Reading Achievement Plan

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by December 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans is expected to be longer than 25 pages. All sections of the plan must be completed.

DISTRICT OR COMMUNITY SCHOOL NAME: **Finneytown**

DISTRICT IRN: **047332**

DISTRICT ADDRESS: **8791 Brent Drive**
Cincinnati, OH 45011

PLAN COMPLETION DATE:

LEAD WRITERS: Meredith Baker, Jen Bayless, Jen Dinan

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.

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

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

Name	Title/Role	Location	Email
Meredith Baker	Principal	Finneytown Elementary	mbaker@finneytown.org
Jessie Martin	Assistant Principal	Finneytown Elementary	jmartin@finneytown.org
Jen Bayless	Literacy Coordinator	District Office	jbayless@finneytown.org
Jen Dinan	Assistant Superintendent	District Office	jdinan@finneytown.org
Lauren Woodward	Classroom Teacher	Finneytown Elementary	lwoodward@finneytown.org
Amanda Stevenson	Intervention Specialist	Finneytown Elementary	astevenson@finneytown.org
Shelly Westerfield	English Language Learner Instructor	Finneytown Elementary	swesterfield@finneytown.org
Karen Bause	Title I Instructor	Finneytown Elementary	kbause@finneytown.org

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

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

A team of district, school, and teacher leaders worked to develop the plan in alignment with the District's Literacy Leadership Team's goals.

The team reviewed the goals created by District Leadership as part of our 2024-2027 Strategic Plan, district data, district programming, and the State's Plan to Raise Literacy Achievement.

The plan was written and will be shared with the school board, the District Leadership Team, principals, and staff.

The plan will be monitored at the building and district levels, with adjustments made as necessary. The Literacy Leadership Team and building leadership established a walk-through tool to monitor the implementation of high-yield strategies and high-quality instructional materials. Grade-level teams, which include members of the LLT, meet biweekly to review progress monitoring and will review data from the walk-through tool. Decisions will be made based on these discussions.

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school.

Finneytown Local School District (FLSD) has developed this local literacy plan in alignment with our current and future district goals as identified in our CCIP account, as well as our current strategic planning. Our focus is to develop strong literacy skills in each learner through evidence-based instruction and progress monitoring. This will be achieved through the strengthening of our Multi-Tiered Systems of Support (MTSS) model, ensuring all tiers of instruction are not only evidence-based but also leading to student growth in literacy.

The district has a Literacy Leadership Team, along with other Leadership Team, who will work collaboratively to communicate, implement, and monitor this plan. Our work has already begun at FLSD with a team of educators K-12 reflecting on our current Multi-Tiered Systems of Support (MTSS) and making recommendations for improvement. The group is focused on developing a shared understanding of MTSS, reviewing district data, developing decision rules, and auditing our tiers of instruction to ensure they align with our students' needs. In addition, FLSD is identifying the needs of our staff and developing meaningful professional development to address them.

Finneytown Local School District will foster literacy development for each student. FLSD recent state assessment data in English Language Arts reveals literacy as a critical need. FLSD had 30% of third-grade students meet the proficiency level in the spring of 2025, and 47% of eighth-grade students meet the proficiency level in the spring of 2025 as measured by state assessment. FLSD data shows a trend of decline in achievement as students progress grades. A shared evidence-based framework and approach to literacy is needed to have consistent instruction and learning opportunities for all learners.

During the 2025 - 26 school year, our educators will use data collected through formative assessment to inform instructional practices in the classroom to ensure students are making growth. An area of focus is developing Multi-Tiered System of Supports (MTSS), ensuring data is collected informing instruction and an increase in the time all students spend in Tier 1 instruction.

Performance Measure

As evident by Progress Indicator on State Report Card, Benchmark Assessments (K-8), and formative assessment.

Needs Assessment

District will strengthen Tier 1 Core Instruction to increase student growth for all students. The professional development will focus on differentiation and utilizing assessment to inform instruction. The professional development will be geared at not only developing pacing guides/maps, but also common assessments. In addition, the district will be using a data file cabinet resource to track student growth/progress and intervention as part of the MTSS framework.

Differentiation

The Finneytown teaching staff will utilize differentiation to impact the quality, content, and structure of teaching and learning focusing on student growth. Differentiation incorporated into our teaching and learning will benefit all students in the district, particularly students with disabilities, limited English proficient, economically disadvantaged, multiracial and African Americans, and at all grade levels. This includes PD around differentiation to build capacity of instructional staff.

