

# CLSDG/ LLP Action Maps

## Original 2021-2022 - Updated for 2022-2023

*This document draws from the Action Steps planned and described in the 2021 Kent City Schools Local Literacy Plan. It has been updated to reflect progress toward annual Measurable Learner Performance Goals as well as systemic goals designed to create the environment conducive to reaching the student goals.*

### LLP Systemic Goals:

1. Develop a systemic structure that supports shared analysis, decision-making, communication, and leadership - at each grade level as well as vertically- to facilitate meaningful discourse regarding data sources and their use, curriculum and instruction alignment, selection of evidence-based instructional resources, strategies, interventions, and mechanisms for monitoring a Local Literacy Plan.
2. Ensure all students have equitable access to universally implemented evidence-based core language and literacy instruction driven by a plan that incorporates the Simple View of Reading and the Simple View of Adolescent Reading as a foundation for interventions within a multi-tiered system of supports.
3. Identify systematic and explicit evidence-based interventions to embed into a multi-tiered system of supports that align with core instruction and reflect student needs, and ensure they are implemented with fidelity.
4. Build capacity for effective universal literacy instruction in all educators through sustained, intensive, embedded, and collaborative professional learning experiences.

### Measurable Learner Performance Goals

1. Eighty percent or more students at each grade level will perform at or above **proficiency/ benchmark/ readiness** on state, ACT, and/or local literacy measures by the 2024-25 school year.
  - a. **By May 2024, 80% of Grades K-5 students will end the year at or above benchmark on the composite Acadience scores, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores: K=31%, 1=46%, 2=41%, 3=52%, 4=47%, 5=29%.**

	Baseline: EOY Composite: 2020-2021	EOY Composite GOAL: 2021-2022 (^10%)	EOY Composite SCORE: 2021-2022	2021-2022 +/- Goal	Total difference from Baseline	New 2022-2023 Goal (^10%)
Kindergarten	31.0%	34.1%	42.0%	7.9%	11.0%	46.2%
Grade 1	46.0%	50.6%	48.0%	-2.6%	2.0%	52.8%
Grade 2	41.0%	45.1%	57.0%	11.9%	16.0%	62.7%
Grade 3	52.0%	57.2%	56.0%	-1.2%	4.0%	61.6%
Grade 4	47.0%	51.7%	54.0%	2.3%	7.0%	59.4%
Grade 5	29.0%	31.9%	50.0%	18.1%	21.0%	55.0%
Grade 6			61.0%	61.0%	61.0%	67.1%

2022 End of Year Acadience composite scores in kindergarten and grades 2, 4, and 5 exceeded the goal of a 10% increase from the spring 2021 composite scores. Grades 1 and 3 scores were slightly lower than the goal, but still increased from the baseline.

- b. **By May 2024, 80% of Grades 3-12 students will end the year at or above benchmark on the composite Star Reading score, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores:**  
 3=46%, 4=55%, 5=54%, 6=37%, 7= 54%, 8=46% , 9=45%, 10=54%, 11=43%, 12=15%.

	EOY Composite: 2020-2021	EOY Composite GOAL: 2021-2022 (^10%)	EOY Composite SCORE: 2021-2022	2021-2022 +/- Goal	New 2022-2023 Goal (^10%)
Grade 3	46.0%	50.6%	<b>53.37%</b>	2.8%	58.7%
Grade 4	55.0%	60.5%	<b>52.58%</b>	-7.9%	57.8%
Grade 5	54.0%	59.4%	<b>53.95%</b>	-5.4%	59.3%
Grade 6	37.0%	40.7%	<b>36.21%</b>	-4.5%	39.8%
Grade 7	54.0%	59.4%	<b>28.49%</b>	-30.9%	31.3%
Grade 8	46.0%	50.6%	<b>35.50%</b>	-15.1%	39.1%
Grade 9	45.0%	49.5%	<b>42.15%</b>	-7.4%	46.4%
Grade 10	54.0%	59.4%	<b>43.69%</b>	-15.7%	48.1%
Grade 11	43.0%	47.3%	<b>44.25%</b>	-3.0%	48.7%
Grade 12	15.0%	16.5%	<b>36.68%</b>	20.2%	40.3%

Spring 2022 composite scores increased at every grade level compared to Spring 2021 levels, but only grades 3 and 12 met the goal of a 10% annual increase.

