanding and utilizing a multi-tiered system of support for reading. In *Ohio's Plan (2025)*, this system is described as “a framework to efficiently match students’ precise strengths and needs with evidence-based instructional, culturally and linguistically responsive practices, and behavioral approaches” (p. 14). Furthermore, “it serves all students, including those who need additional time, support, practice, or more intensive instruction, as well as those requiring enrichment or acceleration” (p. 14).

Our One Plan is designed to be an overarching plan for all content areas. Our Local Literacy Plan will serve as a component of the One Plan with clear alignment between the two plans. These key focused areas include:

- Use of Data to Drive Instruction and Collaboration Time to Increase Shared Leadership: Emphasis of ongoing assessment and data analysis to inform instruction, identify gaps, and provide necessary interventions.



- Professional Development to Build Educator Capacity: Sustained, embedded professional development for educators to implement research-based literacy strategies effectively.
- Multi-Tiered Systems of Support (MTSS): Literacy efforts embedded within the MTSS framework to ensure students receive differentiated support based on their specific needs.
- Family and Community Engagement: Recognition of the role of families in literacy development and prioritization of strategies to enhance family involvement through workshops, literacy nights, and accessible resources.
- Community Collaboration: Forming stronger, focused partnerships with community resources, especially the Marion Public Library

Ensuring these plans are aligned and focused on the same goals will align our will create a comprehensive support system that advances literacy achievement for all students, particularly those most at risk of falling behind.

## Section 3: Needs Assessment

### SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

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

- *Infant Risk Factors*
- *Ohio's Early Learning Assessment (or other comprehensive preschool assessment used by the program)*
- *The Kindergarten Readiness Assessment*
- *Ohio's State Test for English language arts assessment for grades 3-8*
- *K-3 Reading diagnostics (include subscores by grade level)*
- *Tier 1 Dyslexia screener*
- *The Ohio English Language Proficiency Assessment (OELPA)*
- *The Alternate Assessment for Students with Significant Cognitive Disabilities and*
- *Benchmark assessments, as applicable.*

Ridgedale Local Schools utilizes a comprehensive range of district-wide data to support student success, including Ohio's Early Learning Assessment (PK ELA), Preschool Early Learning Indicators (PELI), Kindergarten Readiness Assessment (KRA-R), Reading Diagnostics (iReady), Tier 1 Dyslexia Screener (iReady), Reading Improvement and Monitoring Plans (RIMP), Sonday System Mastery Checks, Ohio's State Tests for English Language Arts (OST), Ohio's Benchmarks/Checkpoints, Ohio English Language Proficiency Screener (OELPS), Ohio English Language Proficiency Assessment (OELPA), ACT, EVAAS, Public School Works for Behavior Data (PSW), and PowerSchool for Attendance (PS).

Our commitment is to cultivate a culture that empowers both students and educators, fostering an environment where continuous growth and achievement are possible. The data we collect allows us to support this mission, as illustrated in the chart below.

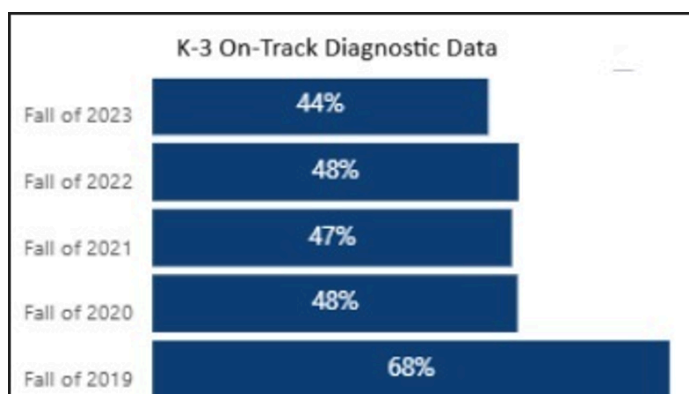
With a wealth of data points available, we can triangulate insights to develop a holistic view of each student. To enhance this capability, we are in the process of acquiring a unified data system (Branching Minds). This system will consolidate and streamline our data, providing a historical and comprehensive perspective on students, classes, and schools. By fostering seamless collaboration across teams, we aim to improve communication, increase efficiency, and reduce workload—eliminating guesswork while ensuring clarity and effectiveness in our decision-making processes.

## District-Wide Literacy, Behavior, and Attendance Data Sources

PK ELA	✓													
PELI	✓													
KRA-R		✓												
RIMPs		✓	✓	✓	✓	✓	✓	✓ 2025-26						
iReady Literacy Tasks (Dyslexia Screener, Benchmark, Progress Monitoring)		✓	✓	✓	✓	✓	✓							
Easy CBM (Progress Monitoring)		✓	✓	✓	✓	✓	✓							
Sonday System Mastery Checks		✓	✓	✓	✓	✓	✓							
Reading Diagnostics (iReady)		✓	✓	✓	✓	✓	✓							
OST					✓	✓	✓	✓	✓	✓		✓		
Benchmarks and Checkpoints					✓	✓	✓	✓	✓	✓		✓		
OELPS/ OELPA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ACT													✓	
EVAAS						✓	✓	✓	✓	✓		✓		
PSW	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

## Improving At-Risk K-3 Readers Data

The elementary school has developed a comprehensive, tiered assessment system to support literacy development. In Tier 1, all students take the iReady Diagnostic three times a year. This assessment evaluates five key areas of literacy, providing valuable insights to guide instruction and targeted interventions. Additionally, students complete iReady Literacy Tasks, which assess specific literacy skills. These tasks vary by grade level and are administered three times a year. The data collected not only informs instruction and intervention but also fulfills the required dyslexia screening for kindergarten and is available upon request for other grade levels. For Tier 2, students may be assessed using the CORE Phonics Screener, Heggerty Screener, and PAST Phonological Awareness Screener to further identify areas of need. At Tier 3, the CORE Phonics Screener is used as an additional diagnostic tool to provide deeper insights into students' literacy challenges. All assessment data is carefully analyzed to develop personalized support plans, ensuring that students at all tiers receive the instruction and interventions they need to succeed. Our K-3 Diagnostic Data is shown below.



K-3 Cohort Diagnostics All Students 2021-24

Cohort	School Year Student Group	2021-2022 School Year					2022-2023 School Year					2023-2024 School Year				
		Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage
Kindergarten Diagnostic to 1st Grade Diagnostic	All Students	24	12		50.0%	50.0%	20	11		55.0%	45.0%	27	15		55.6%	44.4%
1st Grade Diagnostic to 2nd Grade Diagnostic	All Students	12	1		8.3%	91.7%	18	3		16.7%	83.3%	11	2		18.2%	81.8%
2nd Grade Diagnostic to 3rd Grade Diagnostic	All Students	24	5		20.8%	79.2%	24	2		8.3%	91.7%	23	1		4.3%	95.7%
3rd Grade Diagnostic to 3rd Grade ELA Test	All Students	24	5		20.8%	79.2%	24	15		62.5%	37.5%	31	13		41.9%	58.1%

K-3 Cohort Diagnostics SWD 2021-24

Cohort	School Year Student Group	2021-2022 School Year					2022-2023 School Year					2023-2024 School Year				
		Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage
Kindergarten Diagnostic to 1st Grade Diagnostic	Students with Disabilities	2	0		0.0%	100.0%	4	2		50.0%	50.0%	4	2		50.0%	50.0%
	Students without Disabilities	22	12		54.5%	45.5%	16	9		56.3%	43.8%	23	13		56.5%	43.5%
1st Grade Diagnostic to 2nd Grade Diagnostic	Students with Disabilities	2	0		0.0%	100.0%	2	0		0.0%	100.0%	6	0		0.0%	100.0%
	Students without Disabilities	10	1		10.0%	90.0%	16	3		18.8%	81.3%	5	2		40.0%	60.0%
2nd Grade Diagnostic to 3rd Grade Diagnostic	Students with Disabilities	8	0		0.0%	100.0%	5	0		0.0%	100.0%	6	1		16.7%	83.3%
	Students without Disabilities	16	5		31.3%	68.8%	19	2		10.5%	89.5%	17	0		0.0%	100.0%
3rd Grade Diagnostic to 3rd Grade ELA Test	Students with Disabilities	9	2		22.2%	77.8%	5	3		60.0%	40.0%	5	0		0.0%	100.0%
	Students without Disabilities	15	3		20.0%	80.0%	19	12		63.2%	36.8%	26	13		50.0%	50.0%

To determine “On/Off Track,” we have utilized KRA-R (Kindergarten) and iReady. KRA-R seems to more accurately show student strengths and needs for the first assessment compared to iReady. By doing this, we were able to establish focused plans to support more students who

are at risk. Additionally, there are students that in other grade levels that would not require a RIMP based on cut scores provided; however, still fall within a percentile range that shows at risk for not reaching proficiency on the OST. The decision, historically, has been made to provide RIMPs for those students to ensure that we are still providing targeted interventions to fill gaps and address needs. This data demonstrates our need to monitor progress of all students, especially those on RIMPs, to ensure they are making adequate growth from year to year. Each year, we have added additional information to student RIMPs while focusing on one reading component/target area where teachers feel students have the greatest need.

As described in the Ohio Comprehensive Literacy State Development Grant Application (2024), it states, “Data suggest that Ohio students who enter kindergarten on track in language and literacy are seven times more likely to go on to score proficient on Ohio’s third grade English language arts assessment compared to students who are not on track” (p. 9). With this in mind, our number of students off-track is concerning.

### RIMPs Fall 2022

2022-2023, according to Cut Scores on KRA and iReady				
	Kindergarten Cut Score on KRA 263 44 students	1st Grade Cut Score 378 49 students	2nd Grade Cut Score 440 104 students	3rd Grade Cut Score 495 103 students
# off track	32	15	28	31
	72.7%	30.1%	66.7%	83.8%
Note: K/1 iReady is read to the students while 2 - 5 iReady requires students to read all parts.				

### RIMPs Fall 2023

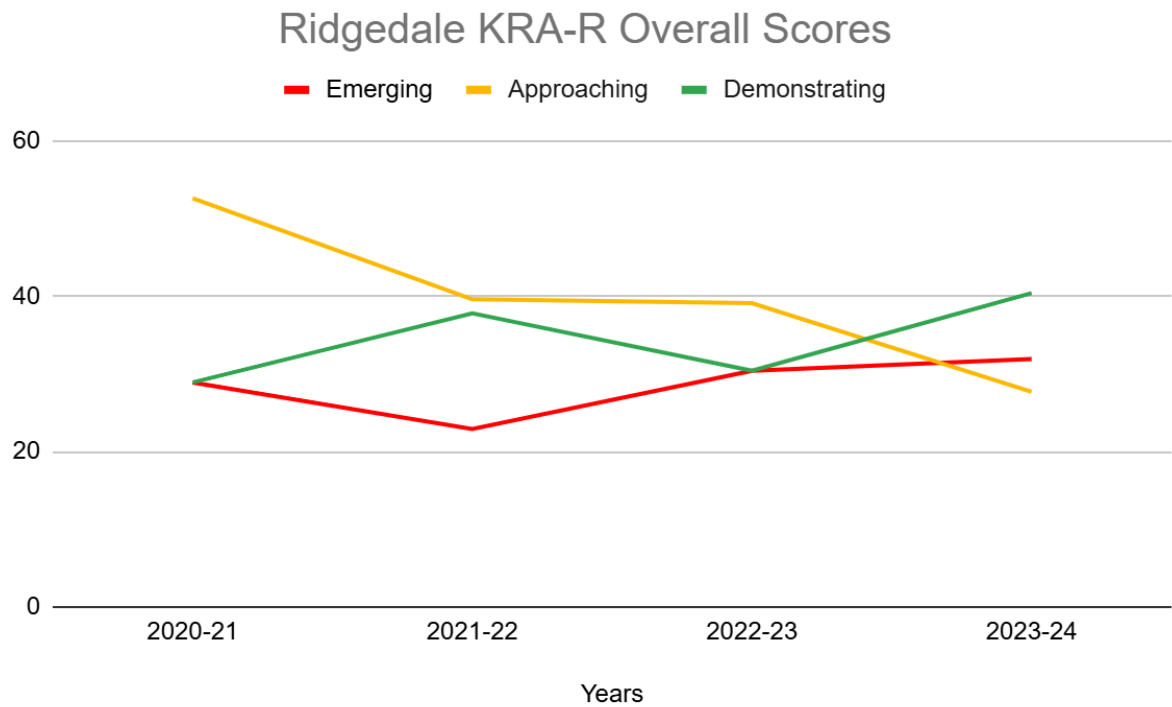
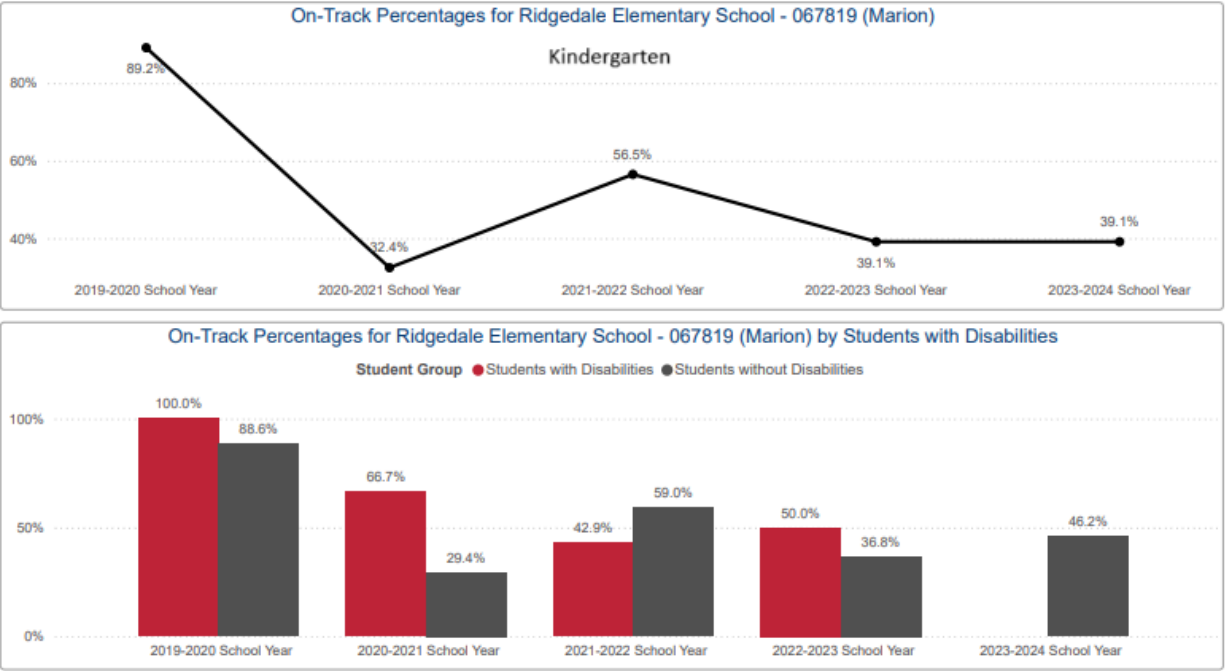
2023-2024, according to Cut Scores on KRA and iReady					
	Kindergarten Cut Score on KRA 263 45 students	1st Grade Cut Score 378 49 students	2nd Grade Cut Score 440 47 students	3rd Grade Cut Score 495 46 Students	4th Grade Not Proficient on OST 44 Students
# off track	31	20	24	32	12
	68.9%	40.8%	51.1%	69.6%	27.3%