Research-based Instructional Strategies and Intervention Related to Literacy

Finneytown teaching staff will integrate research-based instructional strategies and intervention that result in student literacy growth. District staff will focus on the use of differentiation in Tier 1, intervention in Tier 2/3, as well as using data from the intervention to improve outcomes for students' literacy development.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

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

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

Kindergarten Readiness Assessment

	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Fall 2025	25 (32.9%)	23 (30.3%)	28 (36.8%)
Fall 2024	16 (20.0%)	34 (42.5)	30 (37.5)
Fall 2023	40 (38.1%)	32 (30.5%)	33 (31.4%)
Fall 2022	15.7	40	44.3

KRA Domain Data Fall 2025

Domain	Language and Literacy	Mathematics	Social Foundations	Physical Development
Lowest Rating	202	203	202	202
Highest Rating	298	295	294	279
Mean Rating	263.8	261.9	268.3	260.9
Median Rating	267	263	266	264

KRA Domain Data Fall 2024

Domain	Language and Literacy	Mathematics	Social Foundations	Physical Development

Lowest Rating	202	206	207	202
Highest Rating	298	296	296	286
Mean Rating	262.4	259.5	281.7	273.2
Median Rating	265	263	296	286

KRA Domain Data Fall 2023

Domain	Language and Literacy	Mathematics	Social Foundations	Physical Development
Lowest Rating	202	206	207	202
Highest Rating	298	296	296	286
Mean Rating	256.7	252	270.5	268.6
Median Rating	262	259	269	270
Standard Deviation	28.1	29	24.9	19.8

Ohio's State Tests Spring 2025
Ohio's State Test for ELA Grades 3-8
24-25 ELA Percent Proficient Data by Subgroup

Race/Ethnicity	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Asian/Pacific Islander	20%	50.0%	37.5%	22.2%	0.0%	0.0%
Black, Non-Hispanic	24.4%	35.3%	35.0%	17.0%	27.0%	39.4%
Hispanic	0%	60.0%	33.3%	60.0%	80.0%	60.0%
Multiracial	10.0%	50.0%	52.9%	47.4%	50.0%	57.1%
White	58.3%	52.6%	57.1%	75.0%	68.2%	60.9%
ED	30.1%	44.9%	43.5%	37.0%	42.7%	47.2%
IEP	4.2%	9.5%	8.0%	0.0%	5.0%	11.1%

Ohio's State Tests Spring 2024
Ohio's State Test for ELA Grades 3-8
23-24 ELA Percent Proficient Data by Subgroup

Race/Ethnicity	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Asian/Pacific Islander	25%	55.6%	40%	0%	25%	28.6%
Black, Non-Hispanic	28.1%	44.4%	58.3%	20%	62.2%	11.4%
Hispanic	66.7%	40%	75%	80%	80%	25%
Multiracial	57.1%	50%	81.3%	70%	62.5%	50%
White	63.2%	60.9%	81.5%	56.6%	72%	70.4%
ED	37.5%	46.9%	59.2%	30.4%	54.9%	18.4%
IEP	10.5%	24%	11.8%	5.9%	9.1%	0%

K-3 Reading Diagnostics
Fall 2025

Kindergarten BOY Acadience 25-26				
Composite	**38%**	**20%**	**14%**	**28%**
First Sound Fluency	53%	8%	6%	33%
Grade 1 BOY Acadience 25-26				
Composite	**23%**	**13%**	**22%**	**43%**
Phoneme Seg	9%	10%	30%	51%
Letter Sounds (NWS-CLS)	14%	20%	22%	44%
Decoding (NWF-WRC)	0%	52%	13%	35%
Grade 2 BOY Acadience 25-26				
Composite	**38%**	**7%**	**27%**	**28%**
Letter Sounds (NWS-CLS)	27%	21%	17%	35%
Decoding (NWF-WRC)	34%	11%	21%	34%
ORF	40%	8%	21%	31%
ORF- Accuracy	41%	12%	21%	26%
ORF Retell	16%	22%	22%	39%

Grade 3 BOY Acadience 25-26				
Composite	**40%**	**12%**	**20%**	**28%**
ORF	40%	13%	20%	27%
ORF- Accuracy	37%	17%	29%	17%
ORF Retell	14%	20%	29%	36%
MAZE	32%	21%	18%	29%

Fall 2024

Kindergarten BOY Acadience 24-25				
Composite	**28%**	**22%**	**11%**	**40%**
First Sound Fluency	37%	14%	4%	45%
Grade 1 BOY Acadience 24-25				
Composite	**49%**	**13%**	**9%**	**29%**
Phoneme Seg	23%	26%	25%	26%
Letter Sounds (NWS-CLS)	38%	18%	12%	32%
Decoding (NWF-WRC)	0%	60%	19%	˜21%
Grade 2 BOY Acadience 24-25				
Composite	**47%**	**10%**	**18%**	**24%**
Letter Sounds (NWS-CLS)	41%	18%	15%	26%
Decoding (NWF-WRC)	41%	21%	14%	24%
ORF	49%	12%	13%	27%
ORF- Accuracy	45%	15%	21%	19%
ORF Retell	17%	22%	15%	36%
Grade 3 BOY Acadience 24-25				
Composite	**56%**	**8%**	**18%**	**19%**
ORF	51%	10%	18%	22%
ORF- Accuracy	45%	16%	27%	11%
ORF Retell	18%	34%	26%	21%
MAZE	43%	22%	10%	25%