2. **All learners in grades 4-12 will annually show at least one year's growth based on state literacy measures by the 2024-25 school year. Students who are below grade level will show more than one year's growth, thus closing the achievement gap in the subgroups.**

	Baseline A 2018-2019	Baseline B 2020-2021	2021-2022 (Available Fall 2022)
Grade 4	1.72	-1.78	
Grade 5	0.57	0.22	
Grade 6	-1.48	-1.08	
Grade 7	-0.31	-2.88	
Grade 8	1.96	-3.90	

State value added data were not available for the 2019-20 school year, and so the significant performance drop in ELA state test scores for all grades directly reflects the lost learning opportunities presented by the Covid pandemic.

## Section 6 (LLP) Condensed Action Plan Maps:

Structure		Implementation Progress 2021-2022	Updates for 2022-2023
<b>Components</b>	<b>Systemic Objective #1: Develop structure for data-based decision making at the classroom, building and district levels</b>	Exploration	
1. <i>Timeline</i>	Install DLT by Spring 2022, BLTs by Spring 2023, TBTs and aligned structure by Spring 2024	Initiative suspended in Fall 2022	Restart DLT process with Administrative Team; maintain Building Literacy Teams; create District Literacy workgroup
2. <i>Lead Person(s)</i>	Offices of Instruction and Data Analysis, Building administrators		
3. <i>Resources Needed</i>	Time, support, protocols		
4. <i>Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</i>	<ul style="list-style-type: none"> <li>Establish <b>district-wide</b> structure and meeting dates</li> </ul>	<ul style="list-style-type: none"> <li>District processes suspended; Building teams met monthly or bi-monthly: BLLT at TRHS and SMS met monthly. Agendas with roles; meeting outcomes; vision for literacy; non-negotiables; and action items were provided and followed for each meeting</li> </ul>	<ul style="list-style-type: none"> <li>DLT will revive as a data analysis team in the PK-12 administrative team once per month</li> <li>A separate literacy workgroup will manage LLP and Dyslexia Plan implementation and direct the building literacy teams</li> <li>Continue BLLTs and support TBT</li> </ul>
	<ul style="list-style-type: none"> <li>Secure support (SST8, ESC-NEO) for training</li> </ul>	<ul style="list-style-type: none"> <li>Began work with SST8 for DLT; ESC-NEO support for secondary BLLTs</li> </ul>	<ul style="list-style-type: none"> <li>SST8 support for DLT</li> <li>ESC-NEO support for District and Building Literacy Teams: On-going training from ESC coaches at TRHS and SMS in curriculum mapping; Teacher Clarity Playbook; HQSD; and highly effective TBTs</li> </ul>
	<ul style="list-style-type: none"> <li>Participate in OLi4 Coaching academy</li> </ul>	<ul style="list-style-type: none"> <li>One elementary, one middle school, two high school, and one district administrator began OLi4</li> </ul>	<ul style="list-style-type: none"> <li>Cohort 8 will continue (2 of 4 HS, 1 of 3 MS, 1 of 4 Elem 1 CO), and Cohort 9 (1 HS, 1 CO) will start</li> </ul>