Note: K/1 iReady is read to the students while 2 - 5 iReady requires students to read all parts. 4th Grade does not have a cut score; instead RIMPs are determined by previous Spring OST scores. Students must receive a 700 on OST to not require a RIMP or to be dismissed from a RIMP in the future.

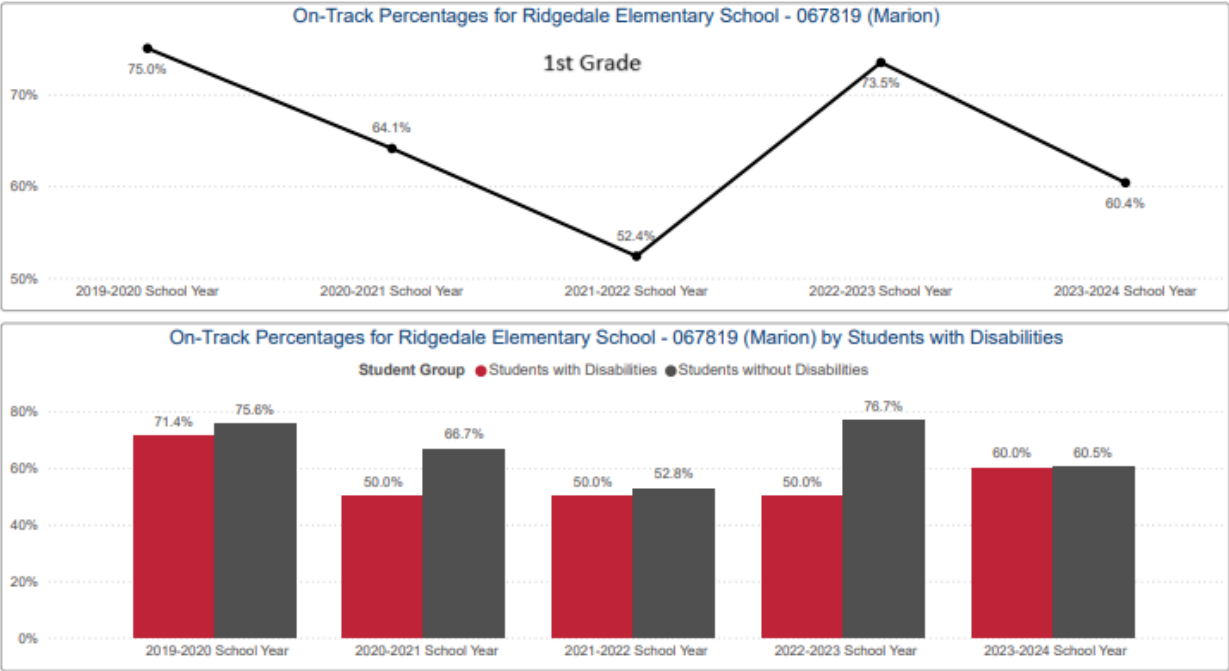
## RIMPs Fall 2024

2024-2025, according to Cut Scores on KRA and iReady						
	Kindergarten Cut Score on KRA 263 42 students	1st Grade Cut Score 378 53 students	2nd Grade Cut Score 440 44 students	3rd Grade Cut Score 495 49 Students	4th Grade Not Proficient on OST 43 Students	5th Grade Not Proficient on OST 43 Students
# off track	27	20	20	34	17	12
	64.3%	37.7%	45.5%	69.4%	39.5%	27.9%
Note: K/1 iReady is read to the students while 2 - 5 iReady requires students to read all parts. 4th Grade and 5th grade do not have a cut score; instead RIMPs are determined by previous Spring OST scores. Students must receive a 700 on OST to not require a RIMP or to be dismissed from a RIMP in the future.						

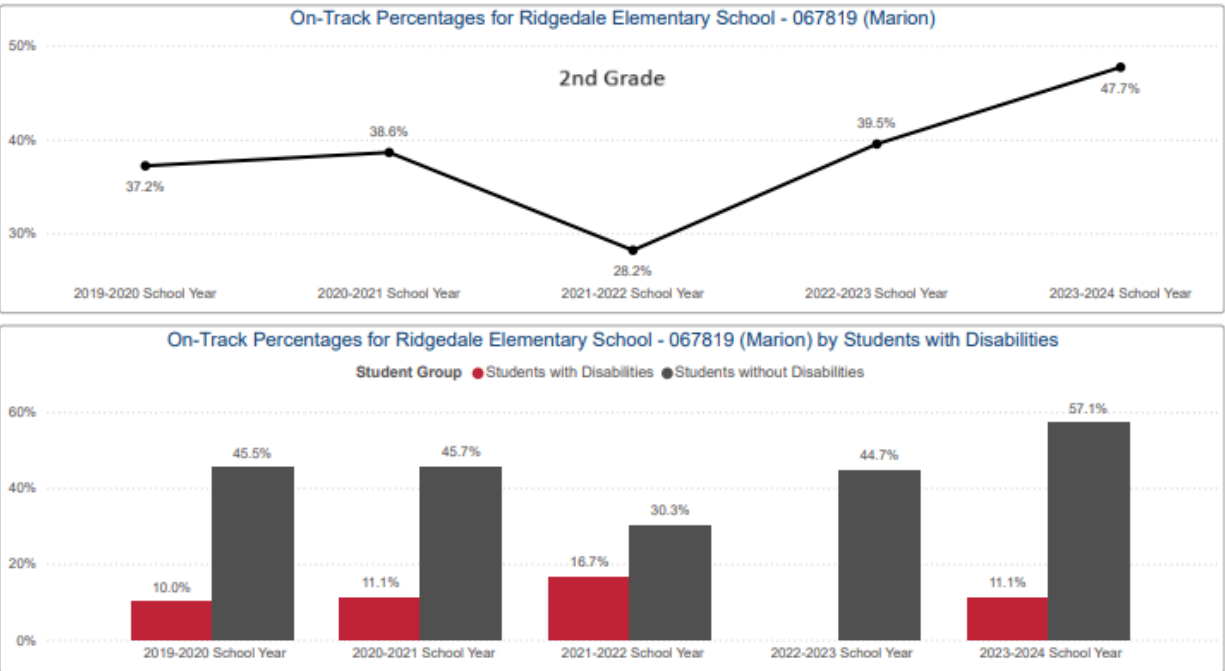
Kindergarten Data



First Grade Data

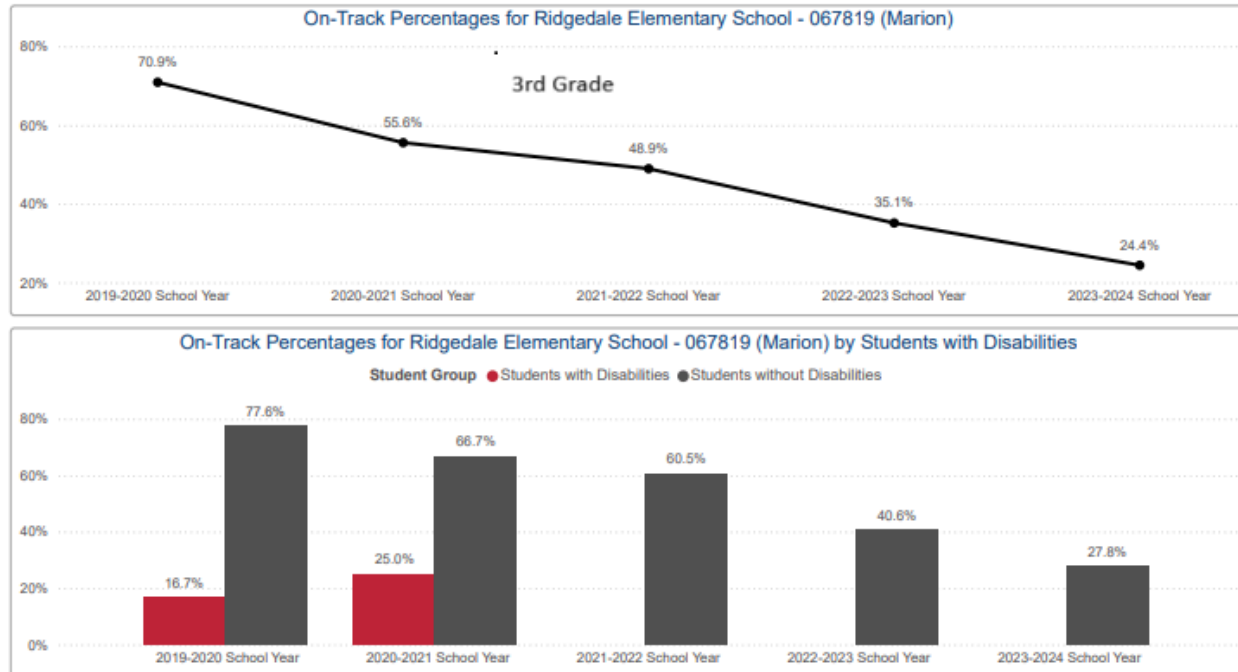


Second Grade Data





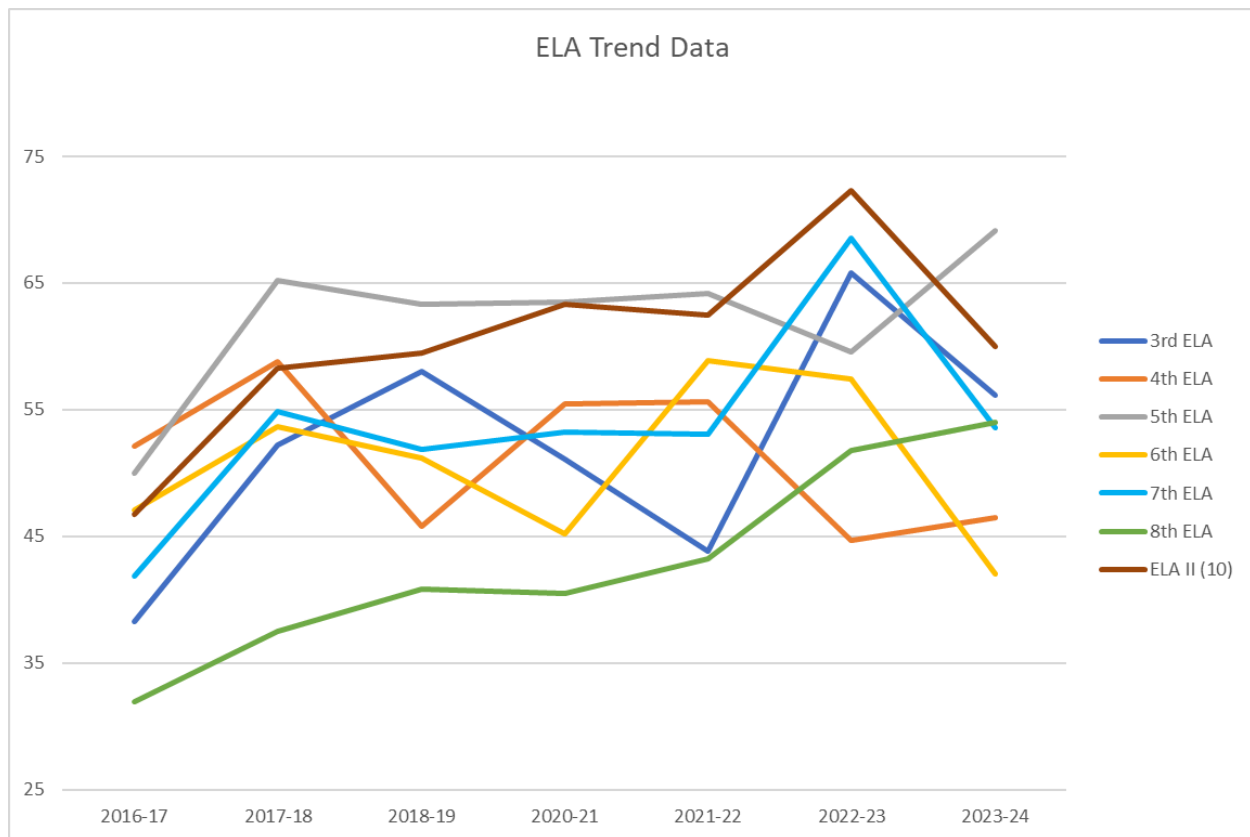
## Third Grade Data



## Trend Data Grades 3-High School ELA

A Year Over Year data from 2016-current in ELA proficiency for grades 3-high school can be found below. The chart shows cohort data as well as overall proficiency. The ELA Trend Data chart following shows the ebb and flow of proficiency scores which will be discussed further.