Fall 2023

Kindergarten BOY DIBELS 23-24				
Composite	**45%**	**19%**	**13%**	**23%**
Letter Naming	**46%**	**18%**	**36%**	**0%**
Phonemic Awareness	**36%**	**16%**	**23%**	**25%**
Grade 1 BOY DIBELS 23-24				
Composite	**38%**	**11%**	**35%**	**16%**
Letter Naming	34%	23%	43%	0%
Phoneme Seg	14%%	16%	42%	28%
Letter Sounds (NWS-CLS)	40%	9%	31%	20%
Decoding (NWF-WRC)	27%	18%	41%	14%
Grade 2 BOY DIBELS 23-24				
Composite	**56%**	**9%**	**17%**	**18%**
Letter Sounds (NWS-CLS)	49%	10%	35%	6%
Decoding (NWF-WRC)	50%	21%	23%	6%
Word Reading	58%	5%	32%	5%
ORF	54%	15%	16%	15%
ORF- Accuracy	62%	6%	32%	0%
MAZE	58%	15%	13%	14%
Grade 3 BOY DIBELS 23-24				
Composite	**32%**	**20%**	**27%**	**21%**
Letter Sounds (NWS-CLS)	**32%**	**12%**	**49%**	**7%**
Decoding (NWF-WRC)	**39%**	**13%**	**39%**	**9%**
Word Reading	**58%**	**5%**	**39%**	**9%**
ORF	**44%**	**24%**	**24%**	**0%**
ORF- Accuracy	**40%**	**13%**	**29%**	**16**
MAZE	**46%**	**13%**	**29%**	**12%**

The Ohio English Language Proficiency Assessment

	Emerging	Progressing	Proficient

2024 - 2025	24%	61%	15%
2023 - 2024	17%	68%	16%
2022 - 2023	6%	76%	18%

Alternate Assessment for Students with Significant Cognitive Disabilities

	EL Proficiency	**Math Proficiency**
24-25 Percentages	67%	67%

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Within Finneytown Local Schools, there are a number of underlying internal factors contributing to students' underachievement in literacy.

- **Evidence-Based Core Curriculum**
  During the 2023–2024 school year, the district adopted two core elementary English Language Arts curricula. These selections were made by the district's Literacy Leadership Team and were chosen based on alignment with the science of reading. Over the past two and a half years, staff have participated in comprehensive implementation training. Prior to this adoption, individual grade levels determined their own reading models, literacy block structures, and instructional resources.
- **Attendance**
  District attendance data for 2024 - 2025 indicates an average attendance rate of 91%.
- **Mobility**
  The district continues to address the challenges associated with a high student mobility rate. In the 2024–2025 school year, the mobility rate was 13%.
- **Instructional Consistency**
  Instructional practices remain uneven across classrooms. Not all teachers are consistently implementing high-quality instructional materials or using aligned, evidence-based strategies.
- **Intervention Practices**
  Interventions are not always delivered with the timeliness or intensity needed to meet students' individual needs. As a result, some students may not receive support early enough to close learning gaps effectively.
- **Use of Data to Inform Instruction**
  While the district collects a substantial amount of assessment data, it is not always analyzed

or acted upon in real time to adjust instruction and meet students' immediate needs.

- **Chronic Absenteeism**
  District data show a chronic absenteeism rate of 31.4% for the 2024 - 2025 school year. Missed instructional time—particularly for students already performing below grade level—further exacerbates learning challenges and widens achievement gaps.

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.

Evidence-Based Core Curriculum

Root Causes:

- Historical inconsistency in instructional materials and practices: Prior to the 2023–2024 adoption, grade levels independently selected materials, leading to significant variation in literacy instruction.

- Varying levels of teacher readiness: Despite implementation training, some teachers do not yet have deep understanding or confidence in applying new curricula aligned with the science of reading.

- Implementation fidelity challenges: Inconsistent coaching, planning time, and accountability measures are limiting full and accurate use of the curriculum across classrooms.

Impact:

Students experience unequal access to high-quality, evidence-based instruction, resulting in inconsistent literacy outcomes across grade levels.

Attendance

Root Causes:

- **Barriers outside of school control:** Transportation issues, family instability, and health-related absences are contributing factors.

- **Limited tiered attendance supports:** The system for monitoring and responding to attendance issues does not currently include sufficient proactive or individualized interventions. Our current system with absence intervention teams is primarily reactive.

- **Lack of engagement:** Students who are struggling academically or socially tend to have lower motivation to attend regularly.