		learning with Cohort 8 in Fall 2021. All participants received monthly coaching	
	<ul style="list-style-type: none"> <li>Develop/ Refine Data Plan/ Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Created</li> </ul>	<ul style="list-style-type: none"> <li>Will be installed at start of year</li> </ul>
	<ul style="list-style-type: none"> <li>Develop protocols for use in data analysis (general and for literacy)</li> </ul>	<ul style="list-style-type: none"> <li>HS and MS BLLTs developed and utilized common meeting protocols; other teams used common agenda templates</li> </ul>	<ul style="list-style-type: none"> <li>Meeting protocols will be refined and utilized consistently in all teams, reflecting R-TFI components</li> </ul>
	<ul style="list-style-type: none"> <li>Develop protocols for internal monitoring and refinement of the aligned system (DLT-BLT-TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Suspended at District level</li> <li>TRHS embedded PLC/TBT time for all core courses (51 min. daily Mon-Fri) Wed. identified as an all building learning day centered on universal learning topics (i.e. Ohio's Strategic Plan; HQSD; Effective PLCs; curriculum mapping)</li> </ul>	<ul style="list-style-type: none"> <li>Will develop districts -wide systems with assistance from external supports</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing professional learning/ support to access data from DataMap and other dashboards for analysis</li> </ul>	<ul style="list-style-type: none"> <li>Begin transition to new dashboard: Hoonuit, available summer 2022</li> </ul>	<ul style="list-style-type: none"> <li>Ensure training and support is embedded into PD plans for 2022-23</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing professional learning/ support and protocols to ensure fidelity of assessment process and data acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration stage</li> </ul>	<ul style="list-style-type: none"> <li>Will refine with assistance from external supports</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing professional learning/ support and protocols to analyze literacy-related data sources to inform decisions at the classroom, building, and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration stage</li> </ul>	<ul style="list-style-type: none"> <li>Will develop with assistance from external supports</li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>Implementation of structure</li> <li>Development of analysis and monitoring protocols</li> <li>Completion of protocols at each level according to Data Plan/ Calendar</li> <li>Meeting notes that evidence the use of data to inform decisions about instruction, intervention, processes, other to improve literacy achievement</li> <li>Annual R-TFI shows growth</li> </ul>	<ul style="list-style-type: none"> <li>No implementation</li> <li>Inconsistent protocols</li> <li>Calendar use suspended</li> <li>No consistent use of system-wide literacy data in structured meetings</li> <li>R-TFI shows lower score in teams as foundation is laid and absence is more apparent</li> </ul>	

		<ul style="list-style-type: none"> <li>R-TFI did identify growth measures of adult understanding (i.e. as staff had more exposure to learning and conceptual understanding of how to embed these practices, they were able to respond to RTFI questions more authentically than previous RTFI).</li> </ul>	
6. Check-In/ Review Date	<ul style="list-style-type: none"> <li>Regular consultation with external consultants</li> <li>District-wide review May, 2022</li> </ul>	Monthly CLSD Technical Assistance checks Monthly meetings with ESC-NEO Regular consultation with SST8 Updated May 31, 2022	

<b>Reading Model</b>		<b>Implementation Progress 2021-2022</b>	<b>Updates for 2022-2023</b>
<b>Components</b>	<b>Complete district- wide reading model with maps, core and supplemental resources, assessments, and decision rules (Systemic Objective 2)</b>	<b>Implementation</b>	
1. Timeline	Complete by May 2022	Map work throughout year; completion expected by May 2023	Complete K-5 maps, refine 6-12 maps
2. Lead Person(s)	Office of Instruction, DLLT/BLLTs, Decision Rules Team		
3. Resources Needed	Time, support, resources for adopted programs (Heggerty, Foundations, Wit and Wisdom, myPersepctives), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.)		
4. Specifics of Implementation (training, coaching, system structures, implementation support)	<ul style="list-style-type: none"> <li>Identify teacher teams to develop grade-specific curriculum maps for ELA, and for all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Work teams established for ELA and Math (K-5), all 6-12</li> </ul>	<ul style="list-style-type: none"> <li>Continue work</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule meetings with teacher teams to develop maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use inservice days. 6-12 complete; K-5 in progress</li> </ul>	<ul style="list-style-type: none"> <li>Use select teams at each grade K-5 to complete framework;</li> </ul>