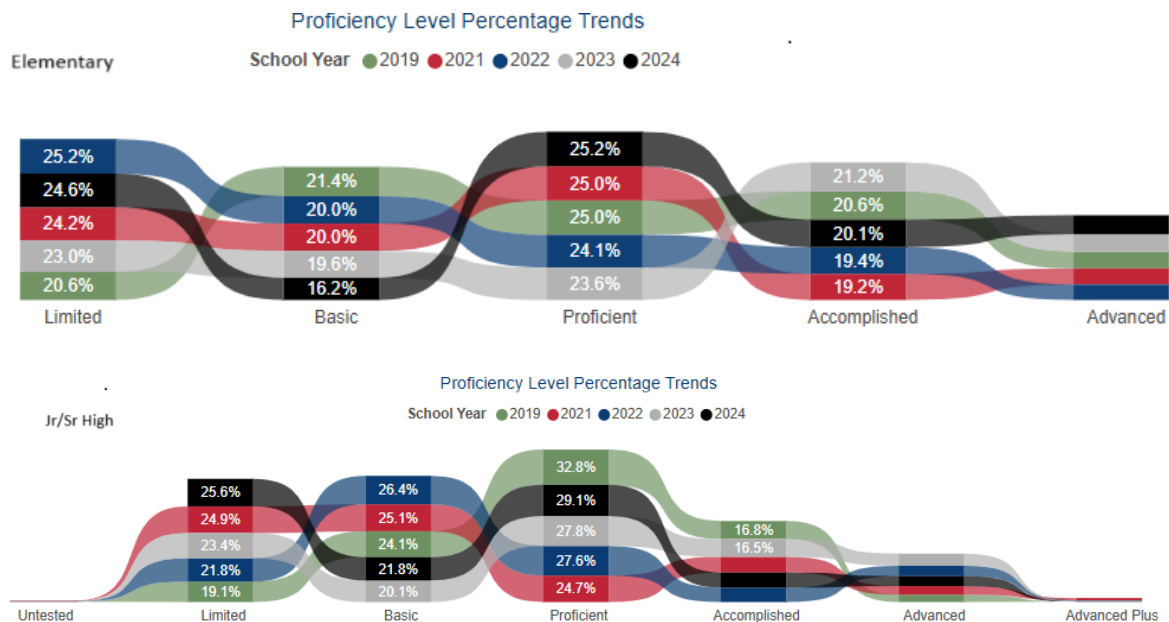
Year Over Year Data									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
3rd ELA	38.3	52.2	58	51.8	51.1	43.8	65.8 (F 26)	56.1 (F 32)	(F 33)
4th ELA	52.1	58.8	45.8	*	55.5	55.6	44.7	46.5	
5th ELA	50	65.2	63.3	*	63.5	64.2	59.6	69.1	
6th ELA	47.1	53.7	51.2	*	45.2	58.9	57.4	42	
7th ELA	41.9	54.9	51.9	*	53.2	53.1	68.5	53.6	
8th ELA	31.9	37.5	40.8	*	40.5	43.2	51.8	54	
ELA II (10)	46.7	58.3	59.5	*	63.3	62.5	72.3	60	



An analysis of these trend data points reveal notable shifts in ELA proficiency across grade levels. Third grade has shown steady improvement, with the 2022-23 school year recording the highest scores. However, since then, a change in teaching staff has occurred. Fourth grade has experienced a consistent decline in proficiency over the years. Specifically, the 2022-23 third-grade cohort dropped from 65.8% proficient to 46.5% proficient in fourth grade during the 2023-24 school year. Fifth grade has consistently maintained proficiency levels at or above 60%, even following a teacher change two years ago. Sixth grade has shown a decline, with a more noticeable decrease in the 2023-24 school year. Seventh grade had a strong performance in 2022-23, but scores declined the following year. Eighth grade has generally remained around 50% proficiency or slightly higher, though there was a drop when examining the 2022-23 seventh-grade cohort, which fell from 68.5% proficiency in seventh grade to 54% in eighth grade during the 2023-24 school year. In contrast, ELA II cohort trends show significant growth, with proficiency scores increasing between 17% and over 30%. The inconsistency in data shows the need for an assessment map with a more consistent plan to analyze student data and plan based on student needs.

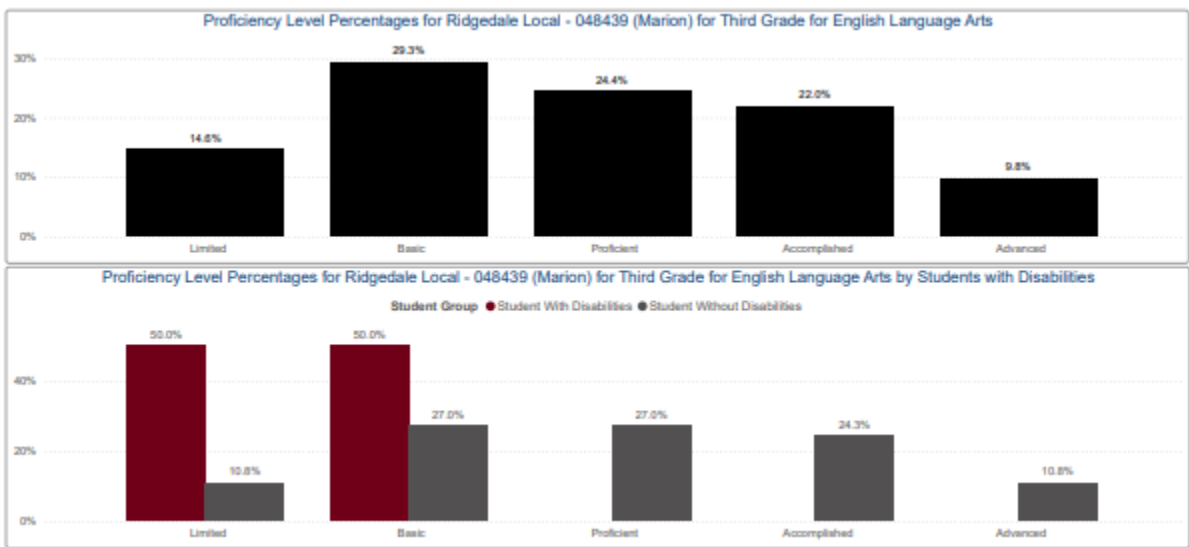
Using the Proficiency Level Percentage Trend data below, we conducted a deeper analysis to uncover additional insights. The data reveals that the percentage of students in the lowest proficiency category (Limited) closely mirrors the percentage of students achieving proficiency. Additionally, it highlights a significant gap at the highest performance level (Advanced), with very few students reaching this tier. These findings underscore the critical need to support our most vulnerable students who are struggling the most while continuing

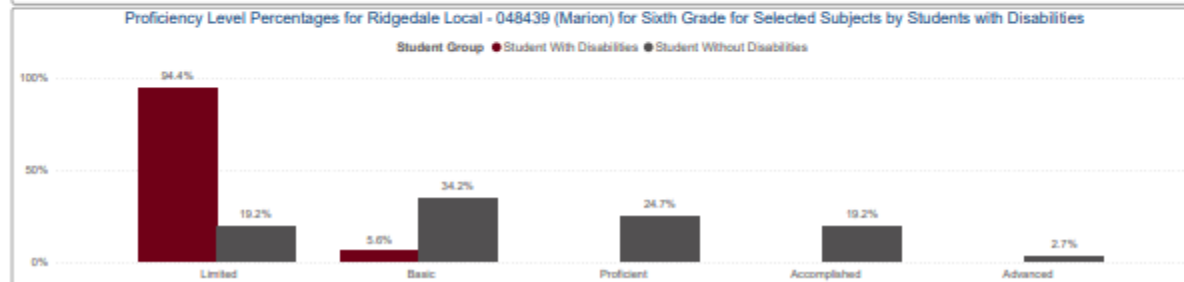
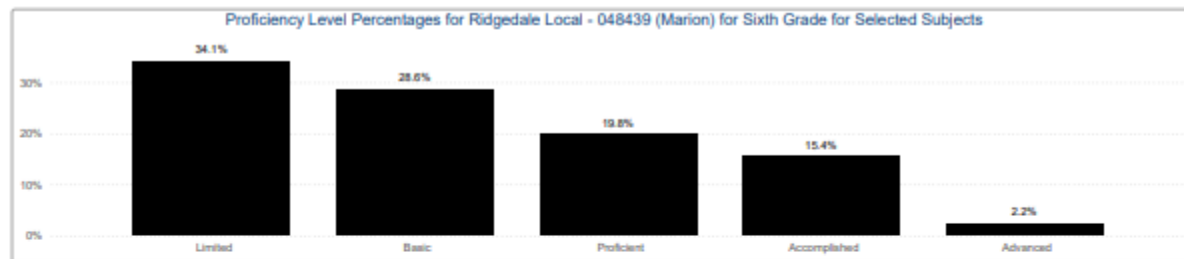
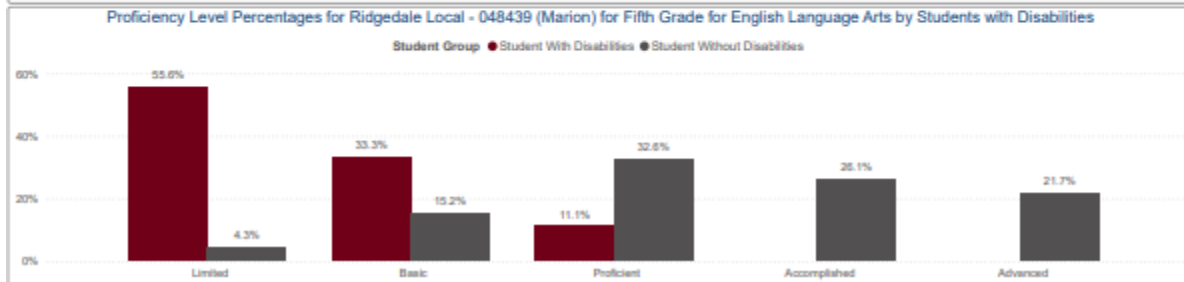
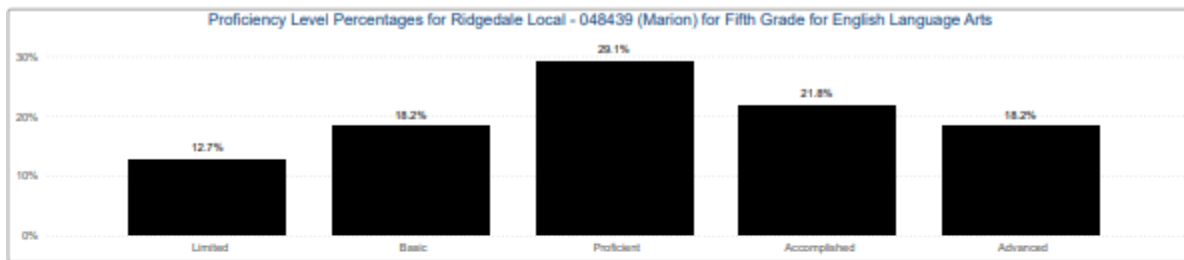
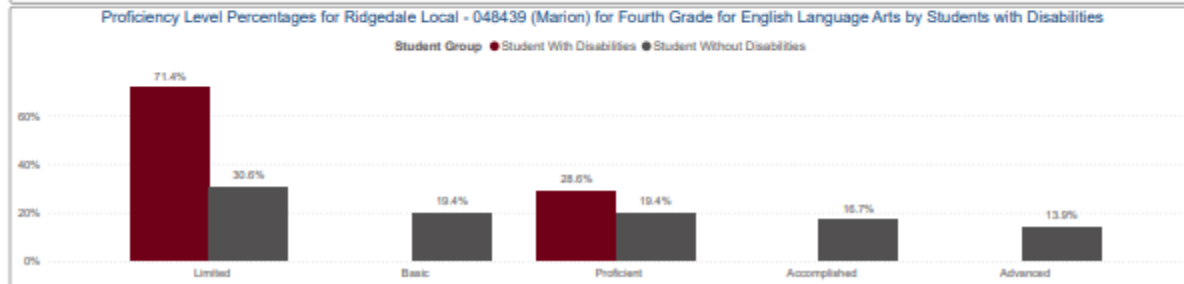
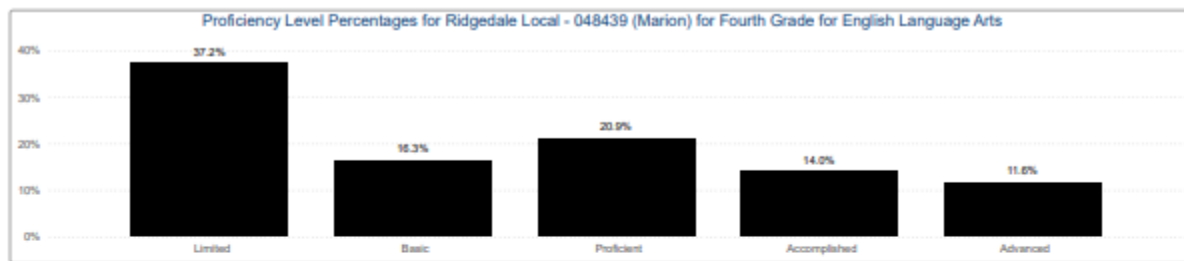
to stretch, enrich, and grow our higher-performing students. Our efforts have centered on deepening students’ knowledge, providing rigorous learning experiences, and ensuring that all students are both challenged and supported. We have shifted to deeper learning approaches and need to continue this work.