Impact:
Reduced instructional time undermines the effectiveness of Tier 1 and Tier 2 instruction, particularly in foundational literacy skill development.

Mobility

Root Causes:

- **Housing instability or economic hardship:** Frequent moves due to housing insecurity contribute to high student turnover.

- **Lack of continuity in instruction:** Students transferring mid-year often miss critical instructional sequences or assessments.

- **Limited transition supports:** Inconsistent systems for intake, placement, and instructional continuity for mobile students.

Impact:
Disrupted learning trajectories and incomplete exposure to the district's core curriculum hinder progress, especially in cumulative skill areas like reading.

Instructional Consistency

Root Causes:

- **Variable teacher expertise and instructional beliefs:** Differences in background knowledge and comfort with evidence-based practices result in uneven delivery.

- **Limited instructional coaching or feedback loops:** Inadequate ongoing support for teachers implementing new practices.

- **Inconsistent use of collaborative planning structures:** Grade-level or cross-grade collaboration is not currently being used systematically to ensure alignment.

Impact:
Students' access to high-quality, research-based instruction differs by classroom, contributing to achievement gaps.

Intervention Practices

Root Causes:

- **Delayed identification:** Students not flagged for intervention early enough due to slow data review or unclear thresholds.

- **Insufficient intensity or dosage:** Interventions may not always meet recommended frequency or group size guidelines.

- **Lack of fidelity monitoring:** Limited observation and progress checks to ensure interventions are implemented as designed.

Impact:
Students with skill deficits do not receive the targeted, timely, and intensive support required to close learning gaps effectively.

Use of Data to Inform Instruction

Root Causes:

- **Data collection without real-time action:** While data are gathered, systems for analysis and response lag behind student needs.
- **Limited staff capacity or training:** Teachers and leaders need additional support interpreting data and linking results to instructional decisions.
- **Absence of structured data meetings:** Without routine data review cycles, instructional adjustments are inconsistent.

Impact:
Opportunities to differentiate instruction and intervene early are missed, reducing instructional precision and responsiveness.

Chronic Absenteeism

Root Causes:

- **Overlap with mobility and attendance issues:** Families experiencing instability often face barriers to consistent attendance.
- **Limited family engagement or wraparound supports:** Communication and outreach strategies do not always address root causes of absenteeism.
- **Academic disengagement:** Students who have fallen behind may feel disconnected from learning, reinforcing attendance issues.

Impact:
High rates of chronic absenteeism lead to significant lost instructional time, compounding skill deficits and widening achievement gaps.

Section 4: 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 (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound.

Overarching District Literacy Goal:

By the end of the 2025–2026 school year, Finneytown Elementary will increase the proportion of students in grades K–6 reading at or above grade level, as measured by approved district and state assessments.

Subgoal #1: Instruction

By the end of the 2025–2026 school year, all K–6 teachers will implement high-quality, grade-appropriate literacy instruction that is data-informed and aligned to the Finneytown Elementary literacy curriculum resources.

Subgoal #2: Professional Development

By the end of the 2025–2026 school year, the District will implement and continuously refine a data-informed professional development plan that addresses the literacy needs of all educators and includes a formal process for monitoring its impact on student learning.

Section 5: Action Plan Map(s) for Action Steps

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

Subgoal #1: Instruction: Action Map

Goal Statement: By the end of the 2025-2026 school year, all teachers in grades K - 6 will implement grade-appropriate literacy strategies based on data and driven by the Finneytown Elementary Literacy curriculum resource(s).

Evidence-Based Strategy or Strategies:

1.) **Implement a specific set of core in-school strategies and practices to support reading:** Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to: direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades; explicit vocabulary instruction for English learners. **ESSA Tier 1, Strong**- Source: School-based Strategies for Narrowing the Achievement Gap: February 2017

2.) **Design and provide specific and systematic phonemic awareness and phonics instruction**: To become successful readers, all young students require: Focused and explicit phonemic awareness instruction on one or more skills rather than a combination of three or more; Phonemic awareness instruction in small groups rather than individually or in whole classroom settings; and systematic phonics instruction to impact children's growth in reading. **ESSA Tier 1, Strong**- Source: Langenberg, D. et al. (1999) National Reading Panel Report, (online) Accessed 14 December 2023.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement new curriculum resources with fidelity- Wit & Wisdom and 95% Core Phonics & ensure it is aligned to the OH Curriculum Frameworks for ELA and Literacy	Standardize literacy instruction K to 6 with explicit and systematic instruction of: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing	Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students, with more opportunities for practice
Timeline	2025 - 2026 school year (and ongoing)	2025 - 2026 school year (and ongoing)	2025 - 2026 school year (and ongoing)