and leadership structures)			use inservice days to review and refine K-12
	<ul style="list-style-type: none"> <li>Secure professional support to work with teachers (resources and mapping processing).</li> </ul>	<ul style="list-style-type: none"> <li>ESCNEO partners; internal coaches</li> </ul>	<ul style="list-style-type: none"> <li>Teams will benefit from external support to complete K-5 maps</li> <li>Internal support for revisions and refinements</li> </ul>
	<ul style="list-style-type: none"> <li>Develop common Curriculum Based Assessments</li> </ul>	*Item added to clarify map completion activities	<ul style="list-style-type: none"> <li>Need support for building common assessments</li> </ul>
	<ul style="list-style-type: none"> <li>Select teachers to identify needed supplemental materials for advanced word study (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>Grade 4 &amp; 5 teachers piloting - decision not made in next steps</li> </ul>	<ul style="list-style-type: none"> <li>Finish process</li> </ul>
	<ul style="list-style-type: none"> <li>Direct BLLTs to identify needed supplemental literacy materials for ELA and content areas.</li> </ul>	<ul style="list-style-type: none"> <li>BLLT discussion led to some resource requests</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen process with selection protocols; revisit core novel selection protocols</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule training with identified assessment</li> </ul>	<ul style="list-style-type: none"> <li>All K-5 staff &amp; 6-8 ELA trained with Acadience</li> </ul>	<ul style="list-style-type: none"> <li>Add training for Progress Monitoring component</li> <li>Incorporate fidelity protocols</li> </ul>
	<ul style="list-style-type: none"> <li>Identify team to develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments</li> </ul>	<ul style="list-style-type: none"> <li>BLLTs at 6-12 developed and piloted Write to Learn checklist process</li> <li>No elem</li> </ul>	<ul style="list-style-type: none"> <li>Elem: BLLT determine</li> </ul>
	<ul style="list-style-type: none"> <li>Develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments</li> </ul>	<ul style="list-style-type: none"> <li>9-12 BLLTS developed and used WTL walkthrough tool</li> <li>SMS practiced walkthrough process, need a tool</li> <li>K-5 has identified potential tools but not a process</li> </ul>	<ul style="list-style-type: none"> <li>RHS: Continue to use WTL tool &amp; calibrate processes</li> <li>SMS: Develop and implement tool</li> <li>K-5: select a tool and implement process</li> </ul>
	<ul style="list-style-type: none"> <li>Assign DLLT to review and update assessment schedules</li> </ul>	<ul style="list-style-type: none"> <li>DLLT suspended; scheduled issued from CO</li> </ul>	<ul style="list-style-type: none"> <li>Schedule issued from CO; data discussion protocols</li> </ul>
<ul style="list-style-type: none"> <li>Schedule Decision Rules team to refine decision rules</li> </ul>	<ul style="list-style-type: none"> <li>Not done K-5 during school year</li> <li>Not started in 6-8 or 9-12</li> </ul>	<ul style="list-style-type: none"> <li>Will be a District Literacy Workgroup task and part of BLLT meetings</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ensure school schedules provide equitable core ELA instructional time across all buildings within a grade level</li> </ul>	<ul style="list-style-type: none"> <li>• In discussion at elem. level</li> <li>• Schedules at all levels ensure students do not miss core instruction for intervention</li> <li>• 6-8 has structure that fully implements daily ELA core instruction for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary upper grades will continue to explore scheduling options</li> </ul>
	<ul style="list-style-type: none"> <li>• Conduct informal and formal equity audits</li> </ul>	<ul style="list-style-type: none"> <li>• Not begun</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for 2023-24 school year</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish processes to review materials to ensure they are culturally responsive and free from bias</li> </ul>	<ul style="list-style-type: none"> <li>• Not done</li> </ul>	<ul style="list-style-type: none"> <li>• Begin process</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop common Curriculum Based Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Item added to clarify map completion activities</li> <li>Some courses have common assessments and rubrics with modified assessments for SLD students</li> </ul>	<ul style="list-style-type: none"> <li>• Need support for building common assessments</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop School Wide Reading Plans (Elem) and Content Area Reading Plans (Sec) based on District-wide model</li> </ul>	<ul style="list-style-type: none"> <li>*item added to reflect needs from R-Tfi</li> </ul>	<ul style="list-style-type: none"> <li>• District development of template to guide building-specific plans</li> </ul>
	<ul style="list-style-type: none"> <li>• Utilize data tool to monitor gap closing for underperforming subgroups</li> </ul>	<ul style="list-style-type: none"> <li>*added</li> </ul>	<ul style="list-style-type: none"> <li>• For DLT and BLLT work 2022-23</li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>• Improved Acadience scores</li> <li>• Improved Star Reading scores</li> <li>• Improved state test achievement scores and growth</li> <li>• Improved ACT scores</li> <li>• Improved student growth on Value Added projections - each level</li> <li>• Protocols developed</li> <li>• Protocol analysis shows 90% or better alignment of core practices</li> <li>• 100% of students participate in core grade level instruction</li> <li>• Complete Decision Rules document K-5, 6-8, 9-12 that includes all universal assessments and predetermined intervention; evidence of use in BLLT and DLLT reviews</li> <li>• Annual R-TFI shows growth</li> </ul>		