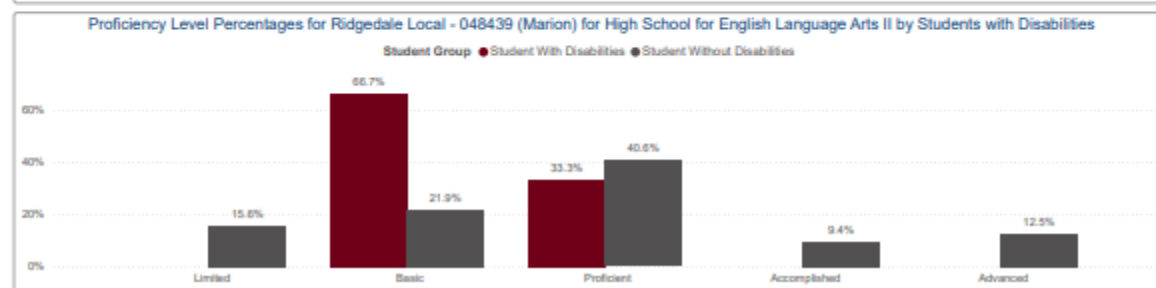
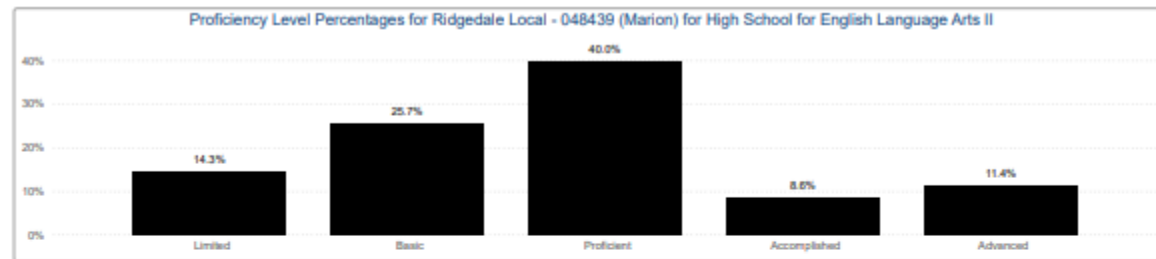
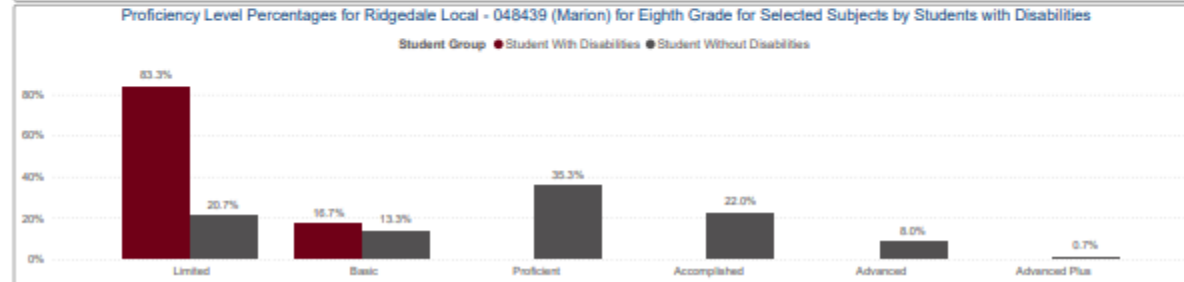
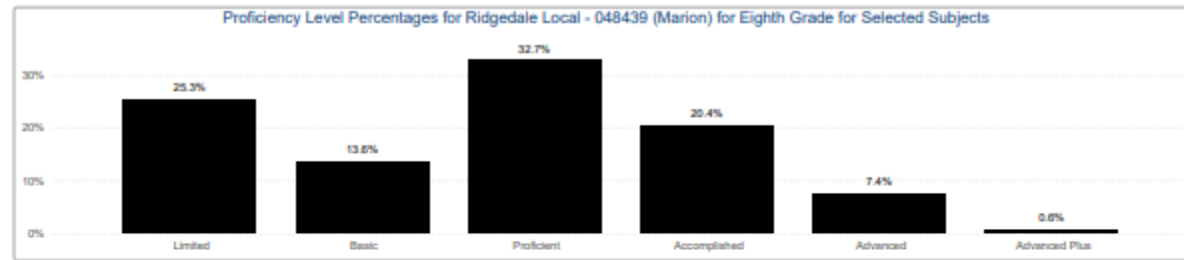
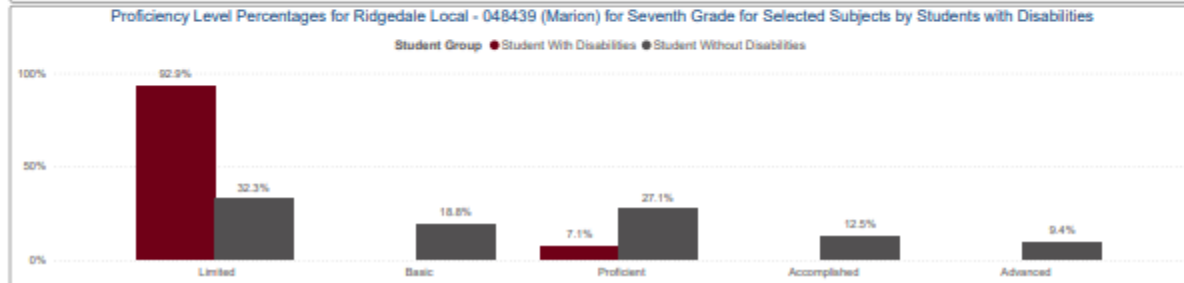
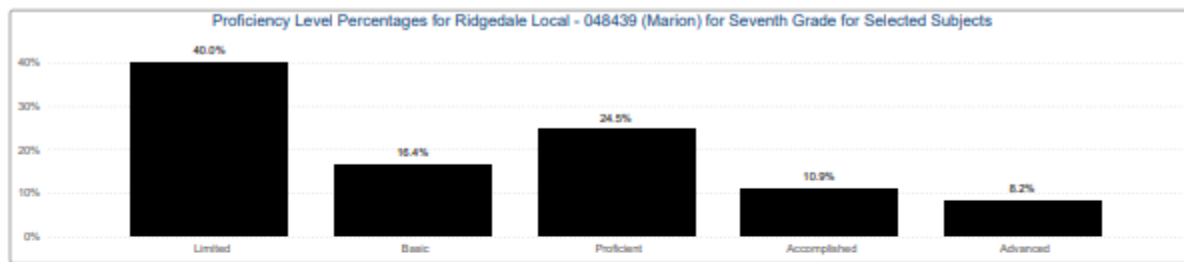


### Students with Disabilities Proficiency Level Data for Grades 3-High School ELA

To further dig into the data, the charts below show the proficiency level data for all students as compared to students with disabilities by each grade level from 3rd grade through high school ELA II.







Although this proficiency level data compares all students to students with disabilities by grade level for the 2023-24 school year, it reflects a consistent trend over multiple years. The data clearly shows that students with disabilities predominantly score in the "Limited" category across all grade levels, with only a few reaching the "Basic" level. Proficiency is rare, except in ELA II. This highlights why students with disabilities are a critical subgroup requiring targeted support. The next section will address the more specific needs of students at each grade level based on the categories of the Ohio State Testing.

### **Grade Level Data for Grades 3-High School ELA**

The ELA Ohio State Tests are divided into three categories, including Informational Text, Literary Text, and Writing. The data below presents performance trends across these categories for each grade level over the past three years. Each grade level's results will be analyzed individually, followed by a comprehensive overview of overall ELA trends.

### 3rd Grade

Performance Levels	School Year & Test Reason		
3rd Fall	2022 - 2023	2023 - 2024	2024 - 2025
	Fall 2022 (OST)	Fall 2023 (OST)	Fall 2024 (OST)
Overall			
Student Count	39	44	49
Average Scale Score	680	682	687
%Limited	41%	34%	37%
%Basic	33%	32%	31%
%Proficient	13%	27%	6%
%Accomplished	8%	2%	16%
%Advanced	5%	5%	10%
Reading Informational Text			
%Below Proficient	62%	52%	47%
%Near Proficient	28%	36%	27%
%Above Proficient	10%	11%	27%
Reading Literary Text			
%Below Proficient	44%	36%	43%
%Near Proficient	38%	39%	33%
%Above Proficient	18%	25%	24%
Writing			
%Below Proficient	46%	39%	59%
%Near Proficient	36%	55%	27%
%Above Proficient	18%	7%	14%

In the fall of third grade, our students typically face challenges across all areas. Previously, they took the test on paper, but the 2023-24 school year marked our transition to online testing. This shift has required adjustments, and both staff and students are actively working to adapt strategies from paper-based to digital assessments.

Historically, fall testing has served as a baseline assessment since it occurs in October, before significant instructional time. During our February 2025 professional development day, we discussed having second-grade teachers administer one of the state-provided checkpoints or benchmarks at the end of the year. This will familiarize students with the online testing format while also providing valuable baseline data for third-grade teachers to build upon in the fall.

In third grade, students tend to struggle most with Informational Text and Writing, while Literary Text remains their strongest area.

Performance Levels	School Year & Test Reason		
3rd Spring	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	51	40	42
Average Scale Score	689	706	703
%Limited	33%	18%	19%
%Basic	27%	20%	29%
%Proficient	25%	33%	19%
%Accomplished	6%	18%	24%
%Advanced	8%	13%	10%
Reading Informational Text			
%Below Proficient	59%	33%	40%
%Near Proficient	24%	40%	24%
%Above Proficient	18%	28%	36%
Reading Literary Text			
%Below Proficient	29%	15%	19%
%Near Proficient	43%	55%	60%
%Above Proficient	27%	30%	21%
Writing			
%Below Proficient	31%	40%	38%
%Near Proficient	63%	20%	45%
%Above Proficient	6%	40%	17%

When comparing the third grade fall to the third grade spring, growth is shown in all categories. In the most recent data from 2023-24, when combining near proficient and above proficient, informational text went up 13 percentage points, literary text went up 24 percentage points, and writing went up 31 percentage points. With that being said, informational text and writing remain the lowest categories while literary text is the strongest category. This shows a need to continue what we are doing in literary text while focusing more on informational text and writing.

We have been utilizing iReady as our primary assessment tool to monitor student progress. As shown in the charts below, our students are scoring higher on OST than they are projected to score based on iReady. This indicates we are effectively using data to drive instruction, but it also highlights a gap in that iReady does not assess writing.

To address this, we will develop an assessment map incorporating both iReady and OST Benchmarks and Checkpoints. This will allow us to track writing performance more



effectively, provide targeted scaffolding, and closely monitor student progress in one of our most challenging areas.