Lead Person(s)	Literacy Leadership Team- led by Meredith Baker, Jen Bayless, and Jen Dinan	Literacy Leadership Team- led by Meredith Baker, Jen Bayless, and Jen Dinan	Jen Bayless, Karen Bause, and Lori Gehr
Resources Needed	Wit and Wisdom curriculum; 95% Core Phonics resources; 95% Intervention system, OH Curriculum Framework; collaboration time; training	professional reading (various books, podcasts, webinars); time for and facilitation of PD; Wit and Wisdom curriculum; 95% Core Phonics resources	Acadience; Basic Phonics Skills Test; 95% intervention system, differentiated materials; planning time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Onboarding training by curriculum company, grade level common planning time, literacy leadership team grade level representation.	ODE state dyslexia module; provide at least a 120 minute block for core literacy instruction; provide PD to teachers in the five components of reading and data driven instruction	Grade level bi-weekly meetings to discuss data, improvements, interventions, changes as needed; implement a systematic tiered model of instruction; provide PD opportunities on differentiated instruction and interventions; Title I coordinators and Literacy Coordinator are working with teachers to implement tiered intervention services
Measure of Success	standards are clearly visible, verbalized, and referenced to enhance student understanding of expectations	feedback from PD; student data from formative and summative assessments; observable evidence in classrooms (walk-throughs form with post-analysis and conference used as coaching tool); an increase in student writing across all content areas that reflects student knowledge and understanding of the content	student data; formative and summative assessments; student engagement; observable evidence in classrooms

Description of Funding	General Funds	General Funds	General Funds
Check-in/Review Date	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings

Subgoal #2: Professional Development: Action Map

Goal Statement: By the end of the 2025-2026 school year, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Evidence-Based Strategy or Strategies: Provide professional development and ongoing instructional support to all instructors. Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional learning needs of teachers. **ESSA, Tier 4, Demonstrates a Rationale** - Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009 - 012)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Determine Professional Development needs for staff, principals, and supervisors	Develop PD offerings and a calendar of offerings	Implement and monitor a consistent cycle of PD based on the needs of the districts, including literacy needs
Timeline	2025 - 2026 school year (and ongoing)	2025 - 2026 school year (and ongoing)	2025 - 2026 school year (and ongoing)
Lead Person(s)	District Facilitators and Coordinators; Literacy Leadership Team; Assistant Superintendent; Principal; Assistant Principal	District Facilitators and Coordinators; Literacy Leadership Team; Assistant Superintendent; Principal; Assistant Principal	District Facilitators and Coordinators; Literacy Leadership Team; Assistant Superintendent; Principal; Assistant Principal
Resources Needed	PD needs from staff; time; resources/supplies for PD offerings	PD needs from staff; time; resources/supplies for PD offerings	PD needs from staff; time; resources/supplies for PD offerings

Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Principals will outline building needs; district leaders will outline district needs; facilitator team and literacy leadership team will analyze data for trends	Facilitators will design calendar based on needs and share with staff	collect data, reflect on assessment information and use that to develop a new cycle of PD based on needs
Measure of Success	variety of PD offerings to meet needs	variety of PD offerings and the calendar of when they will be offered	changes in classroom Tier 1 instruction; improved student achievement; improved climate & culture in building
Description of Funding	General Funds	General Funds	General Funds
Check-in/Review Date	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings	Quarterly check-ins through Literacy Leadership Team (LLT) meetings beginning August 2023; bi-weekly grade level meetings

Section 6: Process for Monitoring Progress and Implementation of the Plan's Strategies

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

Measurement and Progress

The following measures will be used to assess and monitor the progress of student learners:

- ❏ Acadience
  - ❏ Grades K-6
  - ❏ Benchmark- BOY/MOY/EOY
  - ❏ Progress Monitoring- weekly or bi-weekly
- ❏ 95% Core Phonics Instruction
  - ❏ Grades K-4

        - ❏ Unit Tests
        - ❏ Progress Monitoring- weekly
    - ❏ NWEA MAP Growth: Reading
        - ❏ Grades K-6
        - ❏ Benchmark- BOY/MOY/EOY
    - ❏ Ohio State Testing Results
        - ❏ Fall 3rd grade ELA results
        - ❏ Spring testing in grades 3-10 results in late May
    - ❏ Kindergarten Readiness Assessment (KRA)
        - ❏ Results available after November 1

Reporting

- ❏ Reading Improvement and Monitoring Plans (RIMPS) and interventions will be recorded and monitored.
- ❏ Student reports are available in NWEA MAP and Acadience. These reports will be shared with families at conferences and/or after benchmark periods.
- ❏ KRA Individual Student Reports (ISRs) will be shared with families after November 1 each year.
- ❏ Ohio State Testing results will be shared with families when released by the state.
- ❏ A student's development along the literacy continuum is reported on standards-based report cards and/or discussed at parent conferences.
- ❏ School, grade, and class reports are available in NWEA MAP and Acadience. These reports will be shared and analyzed by the Literacy Leadership Team after each benchmark period.