6. Check-In/ Review Date	<ul style="list-style-type: none"> <li>Assessment Data Reviews by BLLTs according to data calendar, including: Annual analysis of State Report Card: <ul style="list-style-type: none"> <li>Achievement (ELA) (Non-ELA)</li> <li>Value Added (ELA)</li> <li>Improving At-Risk K-3 Readers</li> <li>Gap Closing (ELA)</li> <li>Non-ELA Measures</li> </ul> </li> <li>Year- end DLLT review, May 2022</li> </ul>	<ul style="list-style-type: none"> <li>Reviews by LLTs (semi-annually)</li> <li>Year- end DLLT review, May 2022</li> </ul>	
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<b>Professional Learning</b>		<b>Implementation Progress 2021-2022</b>	<b>Updates for 2022-2023</b>
<b>Components</b>	<b>Provide high-quality evidence-based training for all staff in the Science of Reading and with all core instructional materials and assessments (Systemic Objective 4)</b>		
1. Timeline	Annually/ Ongoing	3 cohorts of teachers in the process of LETRS training.	
2. Lead Person(s)	Office of Instruction		
3. Resources Needed	Time, professional learning, support, resources for adopted programs (Heggerty, Foundations, Wit and Wisdom, myPerspectives), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); selection of supplemental Word Study resources (3-5)		
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>Schedule refresher and new training for Heggerty (K-1)</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty refresh</li> </ul>	<ul style="list-style-type: none"> <li>At beginning of the year</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule refresher and new training for Foundations(K-3)</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule refresher and new training for Wit and Wisdom (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>W&amp;W Module Study 10/21</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>
	<ul style="list-style-type: none"> <li><b>Create opportunities for staff to participate in advanced Wit and Wisdom training</b></li> </ul>	<ul style="list-style-type: none"> <li>Updated for clarity</li> </ul>	<ul style="list-style-type: none"> <li>As requested</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule refresher and new training for myPerspectives (6-10)</li> </ul>	<ul style="list-style-type: none"> <li>Not done</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>



<ul style="list-style-type: none"> <li>Continue and monitor LETRS training for all K-5 educators (Cohort 1 continues, Cohort 2 starts Fall 2021, Cohort 3 starts Fall 2022, ongoing as needed) ; <b>fulfills requirements of Dyslexia Law</b></li> </ul>	<ul style="list-style-type: none"> <li>LETRS ongoing 2 cohort</li> </ul>	<ul style="list-style-type: none"> <li>Add cohorts in summer, fall 2022</li> </ul>
<ul style="list-style-type: none"> <li>Ensure unified arts teachers in grades K-3 receive ODE-approved dyslexia training by fall 2024</li> </ul>	<ul style="list-style-type: none"> <li>Added</li> </ul>	<ul style="list-style-type: none"> <li>Exploration</li> </ul>
<ul style="list-style-type: none"> <li>Ensure all grade 6-12 intervention specialists receive ODE-approved dyslexia training by fall 2024</li> </ul>	<ul style="list-style-type: none"> <li>Added</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for LETRS or Wilson training; ensure ODE course is available</li> </ul>
<ul style="list-style-type: none"> <li>Elementary principals complete LETRS for administrators; other district or building admin may participants</li> </ul>	<ul style="list-style-type: none"> <li>Added</li> </ul>	<ul style="list-style-type: none"> <li>To be completed by Fall 2022</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for LETRS facilitation training; support literacy specialist certification</li> </ul>	<ul style="list-style-type: none"> <li>Added</li> </ul>	<ul style="list-style-type: none"> <li>Minimum one trained facilitator by Spring 2023</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for Wilson Certification Training</li> </ul>	<ul style="list-style-type: none"> <li>Added for clarity</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>
<ul style="list-style-type: none"> <li>Select teachers to identify needed supplemental materials for advanced word study (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Advance word study- teachers piloting</li> </ul>	<ul style="list-style-type: none"> <li>Team continue as decision-makers</li> </ul>
<ul style="list-style-type: none"> <li>Provide training for grade 3-5 teachers with advanced word study materials</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>schedule</li> </ul>
<ul style="list-style-type: none"> <li>Identify and install targeted 6-12 professional learning regarding strategies for reading and writing improvement <b>aligned with the Big Ideas of reading</b></li> </ul>	<ul style="list-style-type: none"> <li>Support CER and Write to Learn</li> </ul>	<ul style="list-style-type: none"> <li>Writing revolution cohort</li> <li>6-8 Vocabulary Development; cross-curricular morphology studies</li> <li>Consider Keys to Literacy Adolescent Literacy course</li> </ul>
<ul style="list-style-type: none"> <li>Provide support for all teachers grades 4-5 with instructional strategies for students lacking foundational skills (built into decision rules)</li> </ul>	<ul style="list-style-type: none"> <li>Added; begun exploration in 2021-22</li> </ul>	<ul style="list-style-type: none"> <li>schedule</li> </ul>
<ul style="list-style-type: none"> <li>Provide in-depth training for grade 6-8 teachers to understand how to use Acadience data to make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>Added</li> </ul>	<ul style="list-style-type: none"> <li>Provide support following each benchmark</li> </ul>
<ul style="list-style-type: none"> <li>Annually reference and refine 5-year professional learning calendar (App. E); create detailed yearly plan</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