### 3rd Grade Spring ELA Scores Vs. iReady Spring Projections 2022-2023

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
<b>3</b>	13.16	38.5	21.5	23.1	34.21	17.9	18.42	18.4	13.16	12.6	48.9	38.3

### 3rd Grade Spring ELA Scores Vs. iReady Spring Projections 2023-2024

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
<b>3</b>	14.63	30.9	29.27	28.6	24.39	21.4	21.95	4.8	9.76	14.3	56.1	40.5

## 4th Grade

Performance Levels	School Year & Test Reason		
4th	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	47	49	44
Average Scale Score	697	691	695
%Limited	34%	35%	36%
%Basic	13%	20%	16%
%Proficient	26%	18%	23%
%Accomplished	13%	20%	14%
%Advanced	15%	6%	11%
Reading Informational Text			
%Below Proficient	40%	39%	41%
%Near Proficient	30%	37%	34%
%Above Proficient	30%	24%	25%
Reading Literary Text			
%Below Proficient	40%	43%	39%
%Near Proficient	21%	27%	39%
%Above Proficient	38%	31%	23%
Writing			
%Below Proficient	34%	45%	36%
%Near Proficient	28%	20%	20%
%Above Proficient	38%	35%	43%

When analyzing Ohio State Testing (OST) data for fourth grade, performance across all three categories, Informational Text, Literary Text, and Writing, are all relatively the same, with no clear strengths. This differs from third grade, where Literary Text stands out as the strongest area.

Just like in third grade, iReady serves as the primary assessment tool. However, in fourth grade, students are not performing as highly on the OST as their iReady projections suggest. This discrepancy highlights the need for additional assessment tools to ensure accurate progress monitoring and targeted instruction.

In the past, OST Benchmarks and Checkpoints were encouraged through training and support but not required. Recognizing that iReady does not assess writing, we implemented a new requirement in January 2025: all grade levels must administer a writing checkpoint. The results were analyzed during our February professional development day to refine writing instruction and scaffolding strategies. Throughout this process, the ESC consultant has been providing valuable support as teachers analyze the data.

Moving forward, OST Benchmarks and Checkpoints will be formally integrated into the fourth-grade assessment map as well in order to ensure a more comprehensive approach to monitoring student progress and strengthening writing instruction.

#### 4th Grade Spring ELA Scores Vs. iReady Spring Projections 2022-2023

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
<b>4</b>	34.04	28	21.28	28	19.15	18	19.15	24	6.38	2	44.68	54

#### 4th Grade Spring ELA Scores Vs. iReady Spring Projections 2023-2024

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
<b>4</b>	37.21	13.9	16.28	37.2	20.93	18.6	13.95	27.9	11.63	2.3	46.51	48.8

## 5th Grade Data

The fifth grade data shows strength in both Informational Text and Literary Text when comparing the near proficient and above proficient. Writing is the area of greatest need.

When looking at the iReady projections, fifth grade has more students who end up scoring proficient than projected; however, we have the same gap as in third and fourth grades. There is no writing in iReady.

To address this, OST Benchmarks and Checkpoints will be added to the assessment map for fifth grade as well. As in other grade levels, a writing checkpoint was required to be given in January of 2025 allowing teachers to analyze the specific data and develop scaffolded lessons to better support student growth in writing.

### 5th Grade Spring ELA Scores Vs. iReady Spring Projections 2022-2023

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
5	11.54	18.9	28.85	24.5	19.23	5.6	19.23	35.9	21.15	15.1	59.61	56.6

### 5th Grade Spring ELA Scores Vs. iReady Spring Projections 2023-2024

	Limited		Basic		Proficient		Accelerated		Advanced		Total	
	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady	OST	iReady
5	12.73	20	18.18	23.6	29.09	18.2	21.82	18.2	18.18	20	69.09	56.4

## 6th Grade Data

Performance Levels	School Year & Test Reason		
6th	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	58	57	51
Average Scale Score	709	704	685
%Limited	7%	25%	31%
%Basic	34%	19%	27%
%Proficient	26%	19%	22%
%Accomplished	21%	21%	16%
%Advanced	12%	16%	4%
Reading Informational Text			
%Below Proficient	22%	35%	31%
%Near Proficient	38%	25%	33%
%Above Proficient	40%	40%	35%
Reading Literary Text			
%Below Proficient	19%	33%	55%
%Near Proficient	38%	19%	22%
%Above Proficient	43%	47%	24%
Writing			
%Below Proficient	28%	32%	47%
%Near Proficient	34%	42%	37%
%Above Proficient	38%	26%	16%

Sixth-grade data indicates that Informational Text is the strongest category, while Literary Text and Writing are the weakest when analyzing the combined near proficient and above proficient scores.

To improve instruction and monitor progress, ELA teachers at the junior/senior high school have been required to administer OST Benchmarks and Checkpoints three times a year—at the beginning, middle, and end of the year. However, we have found that the shorter OST Checkpoints need to be used more frequently to provide ongoing data that better informs instruction.

As part of this effort, an assessment map will be developed for sixth grade to ensure a more structured and consistent approach to tracking student progress and addressing areas of need.

## 7th Grade Data

Performance Levels	School Year & Test Reason		
7th	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	68	56	56
Average Scale Score	699	712	701
%Limited	25%	14%	30%
%Basic	25%	18%	16%
%Proficient	24%	27%	21%
%Accomplished	18%	21%	16%
%Advanced	9%	20%	16%
Reading Informational Text			
%Below Proficient	29%	25%	32%
%Near Proficient	37%	29%	34%
%Above Proficient	34%	46%	34%
Reading Literary Text			
%Below Proficient	35%	20%	29%
%Near Proficient	29%	38%	27%
%Above Proficient	35%	43%	45%
Writing			
%Below Proficient	37%	30%	39%
%Near Proficient	34%	16%	14%
%Above Proficient	29%	54%	46%

Seventh-grade data reveals that Literary Text has been the strongest category, particularly over the past two years. Informational Text follows closely behind, while Writing remains the most challenging area for students, consistent with trends seen in other grade levels.

To address these needs, seventh grade will develop an assessment map to ensure OST Benchmarks and Checkpoints are administered more consistently. Regular use of these assessments will provide valuable data, enabling teachers to create targeted, scaffolded lessons that support students at all proficiency levels.

## 8th Grade Data

Performance Levels	School Year & Test Reason		
8th	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	39	60	50
Average Scale Score	691	697	696
%Limited	33%	35%	34%
%Basic	23%	17%	12%
%Proficient	33%	32%	38%
%Accomplished	10%	7%	14%
%Advanced	0%	10%	2%
Reading Informational Text			
%Below Proficient	36%	43%	38%
%Near Proficient	41%	25%	38%
%Above Proficient	23%	32%	24%
Reading Literary Text			
%Below Proficient	33%	30%	36%
%Near Proficient	46%	40%	26%
%Above Proficient	21%	30%	38%
Writing			
%Below Proficient	46%	35%	28%
%Near Proficient	36%	37%	50%
%Above Proficient	18%	28%	22%

Eighth grade data has been inconsistent over the course of the past three years in all categories. In the most recent year, Writing is the strongest of the three categories when looking at the combination of near proficient and above proficient. Informational Text and Literary Text are slightly lower.

## ELA II Data

Performance Levels	School Year & Test Reason		
ELA II	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (OST)	Spring 2023 (OST)	Spring 2024 (OST)
Overall			
Student Count	42	55	37
Average Scale Score	701	706	702
%Limited	14%	18%	19%
%Basic	29%	20%	24%
%Proficient	45%	35%	38%
%Accomplished	12%	20%	8%
%Advanced	0%	7%	11%
Reading Informational Text			
%Below Proficient	26%	29%	22%
%Near Proficient	36%	29%	49%
%Above Proficient	38%	42%	30%
Reading Literary Text			
%Below Proficient	26%	25%	30%
%Near Proficient	55%	29%	38%
%Above Proficient	19%	45%	32%
Writing			
%Below Proficient	38%	27%	22%
%Near Proficient	36%	20%	38%
%Above Proficient	26%	53%	41%

ELA II data demonstrates steady growth in Writing over the past three years, as reflected in the increasing percentage of students scoring near proficient and above proficient. Students consistently perform well in Informational Text, with Literary Text trailing slightly behind.

At this grade level, separating the near proficient from the above proficient provides deeper insight. From this perspective, Informational Text emerges as the lowest-performing area, highlighting the need for targeted instructional support.

To ensure more consistent use of OST Benchmarks and Checkpoints, an assessment map will also be developed in ELA II, allowing teachers to track progress effectively and tailor instruction to address specific areas of need.



## **Additional Conclusions Based on Grades 3-High School ELA Data**

When looking at grades 3 through high school overall data, writing and informational text are the lowest areas. As mentioned throughout, assessment maps will be created for all grade levels in order to incorporate the use of iReady and OST Benchmarks and Checkpoints in grades 3-5. In grades 6-high school ELA, the assessment maps will utilize the OST Benchmarks and Checkpoints more often than three times a year. The use of these assessments will be especially beneficial in Writing as teachers will be able to see student writing along with the scoring on the rubric. Teachers will be able to provide direct and explicit instruction in writing based on this data.

To support Informational Text, evidence-based practices will be utilized. These practices are shared in *Ohio's Plan* (2025) and include the following:

- Provide explicit vocabulary instruction
- Provide direct and explicit comprehension strategy instruction
- Provide opportunities for extended discussion of text meaning and interpretation (p. 74)

In addition, disciplinary literacy instruction will be utilized, especially in grades 6 and up. According to the document, *Implementing Ohio's Plan to Raise Literacy Achievement, Grades 6-12* (2023), disciplinary literacy instruction is defined as “a theory based in the belief that secondary students should use specialized strategies to engage with authentic literacy experiences” (p. 36). Furthermore, these practices develop “students’ understanding of how experts use reading, writing and discourse to engage in the practice of disciplines” and support “the use of Ohio’s Standards for Literacy in History/Social Studies, Science and the Technical Subjects 6-12 as a means of embedding disciplinary practices across content areas” (p. 39).

## **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.*

Several internal and external factors have been identified as contributing to challenges in reading achievement within our community.

- **Teacher Turnover:** Like many districts, we have experienced teacher turnover, primarily due to factors such as proximity to the school and personal decisions to stay home with young children. These challenges are difficult to mitigate, however, strengthening our documentation of educator support and onboarding processes can help improve retention and ease transitions for new staff.

- **Teacher Overload:** Continuing to ensure alignment across all district initiatives is essential to preventing teacher burnout. We need to continue refining our support systems while streamlining expectations and providing teachers with the necessary resources to succeed.
- **Student Learning Gaps:** The impact of the COVID-19 pandemic remains evident, particularly among our youngest learners, who were at a critical stage in their development. Many are not only performing two years behind academically but also demonstrating delays in executive functioning and behavioral maturity. Addressing these gaps requires a multi-faceted approach that supports both academic and social-emotional development. We have started this work and need to continue it.
- **Students with Disabilities (SWD):** When looking particularly at our middle school students, we have seen a particularly high percentage of students identified as SWD classified under Other Health Impairment (OHI) for ADHD. Ensuring differentiated, proactive support for SWD, and all students, is critical to foster engagement and increase growth.
- **Core and Aligned Instructional Resources:** A significant gap exists in High-Quality Instructional Materials (HQIM) in English Language Arts. While supplemental materials were aligned two years ago, we are adopting HQIM in grades K-5 to provide teachers with a strong foundation and reduce instructional planning burdens. This same process needs to be extended to grades 6-12 as well to ensure consistency across all levels.

By addressing these factors with intentional strategies and sustained support, we will create a stronger, more equitable learning environment that fosters literacy for all students.

## 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.*

Our root cause analysis revealed patterns closely aligned with *Ohio's Plan to Raise Literacy Achievement*.

- **Addressing Gaps:** Too often, students who “start behind, stay behind.” Our data shows this as well. We are seeing growth among our students, but we need to continue working intentionally to close the gaps and ensure all learners reach their full potential.
- **Strengthening District Infrastructure:** We have established a framework for collecting, analyzing, and utilizing data regularly. Our Multi-Tiered System of Supports (MTSS) is in place, and we have made strides in aligning our work across all areas. We need to especially look at how we service our most vulnerable sub-group of Students with Disabilities, ensuring we are proactively moving them forward. We need to remain committed and focused, ensuring that daily demands do not lead to initiative overload or dilution of our efforts.

- **Implementing Evidence-Based Instruction:** It is critical that we consistently use instructional practices grounded in the Science of Reading and aligned with *Ohio's Learning Standards for English Language Arts*. We continue to develop a structured system for differentiation across all tiers of instruction—engaging, challenging, and supporting every student.
- **Fostering Collective Efficacy:** We have begun cultivating a culture of collective efficacy, however, we need to deepen this mindset. It is essential that we all truly believe in and show in our actions our shared ability to help every student learn and grow.
- **Enhancing Family Engagement:** Our district has a strong history of family participation in events. Now, we need to go beyond attendance to build deeper partnerships, actively involving families in literacy improvement and ensuring that our engagement efforts are meaningful, impactful, and sustained. We will continue to leverage partnerships in our community for support as well.

Staying focused on these priorities, we allow us to create lasting change to drive literacy achievement forward for all students.