Section 7: Expectations and Supports for Learners and Schools

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS

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

***Under Ohio Revised Code 3313.608,* Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results. *The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

***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.*

95% Core Phonics Program

An explicit and systematic approach to phonics instruction. In Kindergarten, the curriculum is built around the foundational standards, using phonemic awareness as an anchor to build mastery of letter-sound correspondences. In first and second grades, students use consistent routines, dialogues, phonics chips colors, and gestures to ensure student learning is focused on content, and learning skills in sequential order. In third grade, students focus on previously taught foundational phonemic awareness and phonics skills to build automaticity in reading multisyllable words in both isolation and in text.

Multi-tiered System of Supports

MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports

- ❏ The Response to Intervention model focuses on identifying skills that students need to develop to access the curriculum, developing a plan to provide intervention, monitoring progress/response to the intervention, and then making decisions based on the data collected. RTI is recognized in federal law to address the needs of students and is an evidence-based practice shown to increase student learning/skill beyond the one year of anticipated growth (Hattie, 2009). [ESSA-Moderate Evidence as defined by the US Department of Education]
- ❏ There is a critical need for strong literacy skill development in Tier I, or core instruction in an RTI model, to allow all students to access the curriculum (Brozo, 2010) .

[ESSA-Moderate Evidence as defined by the US Department of Education]

Instructional Coaching

An approach to enhance instructional practices to be developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing across content areas. Provides a framework for feedback and reflection for teachers resulting in improved instruction for all students.

Ohio's Plan to Raise Literacy Achievement reflects the need for professional learning and resources designed to deepen educators' understanding of how children learn to read, diagnose why some children struggle, and sharpen teachers' abilities to select and implement evidence-based practices and interventions. Research supports the use of coaching as an effective way to improve the instructional skills of teachers and learner outcomes (Cantrell & Hughes, 2008; Carlisle & Berebitsky, 2011; Shidler, 2009). Within Ohio's plan, coaching serves as both a tool for implementation and an intervention, to improve outcomes for all learners - especially those who are considered the most disadvantaged.

PALS (Peers Assisted Learning Strategies)

Peer-Assisted Learning Strategies (PALS) is an evidence-based instructional approach in which students work in structured pairs to practice key reading skills. Developed by Vanderbilt University, PALS increases reading achievement by having students take turns as "coach" and "reader" while engaging in explicit,

research-based activities such as partner reading, retell, paragraph shrinking, and prediction relay.

PALS is designed to supplement core reading instruction and supports differentiation by pairing students strategically. It is especially beneficial for struggling readers and can be used as a Tier 1 or Tier 2 MTSS support, including for students with Reading Improvement and Monitoring Plans (RIMPs).

Family Literacy Events and Community Outreach

The National Institute for Literacy (NIFL), The National Center for Family Literacy (NCFL), and cooperating agencies from the Partnership for Reading addressed early literacy development and implications for early intervention for children ages birth to five in the National Early Literacy Panel (NELP) (National Center for Family Literacy, 2008). The panel identified size precursor skills to literacy: alphabet knowledge, phonological awareness, rapid automatic naming, rapid automatic naming of objects or colors, writing or writing name, and phonological memory. They identified five categories of intervention effective in developing early literacy: code-focused intervention, shared-reading intervention, parent and home programs, preschool and kindergarten programs, and language-enhancement programs.

"When families participate in programs that offer ideas for fun and stimulating parent–child activities, their children develop higher comprehension-related abilities and improved sound and letter knowledge" (Sénéchal, M., & Young, L., 2008) [ESSA-Moderate Evidence as defined by the US Department of Education].

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

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

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

The Literacy Leadership Team (LLT), in partnership with FLSD's district leadership team, will support the implementation of the proposed plan through shared learning and understanding of the approach. FLSD's academic calendar has dedicated days to provide professional learning to staff on the identified goals. LLT and FLSD leadership will remove distractions to ensure the implementation is done with support and fidelity. In addition, the implementation incorporates the support of instructional coaching to guide evidence-based practices and interventions.

LLT and FLSD leadership will ensure the proposed plan and specific evidence-based practices and interventions identified will be effective through the ongoing support of leadership as identified in the previous section. Progress will be monitored through bi-weekly data conversations with the grade level teams, instructional coaches, building administration, and during LLT meetings. In addition, the evaluators will be utilizing walk-throughs to identify the key elements in instructional practices and provide constructive feedback. The proposed plan improves and extends our previous approach to literacy through a shared, systematic framework with the appropriate foundational professional learning. In addition, the instructional coaches, LLT, and district leadership team will have the shared learning and understanding to support the work through guidance and resources.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district addresses the Science of Reading in the professional development plan.