	<ul style="list-style-type: none"> <li>• Provide training and support for Instructional Coaches and other literacy leaders.</li> </ul>	•	
	<ul style="list-style-type: none"> <li>• Provide training in understanding growth measures <b>and how they can be used to refine the reading model</b></li> </ul>	•	
	<ul style="list-style-type: none"> <li>• Provide training for using the platforms that provide growth data (Acadience, Star, EVASS)</li> </ul>	•	
	<ul style="list-style-type: none"> <li>• Develop protocols to track progress for students identified with poor projections</li> </ul>	•	
5. Measure of Success	<ul style="list-style-type: none"> <li>• Attendance records for each training</li> <li>• Documented successful teacher completion of assessed Literacy-based professional learning modules (ex, LETRS)</li> <li>• Improved Acadience scores</li> <li>• Improved Star Reading scores</li> <li>• Improved state test achievement scores and growth</li> <li>• Improved ACT scores</li> <li>• Improved student growth on Value Added projections at each grade level</li> <li>• Improved 4-year and 5-year graduation rate</li> <li>• Gap closing among subgroups</li> <li>• Annual R-TFI shows growth</li> </ul>		
6. Check-In/ Review Date	<ul style="list-style-type: none"> <li>• LETRS Cohort Check-ins</li> <li>• Assessment Data Reviews by BLLTs according to data calendar</li> <li>• Reviews BLLTs (monthly)</li> <li>• Year- end DLLT review, May 2022</li> </ul>		

<b>MTSS and Aligned Interventions</b>		<b>Implementation Progress 2021-2022</b>	<b>Updates for 2022-2023</b>
<b>Components</b>	<ul style="list-style-type: none"> <li>• <b>Identify and align evidence-based interventions to the decision rules framework</b></li> <li>• <b>(Systemic Objective 3)</b></li> </ul>		

1. <i>Timeline</i>	<ul style="list-style-type: none"> <li>Complete investigation by May 2022 for installation Fall 2022</li> </ul>	<ul style="list-style-type: none"> <li>Delayed</li> </ul>	<ul style="list-style-type: none"> <li>Focus in 2022-23</li> </ul>
2. <i>Lead Person(s)</i>	<ul style="list-style-type: none"> <li>Offices of Instruction, Data Analysis, and Student Services, DLLT/BLLTs</li> </ul>		
3. <i>Resources Needed</i>	<ul style="list-style-type: none"> <li>Time, professional learning, support, decision rules, defined intervention academic resources , diagnostic assessments; substitute teachers; guidelines for levels of intervention (schedule, personnel, etc.)</li> </ul>		
4. <i>Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</i>	<ul style="list-style-type: none"> <li>Create <b>elementary</b> team to identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Create <b>secondary</b> team to identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports</li> </ul>	*updated for clarity	
	<ul style="list-style-type: none"> <li>Identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Schedule training with selected diagnostic assessments</li> </ul>	*updated for clarity	
	<ul style="list-style-type: none"> <li>Direct 6-8 and 9-12 BLLTs to select an appropriate evidence-based diagnostic tool for their students.</li> </ul>	<ul style="list-style-type: none"> <li>Not completed</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Build educator capacity in understanding MTSS components</li> </ul>	<ul style="list-style-type: none"> <li>Not completed</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Revise <b>elementary</b> decision making rules/procedures to include intervention selection for students</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Create secondary-level decision making rules/procedures to include intervention selection for students</li> </ul>	*added for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Utilize Elementary BLLTs to <b>use data to</b> select <b>specific</b> evidence-based Tier II (classroom) intervention strategies and resources; embed into decision rules (using literacy workgroup)</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Utilize Elementary BLLTs to <b>use data to</b> select <b>specific</b> evidence-based Tier III (intensive) intervention strategies and resources; embed into decision rules</li> </ul>	*updated for clarity	
<ul style="list-style-type: none"> <li>Utilize Middle School and High School BLLTs to <b>use data to</b> select <b>specific</b> evidence-based Tier II (classroom) intervention strategies and resources; embed into decision rules</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>	