## 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.*

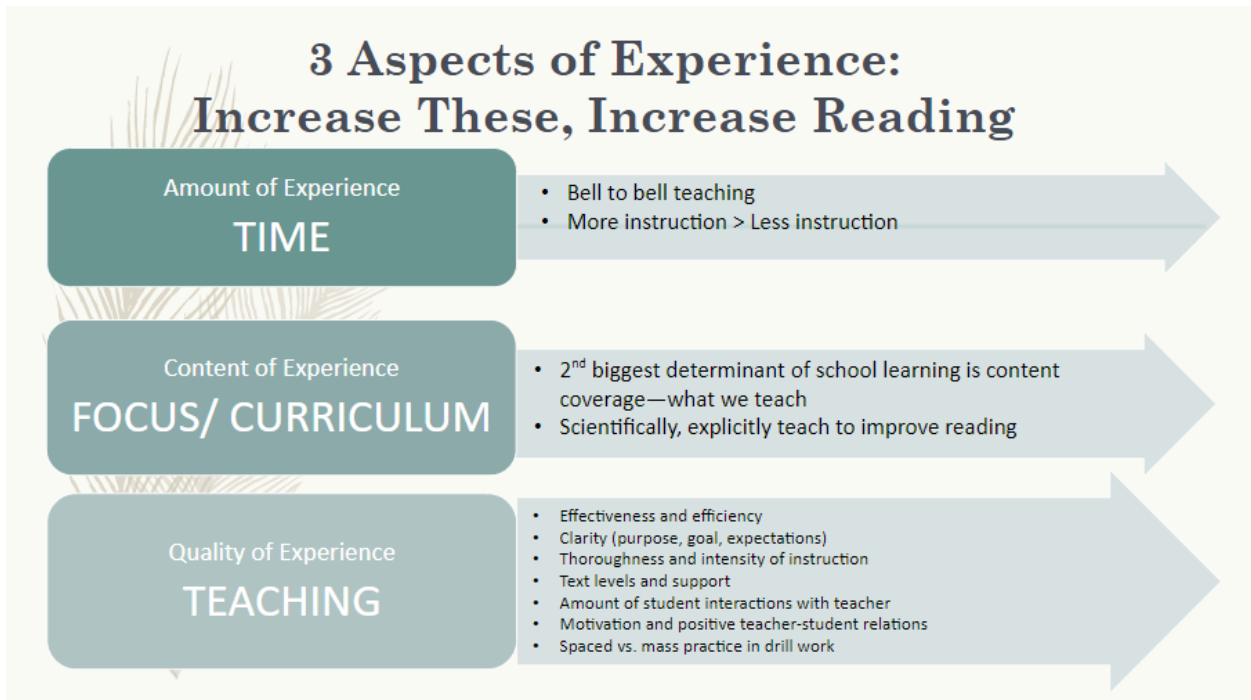
Ridgedale Local Schools defines literacy as more than just being able to read. Our literacy vision, which is based on the defined view of literacy shared by the International Literacy Association and *Ohio's Plan to Raise Literacy Achievement*, is for all students with the skills and knowledge necessary “to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context” (ILA) so they are empowered to make a difference in the world. This work is critical because “reading difficulties are associated with heightened risks of depression, increased dropout rates, lower income levels, and decreased likelihood of earning college degrees” (Miller et al., 2010; Maughan et al., 2003; Hernandez, 2012; McLaughlin et al., 2014, as cited in *Ohio's Plan to Raise Literacy Achievement*, 2024, p. 17). Furthermore, we firmly believe “[a]ttaining proficiency in language and literacy skills is not merely desirable; it is imperative for the success of all students” (*Ohio's Plan to Raise Literacy Achievement*, 2024, p. 17). Hattie's work (2018) shows the impact of teachers believing they cause student learning and working together toward a common goal. Collective teacher efficacy is now ranked as the top influence on student achievement. *Ohio's Plan* (2024) reinforces this belief as well, honing in on SWD, which is a focus group for our district, by declaring, “It is imperative to approach the literacy needs of students with disabilities with the steadfast conviction that these students can and will succeed; that they are able to achieve the same expectations for reading accomplishment as all other students” (p. 21). We will continue to cultivate a culture of collective teacher efficacy

in language and literacy and ensure our work is anchored in the Science of Reading, utilizing evidence-based instructional strategies to help all students become proficient readers.

Like *Ohio’s Plan* (2024), we are committed to developing and strengthening supports to provide core instruction that is differentiated and tiered to meet the needs of all students. We will do this by following the lead of *Ohio’s Plan* that shares the following:

- Using evidence-based instructional practices and accessible assessments
- Ensuring all educators have access to content-rich, high-quality instructional materials aligned to state standards and science of reading to be completed for the 2025-26 school year for grades K-5 and begin process for grades 6-12 in 2025-26
- Ensuring educators have access, ongoing training, and coaching in assessments and materials to plan for and implement differentiated instruction and intensify instruction
- Ensuring all educators are implementing culturally and linguistically responsive practices to address the diverse backgrounds and needs of students
- Providing educators with the opportunity to collaborate and plan for differentiated instruction to support a range of learners (p. 26)

Dr. Timothy Shanahan, at a live professional development opportunity in 2019, shared his view on the 3 Aspects of Experience and how educators can increase these to increase reading. These are shown in a graphic created by our superintendent and is found below. We will use these as guiding principles when we look at our instructional days/time periods as well.



## 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.*

<b>Overarching Outcomes</b>
By 2029, 100% of students in grade K-12 ELA will make gains in overall language and literacy achievement.
<b>Goal 1a: PK-2 Student Outcome Measures</b>
Ridgedale will increase PK-2 students on-track proficiency by at least 5% annually or reaching at least 80% as measured by using iReady. (This is equivalent to 5% each year for the four years.)
<b>Goal 1b: Students with Disabilities Sub-Group Outcome Measures</b>
90% of students with disabilities in PK-2 will demonstrate improvement by 5% annually as measured by using iReady.
<b>Goal 1c: 3-8 and ELA II Student Outcome Measures</b>
By Spring 2029, Ridgedale will decrease the number of students in 3rd-high school ELA who score limited on ELA OST by 12% while increasing the number of students scoring proficient and above by 20%. (This is equivalent to a 3% reduction each year in limited and a 5% increase in proficiency or above each year.)
<b>Goal 1d: Students with Disabilities Sub-Group Outcome Measures</b>
By Spring 2029, 90% of students with disabilities in 3rd-high school ELA will demonstrate improvement on ELA OST by at least 5% annually.
<b>Goal 2a: Data Evaluation and Use Adult Outcome Measures</b>
By Spring 2029, 100% of educators will use data-based decision making through a problem-solving model by collecting, analyzing, and using assessment data to support students through tiers of instruction as measured by instructional learning walks, TBT documentation, teacher feedback from professional learning, and growth as shown in

student assessments.
<b>Goal 2b: Instructional Practices Use Adult Outcome Measures</b>
By Spring 2029, 100% of educators will implement instructional practices aligned to professional learning as measured by building level instructional items on the Reading Tiered Fidelity Inventory and leadership team reports of school-wide observations.

## 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.*

Our student goals are intentionally listed first, as they remain our highest priority, however, we firmly believe that meaningful student growth can only occur when there is a strong focus on adult implementation. To guide this process, in one of our Building Leadership Team (BLT) combined meetings, we developed the KPOW framework after engaging in professional development discussions at NCOESC. This approach ensures educators are equipped with the knowledge, skills, and mindset necessary to drive student success.

KPOW Framework:

- **Knowledge:** Educators must first develop a deep understanding of effective instructional practices. This is achieved through ongoing, job-embedded professional development and coaching.
- **Practice:** Knowledge alone is not enough; educators must actively implement these strategies with fidelity in their daily instruction.
- **Outcomes:** As educators consistently apply these practices, we will see measurable improvements in student achievement and literacy outcomes.
- **Way of Thinking:** When teachers witness the positive impact of these strategies, their mindset shifts, reinforcing a culture of collective efficacy that aligns with our district mission and literacy vision.

By embedding KPOW into our instructional practices, we create a cycle of continuous improvement that not only enhances teacher effectiveness but also drives student success at every level.

We believe that by focusing on the adult measures found in the action maps below, we will be able to increase the measures in the student goals listed below:

- Ridgedale will increase PK-2 students on-track proficiency by at least 5% annually or reaching at least 80% as measured by using iReady. (This is equivalent to 5% each year for the four years.)
- 90% of students with disabilities in PK-2 will demonstrate improvement by 5% annually as measured by using iReady.
- By Spring 2029, Ridgedale will decrease the number of students in 3rd-high school ELA who score limited on ELA OST by 12% while increasing the number of students scoring proficient and above by 20%. (This is equivalent to a 3% reduction each year in limited and a 5% increase in proficiency or above each year.)
- By Spring 2029, 90% of students with disabilities in 3rd-high school ELA will demonstrate improvement on ELA OST by at least 5% annually.

As part of making our goals “smarter” as they go along, we will map out specific instructional strategies that will be utilized to support students in literacy.

### Goal # 2a Action Map

Goal Statement:

By Spring 2029, 100% of educators will use data-based decision making through a problem-solving model by collecting, analyzing, and using assessment data to support students through tiers of instruction as measured by instructional walk-throughs, TBT documentation, and growth as shown in student assessments.

Evidence-Based Strategy or Strategies: Job-embedded, on-going professional development with support through coaching, modeling, practice, and feedback and monitoring through walk-throughs and informal observations.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Review and update MTSS framework/handbook	Utilize Branching Minds system	DLT-BLT-TBT framework focused on data
Timeline	Summer 2025 and on-going as needed	Starting Spring 2025 and continuing	Started in 2022-23 and continuing with more robust focus on data
Lead Person(s)	Student Services Supervisor; MTSS coordinators; Principals	Student Services Supervisor	DLT
Resources Needed	Current framework/handbook; Branching Minds training and system	Branching Minds training and system	DLT-BLT-TBT framework; TBT forms; professional development time

<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	Branching Minds training  Work time for Student Services Supervisor and MTSS coordinators	Branching Minds training for staff	Professional development time for collaboration of TBTs  DLT and BLT meetings alternating every other month
<b>Measure of Success</b>	Updated MTSS framework/handbook	Regular use of Branching Minds for data use	
<b>Description of Funding</b>	Not needed	Title I and general funds	
<b>Check-in/Review Date</b>	Monthly after Branching Minds training	Student Services Supervisor and MTSS Coordinators will meet monthly	

## Goal # 2b Action Map

Goal Statement:

By Spring 2029, 100% of educators will implement instructional practices aligned to professional learning as measured by building level instructional items on the Reading Tiered Fidelity Inventory and leadership team reports of school-wide observations.

Evidence-Based Strategy or Strategies: Evidence based literacy instruction, effective feedback, formative assessments; job-embedded, on-going professional development with support through coaching, modeling, practice, and feedback and monitoring through walk-throughs and informal observations

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Implementation Component</b>	Evidence Based Literacy Instruction	Instructional Coaching Cycles	Learning Walks
<b>Timeline</b>	Continuing from 2022-23 and continuing	Beginning 2025-26 and continuing	Beginning 2025-26 and continuing
<b>Lead Person(s)</b>	ESC consultants; Administration; TBTs	ESC consultants	ESC consultants; Principals



<b>Resources Needed</b>	Science of Reading evidence-based instructional practices	Embedded professional development time for teachers	<i>The Impact Cycle</i> book; professional development time for principals
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	<p>Professional development time to review, reflect, and learn about SOR practices; understanding and use of DOK</p> <p>Teacher based team time to work and learn collaboratively</p>	<p>Professional development time to understand coaching cycles</p> <p>Coaching cycles for modeling and reflection</p>	<p>Professional development on the Coaching Cycle for principals led by consultants</p> <p>Learning Walks with principals and consultants</p> <p>Regular meetings with principals and consultants to reflect on learning walks</p>
<b>Measure of Success</b>	<p>Increase in use of high yield instructional practices aligned to the science of reading</p> <p>Increase in student achievement</p>	<p>Regular coaching cycles</p> <p>Increase in observations of high yield instructional practices aligned to the science of reading</p> <p>Increase in student achievement</p>	<p>Frequency of learning walks</p> <p>Increase in observations of high yield instructional practices aligned to the science of reading</p> <p>Increase in student achievement</p>
<b>Description of Funding</b>	Title I and II funding	Title I and II funding	Title I and II funding
<b>Check-in/Review Date</b>	All staff professional development days and quarterly meetings with ESC consultants and principals	All staff professional development days and quarterly meetings with ESC consultants and principals	Quarterly meetings with ESC consultants and principals

	Action Step 4	Action Step 5	Action Step 6
Implementation Component	Use of HQIM in K-5	Review and selection of intervention program in 6-12	Use of intervention Program in 6-12
Timeline	Selection process 2024-25; training and implementation starting in 2025-26 and ongoing support as needed	Selection process in 2025-26	Training and implementation in 2026-27 and ongoing support as needed
Lead Person(s)	ESC consultants; principal; curriculum company	ESC consultants; principals; ELA and IS teachers	ESC consultants; principals; intervention program trainers
Resources Needed	Curriculum materials; professional development and support from company; ESC consultant support	HQIM process for selection; samples of approved intervention programs	Intervention materials; professional development and support from company; ESC consultant support
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development time for initial training and on-going support  Teacher based team time to work and learn collaboratively  ESC consultant coaching and support	Work time for staff to review materials, engage in dialogue and visit schools using the programs	Professional development time for initial training and on-going support  Teacher based team time to work and learn collaboratively  ESC consultant coaching and support
Measure of Success	HQIM used with fidelity  Observation of use of materials through learning	Approved intervention chosen and purchased	Intervention programming used with fidelity  Observation of use of materials through

	walks and coaching cycles		learning walks and coaching cycles
	Increase in student achievement		Increase in student achievement
<b>Description of Funding</b>	Funding provided by the state and general funds	Title II funding for consultants	General funds to purchase curriculum
<b>Check-in/Review Date</b>	All staff professional development days and quarterly meetings with ESC consultants and principals	Timeline will be created with ESC consultant(s), principals, and teaching staff with selection date by Spring 2026	All staff professional development days and quarterly meetings with ESC consultants and principals

## 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.*

In the 2022-23 school year, we refined the DLT-BLT-TBT framework, with the District Leadership Team (DLT) meeting approximately three times a year. Building Leadership Teams (BLTs) operated on different schedules—elementary schools met monthly, while the junior/senior high school convened about three times per year. Beginning in the 2023-24 school year, we introduced “Fueled Up Fridays” to enhance collaboration, shared leadership, and student engagement while strengthening our DLT-BLT-TBT framework. Held on the last Friday of each month, these sessions follow a two-hour delay schedule with all students present. During this time, students participate in activities aligned with PBIS and our district’s vision and cornerstones, including PBIS rewards, college and career readiness connections, and safety lessons. Feedback from students and families has been overwhelmingly positive. A key benefit of Fueled Up Fridays is the creation of consistent, structured meeting times for both our DLT and BLTs, which now meet alternately each month. This regular schedule has strengthened our ability to have focused, in-depth discussions, particularly as we refine our root cause analysis and develop our new One Plan.