Under Ohio law, all teachers, administrators, speech-language pathologists, and school psychologists are required to complete training in the Science of Reading.

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Goals:

Overarching District Literacy Goal:

By the end of the 2025–2026 school year, Finneytown Elementary will increase the proportion of students in grades K–6 reading at or above grade level, as measured by approved district and state assessments.

Subgoal #1: Instruction

By the end of the 2025–2026 school year, all K–6 teachers will implement high-quality, grade-appropriate literacy instruction that is data-informed and aligned to the Finneytown Elementary literacy curriculum resources.

Subgoal #2: Professional Development

By the end of the 2025–2026 school year, the District will implement and continuously refine a data-informed professional development plan that addresses the literacy needs of all educators and includes a formal process for monitoring its impact on student learning.

Evidence-Based Practices or Interventions: Professional Learning and Coaching

"Professional development is important at all levels of the system and the management team should be responsible for providing coaches, mentors, and school and district administrators with professional development opportunities as well as resources in the form of books and other publications, website content, newsletters and blogs" (Charner and Medrich, 2017, p. 17). [ESSA-Moderate Evidence as defined by the US Department of Education]

"Not only does coaching make a difference for teachers' instructional practice, but effective coaches also stimulate teachers' interests in other forms of professional development" (Charner and Medrich, 2017, p. 3). [ESSA-Moderate Evidence as defined by the US Department of Education]							
PD Description	**Begin/End Dates**	**Sustained**	**Intensive**	**Collaborative**	**Job-Embedded**	**Data-Driven**	**Classroom-Focused**
1. 95% Core Phonics training *Who? New hires; K-3 certified staff, Intervention Specialists	**Begin SY25-26 and continue through SY26-27**	✔	✔	✔		✔	✔
2. Wit & Wisdom training *Who? New hires, Reading Specialists, Intervention Specialists; and certified staff K-6	**Begin SY25-26 and continue through SY26-27**	✔	✔	✔		✔	✔
3. Literacy Leadership Team (LLT) Professional Development	**Begin SY25-26 and continue through SY26-27**	✔	✔	✔			✔
4. Literacy Coaching (including needs assessment, goal setting, and real-time coaching)	**Begin SY25-26 and continue through SY26-27**		✔	✔	✔		

*Who? K-6 teachers							
5. Acadience training *Who? New hires, K-3 general education teachers, intervention specialists, and reading specialists	**Begin SY25-26 and continue through SY26-27** **(continue each year)**	✔	✔	✔		✔	✔
6. NWEA MAP training (follow-up sessions for those already trained and introductory sessions for new hires) ***Who? K-6 certified staff and administrators	**Begin SY25-26 and continue through SY26-27** **(continue each year)**			✔		✔	✔
Resources Required	**Outcomes/Evaluation**						
1. 95% Core Phonics trainers 1.a. Training materials 1.b. Instructional materials	1. Participants will learn: * How to administer informal criterion-referenced assessments * Phonological awareness assessment and strategies * Multisensory strategies for reading, writing, and spelling phonetic and non-phonetic words * Syllable types and syllable patterns for encoding and decoding * Explicit, multisensory strategies for teaching fluency, vocabulary, and comprehension * Guidelines for weekly lesson plans						

2. Wit & Wisdom trainers 2.a. Training materials 2.b. Instructional Materials	2. Teachers will be able to access and implement the Wit & Wisdom curriculum for students based on data (Wit & Wisdom assessments, Acadience and/or NWEA MAP). Participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Topics include an overview of the Lesson Framework, assessing and grouping students, teaching within the Wit & Wisdom lessons, using the Teachers' Guide, understanding the demands of texts, and documenting progress.
3. LLT professional development (focus on comprehension, vocabulary, knowledge building)) 3.a. Training materials 3.b. Online module subscriptions when applicable	3. Teachers will grow as literacy teachers and impact student growth. With LLT professional development, educators receive: * Information and learning around: • Explicit Instruction • Morphology/Vocabulary • Productive Struggle • Complex Texts • Language Structures & Writing Instruction * Information about the brain and learning to read * Information about the identification and treatment of dyslexia * Demonstrations of classroom and small-group instruction
4. Literacy Coaching (including needs assessment, goal setting, modeling, feedback, and real-time coaching)	4. Teachers will grow as literacy teachers and impact student growth.
5. Acadience training for K-3 general education teachers and new hires (interventionists)	5.1. Teachers will be able to administer benchmark and progress monitoring measures. 5.2. Teachers will be able to access and print online reports. 5.3. Teachers will be able to set target growth goals for individuals or small groups. 5.4. Teachers will be able to use benchmark and interim data to create, modify, and plan for instructional groups.