	<ul style="list-style-type: none"> <li>Utilize Middle School and High School BLLTs to <b>use data to select specific</b> evidence-based Tier III (intensive) intervention strategies and resources; embed into decision rules</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li>Wilson</li> <li>Evaluate current use of Read 180</li> </ul>
	<ul style="list-style-type: none"> <li>Schedule training with selected interventions</li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Develop protocols for data-driven decision-making regarding intervention for students; <b>align in K-3 with dyslexia law requirements</b></li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Use protocols and analysis structures to monitor progress for students receiving interventions; <b>align in K-3 with dyslexia law requirements</b></li> </ul>	*updated for clarity	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Direct 6-8 and 9-12 BLLTs to develop an Early Warning System</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>Fewer than 20% of students will require literacy-based intervention</li> <li>100% of students receiving interventions will have supports and goals defined on a RIMP, IEP, or student data monitoring form</li> <li>Evidence of gap closing among subgroups, including special education students</li> <li>Growth on pre- and post- assessments regarding teacher understandings of MTSS, PBIS, RTI, inclusive practices, other.</li> <li>Completed decision rules with identified assessments and interventions</li> <li>Annual R-TFI shows growth</li> </ul>	Not met	
6. Check-In/ Review Date	<ul style="list-style-type: none"> <li>Assessment Data Reviews by BLLTs according to data calendar</li> <li>Reviews BLLTs (monthly)</li> <li>Year- end DLLT review, May 2022</li> </ul>	Not met	

Coaching		Notes	
Components	Establish an instructional coaching model to support continuous improvement (Systemic Objective 4)		
1. Timeline	Complete by May 2022		

2. Lead Person(s)	Office of Instruction, Bldg. administrators, Coaches		
3. Resources Needed	Time, support, resources for adopted and supplemental programs, assessments, and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); coaching model/ plan, professional support in coaching practices		
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>• Hire and train a secondary level literacy coach</li> </ul>	*Added for clarity	<ul style="list-style-type: none"> <li>• Summer 2022</li> </ul>
	<ul style="list-style-type: none"> <li>• Coaches participate in all intensive trainings in the Science of Reading and in Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• No secondary level coach</li> </ul>	<ul style="list-style-type: none"> <li>• Hire &amp; Train Secondary coach</li> </ul>
	<ul style="list-style-type: none"> <li>• Coaches participate in intensive trainings in all selected instructional, assessment, and intervention programs for literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in or lead Heggerty, Foundations, Wit and Wisdom, LETRS</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> <li>• Add relevant secondary trainings</li> </ul>
	<ul style="list-style-type: none"> <li>• Coaches participate in ongoing coaching training and support</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary coaches participated in regional networks; no formal coaching training</li> <li>• No secondary level coach</li> </ul>	<ul style="list-style-type: none"> <li>• Add Instructional coaching Training/ Support</li> </ul>
	<ul style="list-style-type: none"> <li>• Coaches, building admin., and the Director of Instruction research and develop an instructional coaching model</li> </ul>	<ul style="list-style-type: none"> <li>• Draft Instructional model developed</li> <li>• Staff not well informed</li> </ul>	<ul style="list-style-type: none"> <li>• Refine model</li> <li>• Incorporate Secondary coach role</li> <li>• Improve staff understanding of model</li> </ul>
	<ul style="list-style-type: none"> <li>• Coaches, building admin., and the Director of Instruction develop monitoring instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Not done</li> </ul>	<ul style="list-style-type: none"> <li>• Begin</li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>• Attendance at trainings</li> <li>• Coaching logs</li> <li>• Staff surveys</li> <li>• Admin observations</li> <li>• Admin review of plan and activities</li> <li>• Growth on on pre- and post- assessments regarding decision rules and selected strategies</li> <li>• Improved Acadience scores</li> <li>• Improved Star Reading scores</li> <li>• Improved State test achievement scores and growth</li> <li>• Improved student growth on Value Added projections at each level</li> <li>• Gap closing among subgroups</li> <li>• Annual R-TFI growth</li> </ul>	<p>Coaching logs completed K-5 to facilitate refinement of model</p> <p>Model not formally monitored by admin</p> <p>Scores are lagging to assess improvement due to model</p>	