Looking ahead to the 2025-26 school year, our focus will shift toward a more intentional use of academic data and instructional strategies, while also deepening family engagement with an academic foundation. At the same time, we remain committed to balancing this work with the social-emotional needs and supports of our students. To enhance our efficiency in data analysis, we believe the implementation of Branching Minds will provide a more comprehensive and historical perspective on student progress. Additionally, we will continue

using feedback surveys following professional development and staff workdays to monitor teacher understanding and reflection. Our TBT forms will also serve as a critical tool for monitoring and documenting progress to take information from TBTs to BLTs to the DLT. These forms include the following components:

- Area of Focus (Based on Data)
- What are you going to do in order to address the concern? (Commitments)
- How will you know that you have made a difference? (Evidence/Scoreboard)
- When is your goal date to have made a difference? (Timeline)

These data review structures will strengthen our data-driven decision-making and teacher collaboration processes to increase shared leadership. In addition, we will monitor data and implementation in a structured way to build a more efficient, student-centered system that supports both academic growth and overall well-being.

Continuing to work with our ESC consultants will play a vital role in supporting, coaching, training, and modeling best practices throughout the school year. These consultants will conduct regular check-ins with both literacy teachers and principals, fostering a culture of continuous growth and collective efficacy to strengthen instructional practices and student outcomes. They will work with the principals to perform learning walks to monitor adult implementation and gather data to support teachers.

As previously mentioned, we believe that increasing adult implementation will lead to improved student outcomes. By utilizing assessment data aligned with the assessment maps we develop, we will consistently monitor student achievement and growth, making data-driven adjustments as needed. This process will be guided by our MTSS framework, ensuring a comprehensive and responsive approach to student support. Our leadership team will utilize learning walks to gather data on adult implementation as well.

We will continue to provide feedback loops for teachers to provide input in their learning and support. We will work on a tiered family engagement plan to support families at all levels of need.

We will progress monitor this literacy plan through staff meeting time, DLT/BLT/TBT meeting times, and/or professional development time. We will conduct a formal review of the literacy plan each year in order to assess its effectiveness and make data-informed decisions.

## 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.

In Section 5, we mapped out an overall view of continuing and supporting staff in science of reading, evidence-based strategies. This section provides us with an opportunity to elaborate on the specific evidence-based strategies that will be used to support all learners, including SWD and those on Reading Improvement and Monitoring Plans (RIMPs). This is not meant to be an exhaustive list, because as we know, when we know better, we will do better, so we are committed to understanding and utilizing Science of Reading.

Using the *What Works Clearinghouse* as a resource, for grades K-5, we selected the following practices and interventions aligned to our goals and identified as having strong evidence by the WWC.

- Develop awareness of the segments of sound in speech and how they link to letters focusing on:
  - Phonological awareness and phonemes
  - Phonics

\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and iReady data.
- Teach students to decode words, analyze word parts, and write and recognize words by providing instruction on the following:
  - Blending/chunking
  - Common sound-spelling patterns
  - Common word parts, including prefixes, suffixes, and roots

- Decodable words in isolation and in text
- High-frequency words
- Introduce non-decodable/irregular words important to text

\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and iReady data.

- Provide explicit vocabulary instruction by incorporating the following suggestions:
  - Dedicated, focused time to vocabulary instruction
  - Repeated exposure to new word in various formats (written and oral)
  - Opportunities to use vocabulary in a variety of contexts, such as discussion, writing, and reading
  - Instruction on common word parts, including prefixes, suffixes, and roots

\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and iReady data.

- Provide direct and explicit research-based reading comprehension strategies through a gradual release model with multiple opportunities to practice the strategies on appropriate text, focusing on the following strategies:
  - Activating prior knowledge/predicting
  - Questioning
  - Visualizing
  - Monitoring, clarifying, and fix up
  - Drawing inferences
  - Summarizing/retelling

\*This strategy will support learners on RIMPs as comprehension skills were found to be a weakness based on our iReady data.

- Explicitly teach appropriate writing strategies for a variety of purposes using a Model-Practice-Reflect instructional cycle which includes:
  - Teaching strategies for planning and goal setting, drafting, evaluating, revising, and editing
  - Modeling strategies
  - Providing time to apply and practice specific techniques for a variety of writing purposes and audiences (see sample purposes and techniques in the following table)

Purpose	Specific Technique	How Students Can Use the Technique
<b>Describe</b>	Sensory details	<ul style="list-style-type: none"> <li>Use their five senses, as applicable:               <ul style="list-style-type: none"> <li>What did you <i>see</i>? How did it <i>look</i>?</li> <li>What sounds did you <i>hear</i>?</li> <li>What did you <i>touch</i>? How did it <i>feel</i>?</li> <li>What could you <i>smell</i>?</li> <li>What did you <i>taste</i>?</li> </ul> </li> </ul>
<b>Narrate</b>	Story grammar	<ul style="list-style-type: none"> <li>Consider the following questions when developing their story:               <ul style="list-style-type: none"> <li>Who are the main characters?</li> <li>When does the story take place?</li> <li>Where does the story take place?</li> <li>What do the main characters want to do?</li> <li>What happens when the main characters try to do it?</li> <li>How does the story end?</li> <li>How does the main character feel?</li> </ul> </li> <li>In older grades, expand the strategy in the following ways:               <ul style="list-style-type: none"> <li>Tell the story from the point of view of a character other than the main character.</li> <li>Add an interesting or surprising twist to the story.</li> </ul> </li> </ul>
<b>Inform</b>	Report writing	<ul style="list-style-type: none"> <li>Complete a K-W-L chart:               <ul style="list-style-type: none"> <li>What I <b>K</b>now</li> <li>What I <b>W</b>ant to know</li> <li>What I <b>L</b>earned</li> </ul> </li> <li>In the K-W-L chart, gather appropriate information:               <ul style="list-style-type: none"> <li>Brainstorm. (What do I know about the topic?)</li> <li>Extend brainstorming. (What do I want to know about the topic? What other information would be helpful to learn about the topic?)</li> <li>Gather additional information and add to the chart. (What have I learned? Did I list anything during brainstorming that was inaccurate and needs to be crossed off the chart?)</li> </ul> </li> <li>Review the K-W-L chart and circle the most important ideas to include in the report.</li> <li>Develop an outline, showing which ideas will be included in the report and the order in which they will be presented.</li> <li>Continue planning while writing, gathering new information, and adding to the outline as needed.</li> <li>Be sure to implement each aspect of the plan as they write.</li> </ul>
<b>Persuade/ analyze</b>	STOP	<ul style="list-style-type: none"> <li>Before they write, STOP and:               <ul style="list-style-type: none"> <li><b>S</b>uspend judgment.</li> <li><b>T</b>ake sides.</li> <li><b>O</b>rganize ideas.</li> <li><b>P</b>lan to adjust as they write.</li> </ul> </li> </ul>
	DARE <sup>53</sup>	<ul style="list-style-type: none"> <li>DARE to check their paper to be sure they have:               <ul style="list-style-type: none"> <li><b>D</b>eveloped their thesis.</li> <li><b>A</b>dded ideas to support their ideas.</li> <li><b>R</b>ejected arguments on the other side.</li> <li><b>E</b>nded with a strong conclusion.</li> </ul> </li> </ul>
	TREE	<ul style="list-style-type: none"> <li>As they write:               <ul style="list-style-type: none"> <li><b>T</b>ell what they believe. (State a topic sentence.)</li> <li><b>R</b>eprovide three or more <b>R</b>easons. (Why do I believe this?)</li> <li><b>E</b>nd it. (Wrap it up right.)</li> <li><b>E</b>xamine. (Do I have all my parts?)</li> </ul> </li> <li>In older grades, expand the strategy as follows:               <ul style="list-style-type: none"> <li>Replace the <b>E</b>xamine step with <b>E</b>xplain reasons. (Say more about each reason.)</li> </ul> </li> </ul>

- Engaging students in evaluating and reflecting on their own writing as well as their peers' writing
- Continuing to screen all students in grades K-5 for potential reading problems three times a year to create flexible groups to support students

who score below the benchmark score in order to provide intensive, systematic instruction on identified learning needs by trained specialists  
\*This strategy will support learners on RIMPs as comprehension skills were found to be a weakness based on our iReady data.

In order to improve adolescent literacy instruction, we will follow the evidence-based practices found in *Ohio's Plan* (2025), which have been adapted from *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide* (Kamil et al., 2008) including the following:

- Provide explicit vocabulary instruction. (Strong Evidence)
- Provide direct and explicit comprehension strategy instruction (Strong Evidence)
- Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence)
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) (p.74)

Additionally, we will utilize evidence-based practices for providing interventions in adolescent literacy as listed in *Ohio's Plan* (2025) and are adapted from *Providing Reading Interventions in Grades 4-9: Educator's Practice Guide* (Vaughn et al., 2022), which include the following:

- Build students' decoding skills so they can read complex, multisyllabic words. (Strong Evidence)
- Provide purposeful fluency-building activities to help students read effortlessly. (Strong Evidence)
- Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong Evidence)
  - Part 3A. Build students' world and word knowledge so they can make sense of the text.
  - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
  - Part 3C. Teach students a routine for determining the gist of a short section of text.
  - Part 3D. Teach students to monitor their comprehension as they read.
- Provide students with opportunities to practice making sense of stretch text (challenging text) that will expose them to complex ideas and information. (Strong Evidence)



## **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.*

As a district, we are committed to ensuring that evidence-based strategies are implemented and supported. The effectiveness of these strategies will be monitored through evidence of adult implementation. We will use the components below to monitor this work.

- Professional development will be designed based on the following:
  - Analyzing data and identifying strengths and needs
  - Understanding the depth and rigor of Ohio's Learning Standards and the Science of Reading
  - Explicit instruction on evidence-based literacy strategies aligned to Ohio's Learning Standards and the Science of Reading
  - Curriculum-Based professional learning for grades K-5
  - Intervention-Based professional learning for grades 6 and up (after intervention program is chosen)
  - Formative assessment support and monitoring, including assessment maps
- Regular learning walks with consultants/coaches and principals using a commonly created form to gather data of instructional practices utilized and support needed
- Communication and collaboration infrastructure with documentation using district forms, including DLT-BLT-TBT, which functions to:
  - Improve instruction
  - Promote professional growth
  - Build collaboration between educators
  - Communicate needs
  - Monitor adult implementation
- Increased coaching at the instructional level as well as systems coaching and peer coaching. These coaching types are described in *Ohio's Plan* (2025) as follows:
  - Instructional Coaching: Develop educator's knowledge, skills, and abilities in content-specific strategies to improve student learning
  - Systems Coaching: Develop knowledge, skills, and abilities in district and school infrastructures to promote the use of high-quality language and literacy strategies

- Peer Coaching: Drive forth improvement grounded in common professional learning and curriculum implementation. Peers support and guide each other, sharing knowledge, feedback, and best practices. (p. 40)
- Use of Multi-Tiered System of Supports including progress monitoring of all students, especially for students on Reading Improvement and Monitoring Plans (RIMPs)
  - Assessments and strategies will be tracked and updated regularly in Branching Minds
  - Consultants/coaches and building leaders will provide guidance and support
  - Regular communication with families will take place
  - School based teams meet monthly to discuss
- Teacher feedback from professional learning and coaching opportunities

## **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 135<sup>th</sup> 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.*

### **CURRICULUM-BASED PROFESSIONAL LEARNING: Being a Reader**

#### **PROGRAM AND CONCEPTS**

We completed the exploration and adoption phase to select The Being a Reader program, which is a state-approved, comprehensive literacy curriculum designed to support early reading development through structured small-group and whole-class instruction. It focuses on phonemic awareness and phonics, comprehension strategies, fluency and vocabulary development, and independent and collaborative reading practices.