6. NWEA MAP training (follow-up sessions for those already trained and introductory sessions for new hires)	6.1. Teachers will be able to create and proctor test sessions. 6.2. Teachers will be able to access and analyze class and individual student data. 6.3 Teachers will be able to use benchmark and interim data to create, modify, and plan for instructional groups.

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

Sustained:

Our professional development plan includes targeted training sessions for staff over multiple days or sessions:

- 95% Core Phonics training= 20 hours
- Wit & Wisdom training= 20 hours
- LLT= Options: Webinar sessions, one-day workshops, or multi-day institute options; book studies; sessions offered during professional development days throughout the school year
- Literacy Coaching= Multiple coaching sessions throughout the year
- Acadience= training and follow-up sessions offered after school and during staff professional development days
- NWEA MAP= training and follow-up sessions offered after school and during staff professional development days

Intensive:

Each of our professional development opportunities is focused on specific literacy concepts or assessment tools.

Collaborative:

The professional development opportunities outlined in our plan involve the collaborative efforts of multiple staff members. We are offering professional development time for teams and groups during some of our scheduled district in-service days. Many of our trainings also include administrators learning with teachers. By engaging administrators in the various training sessions, they will be able to utilize the information in their walk-throughs, mentoring, and evaluations.

Job-Embedded:

Literacy coaching will take place in the learning environment. Coaches will be able to guide teachers through assessment, planning, teaching, and reflective practices. The work of the coaches will support the 95% Core Phonics training and Wit and Wisdom training.

Data-Driven:

Our professional development plan supports the needs of teachers to use data to drive planning and instruction. The plan includes benchmarking, progress monitoring, reporting, and data analysis to enable teachers to formatively assess students and adjust instruction.

Instructionally-Focused:

Many components of our professional development plan (95% Core Phonics, Wit and Wisdom, and coaching) are directly related to creating a positive learning environment and the teaching process. These practices include frameworks for delivery, routines for instruction, and scripts for implementation. Teachers will receive models and practice for real-time application in the classroom.

Appendices

GLOSSARY OF TERMS

Acadience: Acadience Reading (formerly known as DIBELS Next) is a standardized, research-based assessment system used to measure the development of early literacy and reading skills for students in kindergarten through sixth grade. It provides brief, reliable indicators of foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Acadience results help educators identify students' needs, monitor progress, and guide instruction and interventions.

Multi-tiered Systems of Support (MTSS): MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports.

Phoneme Segmentation: The ability to break words down into individual sounds

Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.

Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words. Phonological recoding consists of: Regular Word Reading and Irregular Word Reading.

Measures of Academic Performance (MAP): MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP Growth reveals how much growth has occurred between testing events and, when combined with norms, shows projected proficiency.

Ohio Kindergarten Readiness Assessment (KRA): The Kindergarten Readiness Assessment is used to assess four areas of early learning:

1. Social Foundations- including social and emotional development, and approaches toward learning
2. Mathematics
3. Language and Literacy
4. Physical Well-being and Motor Development

Reading Achievement Plan Completion Checklist

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

✓ Does the plan include a list of all leadership team members, stakeholders, roles and contact information?

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

✓ Does the plan describe how the district leadership team developed the plan and how the team will monitor and communicate the plan?

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

✓ Does the plan describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school?

SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA

✓ Does the plan include disaggregated student performance data from the following sources as applicable?
- ✓ The Kindergarten Readiness Assessment,
- ✓ Ohio's State Test for English language arts assessment for grades 3-8,
- ✓ K-3 Reading diagnostics (include subscores by grade level),
- ✓ The Ohio English Language Proficiency Assessment (OELPA)
- ✓ The Alternate Assessment for Students with Significant Cognitive Disabilities ☐
- ✓ Benchmark assessments, as applicable.

SECTION 3, PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING

✓ Does the plan include internal factors believed to contribute to low reading achievement in the school district or community school?

✓ Does the plan include external factors believed to contribute to low reading achievement in the school district or community school?

SECTION 3, PART C: ROOT CAUSE ANALYSIS

✓ Does the plan include a root cause analysis of the provided learner performance data and factors contributing to low reading achievement?

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS

- ✓ Does the plan describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward.
- ✓ Does the plan describe the measurable **adult implementation goals** based on the internal and external factor analysis by grade band (Kindergarten through grade 3)?

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

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

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

- ✓ Does the plan describe the district or community school's process for monitoring the progress and implementation of the plan's strategies?

SECTION 7, PART A: STRATEGIES TO SUPPORT LEARNERS

- ✓ Does the plan describe the evidence-based strategies that will be used to meet specific learner needs and improve instruction?
- ✓ Does the plan include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs)?

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

- ✓ Does the plan describe how the district or community school will ensure the evidence-based strategies in the plan will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school years?

SECTION 7, PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

- ✓ Does the plan include a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan?
- ✓ Does the professional development plan clearly identify the instructional staff involved in the professional development?