6. Check-In/ Review Date	<ul style="list-style-type: none"> <li>• Regular check ins between coaches and Director of Instruction</li> <li>• Bimonthly meetings with coaches, building admin and Director of Instruction</li> <li>• Annual evaluation</li> </ul>		
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<b>Family &amp; Community Engagement</b>		<b>Implementation Progress 2021-2022</b>	<b>Updates for 2022-2023</b>
<b>Components</b>	<b>Engage families and the community (ongoing)</b>		
1. Timeline	Ongoing		
2. Lead Person(s)	Office of Instruction, Bldg. administrators, <b>Family Engagement Coordinator</b>		
3. Resources Needed	Time, supplies, Engagement Plan		
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>• Decision-making teams at each level will ensure that families are represented as stakeholders in the shared leadership framework</li> </ul>	No progress for much of 2021-22	Participation of Coordinator will help ensure
	<ul style="list-style-type: none"> <li>• <b>Dedicate a full or part-time Family Engagement Coordinator to assist with this category of items</b></li> </ul>	New item: Coordinator hired April, 2022	Continue Position
	<ul style="list-style-type: none"> <li>• <b>Create family-friendly informational videos about the Literacy and Dyslexia Plans for website, newsletters, and other avenues; opportunities for Q&amp;A/ comments</b></li> </ul>		New item
	<ul style="list-style-type: none"> <li>• Sponsor family and community engagement opportunities</li> </ul>	None	<ul style="list-style-type: none"> <li>• Fall Family Night</li> <li>• Family literacy engagement events</li> <li>• Transition Night</li> <li>• EL Night</li> <li>• Other</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop communication systems <b>for all families</b></li> </ul>	Family Survey about preferred communication.	Modified item, include: <ul style="list-style-type: none"> <li>• LLP Plan/ Dyslexia Plan awareness</li> <li>• Surveys</li> <li>• Website maintenance</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop communication systems <b>for families of individual and groups of students</b> identified through the early warning system: Notification and progress letters, referral systems</li> </ul>	None	Coordinator will work with Teams and to develop communications based on data from new Data System (Hoonuit)
	<ul style="list-style-type: none"> <li>• Engage the preschool community</li> </ul>		<ul style="list-style-type: none"> <li>• Outreach through community newsletter</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Develop system of capturing family engagement data, such as e-sign in to events; centralized systems including but not limited to :</b> <ul style="list-style-type: none"> <li>○ <b>Open Houses</b></li> <li>○ <b>Family - teacher Conference nights</b></li> <li>○ <b>Engagement Activities</b></li> </ul> </li> </ul>		New Item
5. <i>Measure of Success</i>	<ul style="list-style-type: none"> <li>• Documentation, including agendas and attendance records, regarding family engagement events</li> <li>• Documented communications with students flagged in Early Warning System</li> <li>• Documented communication systems</li> <li>• Family attendance records at district/ school events</li> <li>• Family feedback surveys</li> </ul>		
6. <i>Check-In/ Review Date</i>	<ul style="list-style-type: none"> <li>• Reviews by LLTs (semi-annually)</li> <li>• Year- end DLLT review, May 2022</li> </ul>		