## LEAD STAFF MEMBERS

ESC coach, Title staff, and BLT members who teach ELA, and principal

## AUDIENCE

Elementary general education teachers, intervention specialists, Title staff, paraprofessionals, principals, ESC coach

## YEAR 1 2025-26: PROGRAM INSTALLATION AND INITIAL IMPLEMENTATION

### Key Learning:

- Foundational understanding of stages of reading development
- Small-group and whole class assessments and differentiated support (MTSS)
- Instructional routines and planning (independent work, book clubs, extended instruction)

## YEAR 2 2026-27: FULL IMPLEMENTATION AND DEEPENING PRACTICE

### Key Learning:

- Reinforce Year 1 with refresher activities as needed
- More advanced instructional strategies and lesson facilitation
- Analyzing student progress through assessments (MTSS)
- Collaborative coach building

## YEAR 3 2027-28: INNOVATION, REFINING PRACTICE, AND EXPANDING CAPACITY

### Key Learning:

- Reinforce Years 1 and 2 with refresher activities as needed
- Deeper student grouping and differentiation strategies (MTSS)
- Use of data to adjust reading instruction
- Peer coaching and educator-driven topics
- Collaborative coach building

## YEAR 4 2028-29: SUSTAINING AND CONTINUOUS IMPROVEMENT

### Key Learning:

- Reinforce Years 1, 2, and 3 with refresher activities as needed
- Leadership team and educator-led professional learning
- Peer coaching
- Data-driven modifications (MTSS)
- Collaborative coach building

## ALL YEARS MONITORING, IMPROVING, SUSTAINING

- Ongoing strategic reflecting and planning
- Ongoing feedback from all staff
- Literacy data reviews
- Being a Reader Learning Walks
- Ongoing coaching cycles and building capacity for peer coaching cycles
- RTFI

By Year 4, the Being a Reader program will be fully integrated into the school's instructional culture. Professional learning shifts toward continuous improvement, data-driven decision-making, and peer coaching.

## **INTERVENTION-BASED PROFESSIONAL LEARNING: Sonday System 1/2 and Acadience Diagnostics**

### **PROGRAM AND CONCEPTS**

In order to extend the intervention programming we use in the elementary, we will utilize the state-approved Sonday System 1 and 2 to provide structured, systematic, multisensory reading intervention for students at the jr/sr high school.

### **LEAD STAFF MEMBERS**

ESC coach, Intervention Specialists, BLT members who teach ELA, principals

### **AUDIENCE**

Jr/Sr High intervention specialists, ELA teachers, principals

### **YEAR 1 2025-26: PROGRAM INSTALLATION AND INITIAL IMPLEMENTATION**

- Initial Orton-Gillingham training for staff providing intervention
- Training on when and how to use Acadience for diagnostics and progress monitoring (MTSS)
- Data reviews to assess student progress and make necessary adjustments (MTSS)
- Strategic planning sessions to address challenges and refine instruction (MTSS)

### **YEAR 2 2026-27: FULL IMPLEMENTATION AND DEEPENING PRACTICE**

- Initial Orton-Gillingham training for any new staff providing intervention
- Refresher training
- More advanced instructional strategies and lesson facilitation (MTSS)
- Data reviews to assess student progress and make necessary adjustments (MTSS)
- Strategic planning sessions to address challenges and refine instruction (MTSS)

### **ALL YEARS MONITORING, IMPROVING, SUSTAINING**

- Ongoing strategic reflection and planning
- Continuous feedback loops from all staff
- Regular literacy data reviews
- Coaching cycles and building capacity for peer coaching
- Adjustments to professional learning based on needs and outcomes
- Learning walks of Sonday System 1 and 2
- RTFI

By the end of Year 2, the Sonday System 1 and 2 will be fully integrated into intervention instruction. The focus shifts toward sustainability, peer coaching, and ongoing refinement to ensure long-term success in literacy outcomes.

## **CURRICULUM-BASED PROFESSIONAL LEARNING: CommonLit 360**

### **CURRICULUM-BASED PROFESSIONAL LEARNING: CommonLit 360 and beyond**

#### **PROGRAMMING**

To enhance coherence and effectiveness across grades for the 2025-26, we will implement CommonLit 360, a research-based, comprehensive ELA curriculum centered on high-quality texts, evidence-based instruction, and disciplinary literacy. A formal selection process will be completed to decide if we want to continue with this program or move to another. No matter the core curriculum, our learning plan and programming will be similar. PD, training, and coaching including 20 hrs virtual, synchronous all staff; 5 hrs virtual with leaders; 10 hrs. virtual coaching with lead teachers; and embedded ESC coaching

#### **LEAD STAFF MEMBERS**

NCOESC coach, BLT member

#### **AUDIENCE**

ELA teachers, intervention specialists, NCOESC coach, Social Studies teachers, and science teachers

#### **KEY LEARNINGS YEARS 1-4**

- Deep understanding of structure and approach
- Foundational knowledge of disciplinary literacy in content areas
- Use of formative assessment to inform instruction
- Effective whole-class and small-group instruction
- Routines for writing, discussion, and analysis
- Disciplinary strategies for content-specific reading and writing
- Differentiated supports aligned to MTSS
- Instructional feedback loops and writing development
- Peer coaching and observation protocols

By Year 4, our chosen core curriculum and disciplinary strategies will be fully embedded. Focus shifts to continuous growth, data-informed decisions, and peer-supported improvement cycles.

#### **MONITORING, IMPROVING, SUSTAINING FOR ALL PROGRAMMING**

- Ongoing strategic planning and reflecting
- Systematic feedback from staff
- Regular review of literacy data
- Learning Walks
- Coaching cycles with increasing peer-led capacity
- RTFI process

## **ADDITIONAL PROFESSIONAL LEARNING: Branching Minds/MTSS**

### **PURPOSE AND ALIGNMENT:**

Branching Minds is an educational technology company that provides a platform to help schools and districts implement Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). Their purpose is to improve student outcomes by using data-driven decision-making, personalized intervention strategies, and collaboration among educators. Their platform integrates assessment data, recommends evidence-based interventions, tracks student progress, and streamlines communication to support teachers and administrators in identifying and addressing students' academic and behavioral needs effectively

### **ESSA LEVEL OF EVIDENCE:**

Level II: Moderate Evidence

### **KEY ACTIVITIES (including type(s), amount, and duration):**

- Training and professional development
- MTSS process implementation
- Data analysis and decision making
- Stakeholder collaboration
- Continuous improvement and sustainability

### **LEAD STAFF MEMBERS:**

MTSS district coordinator, MTSS building coordinators, MTSS core teams

### **AUDIENCE:**

Teachers, guidance counselor/social worker/home-to-school liaison, principals

### **YEAR 1 2025-26: PROGRAM INSTALLATION AND INITIAL IMPLEMENTATION**

- Set clear goals and success metrics with MTSS team
- Align Branching Minds with existing district/school initiatives
- Integrate student data systems (SIS, assessment tools, etc.)
- Provide hands-on training for educators, administrators, and interventionists
- Support teachers in creating and managing intervention plans within the platform
- Collect early feedback and refine processes
- Adjust implementation strategies based on feedback
- Establish progress monitoring practices using the platform's analytics.

## YEAR 2 2026-27: SCALING & DEEPING PRACTICES

- Reinforce MTSS best practices through ongoing professional development
- Ensure consistent data entry and fidelity of intervention tracking
- Leverage Branching Minds analytics to refine interventions
- Provide coaching for educators to ensure effective use of the platform
- Introduce collaborative problem-solving meetings using platform insights
- Adjust resource allocation based on student progress data

## YEAR 3 2027-28: SUSTAINABILITY & CONTINUOUS IMPROVEMENT

- Provide advanced training and leadership coaching
- Establish peer mentoring
- Conduct district-wide review of MTSS outcomes
- Use platform data to drive continuous improvements
- Adjust district-wide policies to support long-term MTSS sustainability
- Maintain ongoing training for new staff

## MONITORED, IMPROVED, SUSTAINED:

- Ongoing strategic reflection and planning
- Continuous feedback from all staff
- Regular MTSS data reviews and action planning
- Ongoing coaching cycles and building capacity for peer coaching cycles
- Teacher interaction report from Branching Minds

## ADDITIONAL PROFESSIONAL LEARNING: Partnership with ADAMH

### PURPOSE AND ALIGNMENT

In partnership with ADAMH, we will provide trauma informed strategies, literacy and mental health awareness, and stress management strategies.

### ESSA LEVEL OF EVIDENCE

Level I: Strong

### LEAD STAFF MEMBERS

Social worker, home-to-school liaison, school counselor, ADAMH staff

### AUDIENCE

Staff, students, families

### KEY ACTIVITIES

- Reducing Mental Health Barriers: Trauma-informed strategies will help struggling readers feel safe and supported, increasing their engagement with literacy instruction
- Enhancing Teacher Effectiveness: Train educators on the link between mental health and literacy will equip them with targeted interventions to better support students

- Strengthening Family & Community Support: Provide families with literacy strategies and mental health awareness will reinforce learning beyond the classroom
- Improving Student Focus & Resilience: Stress management strategies help students develop self-regulation skills that improve reading comprehension and stamina

MONITORED, IMPROVED, SUSTAINED

- Ongoing strategic planning and reflecting
- Systematic feedback from staff, students, and families



## Appendices

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

### Glossary of Terms

\*Denotes definition as provided in *Ohio's Plan* (2025)

Collaborative	Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding
Comprehension*	The understanding and interpretation of what is read in written material or heard from speaking or read aloud.
Curriculum-based professional learning*	Professional learning that provides ongoing support focused on the content and teaching methods necessary for effective implementation of high-quality instructional materials and evidence-based practices.
Data-driven	Based upon and responsive to real-time information about the needs of participants and their students
Evidence-based practice*	Instructional practices and strategies that have been proven effective through rigorous research and data
Explicit instruction*	A teacher-directed and systematic instructional approach that includes specific components of delivery and design of instruction, such as review of previous content, step-by-step demonstrations, clear language, adequate range of examples, frequent student responses, monitoring of student progress, feedback to students and multiple opportunities to practice, both guided and independent. This practice includes distributed and cumulative practice. This practice does not make assumptions that learners will acquire skills and knowledge on their own.
Instructional coaching*	Instructional coaching is a classroom-level support aimed at developing educators' knowledge, skills, and abilities in content-specific strategies to enhance student learning. It is designed for teachers, specialists, small teams of educators, and paraprofessionals. This coaching typically includes face-to-face conversations and video demonstrations to guide improvement.
Intensive	Focused on a discrete concept, practice or program

Intervention	A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. Intervention consists of enhanced opportunities to learn, including, but not limited to, additional time with the core curriculum in small groups, other supplementary instruction, or individualized intensive instruction.
Job-Embedded	A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment
Multi-tiered system of supports (MTSS)	Comprehensive and integrated systems of instruction and intervention designed to ensure that all students meet essential literacy academic and behavior goals and objectives
Phonemic awareness*	Ability to break a word into individual sounds
Phonological awareness*	A set of skills that include identifying and manipulating units of oral language (words, syllables, onsets and rimes)
Phonics*	Instruction that teaches the relationship between the letters of written language and sounds of spoken language, how to sound out words, and exceptions to the principles.
Peer coaching*	A collaborative coaching approach that supports improvement at both the instructional and systems levels. Its goal is to foster growth through shared professional learning and curriculum implementation
Professional learning*	Learning that is most effective when it is sustained, intensive, collaborative, job-embedded, data-driven, and focused on classroom needs. Professional learning should align with school and district priorities, focus on critical content, and include opportunities for active learning, collaboration, feedback, and reflection.
Progress monitoring*	Assessment procedures used on a frequent basis (for example, monthly, weekly, daily) to measure student growth in response to targeted or intensive intervention. Progress monitoring data are used to determine whether the intervention is having the intended effect or if the intervention needs to be modified or intensified to meet the student's unique needs
Science of reading (ORC 3313.6028 (A) (1))	An interdisciplinary body of scientific evidence that: (a) Informs how students learn to read and write proficiently; (b) Explains why some students have

	difficulty with reading and writing; (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.
Sustained	Taking place over an extended period; longer than one day or a one-time workshop
Systems coaching*	Systems coaching is implemented at the administration and leadership team levels with the goal of developing knowledge, skills and abilities to strengthen district and school infrastructures.
Tier 1 instruction*	Explicit, systematic instruction for all students that is the primary prevention of reading failure. Designed to ensure that at least 80% of students meet grade-level expectations. Tier 1 instruction includes whole-group, small-group, and individualized instruction based on student needs as defined by the universal screening data.
Tier 2 (targeted) instruction*	Tier 2 (targeted) instruction is strategic and targeted and is provided in addition to Tier 1 instruction. The goal of Tier 2 instruction is to enable students who are at risk to catch up to grade level expectations. Tier 2 instruction targets specific reading concerns.
Tier 3 (intensive) instruction	The purpose of Tier 3 instruction is to address severe and persistent learning difficulties. The instruction is individualized to intensify and coordinate structured literacy interventions. Tier 3 instruction targets specific reading concerns and breaks tasks into even smaller units. Tier 3 instruction is often not a different program but rather an increase in intensity in terms of smaller groups, increased instructional time, more opportunities to practice, and more frequent progress monitoring.
Vocabulary	The body of words that students must understand and use to understand text and communicate effectively. Vocabulary includes receptive (what is understood through listening or reading printed words) and expressive (what is communicated through speaking, writing or alternative forms of communication) skills.

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