

## LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

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**EARLY CHILDHOOD PROVIDER/LEA: CLEARVIEW LOCAL SCHOOLS**

**IRN: 048132**

**ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):**

**STEP UP TO QUALITY RATING (IF APPLICABLE):**

**ADDRESS: 4700 BROADWAY AVE; LORAIN, OHIO, 44052**

**LEAD CONTACT: DR. PAUL KISH; DIRECTOR OF CURRICULUM AND INSTRUCTION**

**CEO/SUPERINTENDENT: DR. JEROME DAVIS**

**DATE: [ENTER COMPLETION DATE HERE] TBA**

## SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

A Clearview Local Schools Literacy Plan was originally created in the 2018-19 school year by a committee of district educators from all three of our school buildings. The plan was reviewed and updated in each year following up until the 2020-21 school year. The plan outlined 5 main sections: Philosophy and Programs; Promotion and Family Engagement; Goals; Action Plans; and Evaluation.

Upon the release of the state of Ohio's Dyslexia mandate and the creation of a Reading Achievement Plan with a subsequent template, the district took the original literacy plan and transferred the relevant and up-to-date information into the new template which included the identification of new template sections to be created accordingly.

Resources to help create Clearview Literacy Plan include: the district's prior literacy plan, Ohio State Testing data, Renaissance STAR data, prior professional development schedules, and prior District Leadership Team initiatives to help support literacy instruction.

The Director of Curriculum and Instruction, along with the three building principals, created the new literacy plan. The new plan was then shared with educators in all three school buildings and other local stakeholders for review. Collaborative updates relevant for effective plan implementation were then identified accordingly.

## CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

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

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

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

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

*Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.*

**Leadership Team Membership**

| Name              | Title/Role                             | Location              | Email  |
|-------------------|--|-----------------------|--|
| Dr. Paul Kish     | Director of Curriculum and Instruction | BOE Office            | <a href="mailto:Paul.kish@clearview.schools.org">Paul.kish@clearview.schools.org</a>                 |
| Lynne Stark       | Principal                              | Vincent Elementary    | <a href="mailto:Lynne.stark@clearview.schools.org">Lynne.stark@clearview.schools.org</a>             |
| Laura Manning     | Principal                              | Durling Middle School | <a href="mailto:Laura.manning@clearview.schools.org">Laura.manning@clearview.schools.org</a>         |
| Noeleen Rothacker | Principal                              | Clearview High School | <a href="mailto:Noeleen.rothacker@clearview.schools.org">Noeleen.rothacker@clearview.schools.org</a> |
| Kelly Schenk      | Title                                  | Vincent Elementary    | <a href="mailto:Kelly.schenk@clearview.schools.org">Kelly.schenk@clearview.schools.org</a>           |

| Name             | Title/Role     | Location           | Email  |
|------------------|----------------|--------------------|--|
| Alyssa Soloff    | Title          | Vincent Elementary | <a href="mailto:Alyssa.soloff@clearviewschools.org">Alyssa.soloff@clearviewschools.org</a> |
| Dr. Jerome Davis | Superintendent | BOE Office         | <a href="mailto:Jerome.davis@clearviewschools.org">Jerome.davis@clearviewschools.org</a>   |
| Mary Ann Nowak   | Treasurer      | BOE Office         | <a href="mailto:Maryann.nowak@clearviewschools.org">Maryann.nowak@clearviewschools.org</a> |

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

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

The Clearview Team developed this Reading Improvement Plan with support from State Support Team Region 2, ensuring alignment to the district mission and correlation to the district's One-Plan. The Leadership Team began development using the framework provided by the Ohio Department of Education's Workforce Reading Achievement Plan Guidance and Ohio's Plan to Raise Literacy Achievement. Members of the Literacy Committee brought prerequisite skills in understanding the science of reading through training from the Dyslexia and Science of Reading Modules with ongoing coaching support. Team members also possess strong communication and collaboration skills which help in the implementation of the plan. The team reviewed results and performance trends from assessments including report cards, KRA, Ohio State ELA testing results, STAR assessments, ProCore assessment, and end of course exams. The district is continuing to conduct walkthroughs for adult implementation purposes. Administrators and staff communicate and monitor the plan during quarterly DLT meetings, monthly BLT meetings, and weekly TBT meetings, reviewing data. Communication is provided weekly through Curriculum Connections sent to the district. This plan would be communicated during our local board meetings, shared out amongst buildings during our DLT, and continued conversations at the building levels. Our district plan is also posted to our district website, all supporting our goal to ensure all learners have access to a rich, diverse curriculum that aligns with state standards and encourages continual learning.

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

*Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.*

*Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.*

Clearview Local Schools' literacy plan is deeply aligned with the broader goals of local and community improvement initiatives aimed at enhancing literacy outcomes. The district's literacy improvement goals for students in grades K-12 are firmly embedded within the Ohio Improvement Process (OIP), a structured framework designed to guide school districts through continuous instructional improvement. The OIP's scaffolding system - beginning with the District Leadership Team, then progressing to Building Leadership Teams, and ultimately to Teacher-Based Teams (TBTs) - ensures that all stakeholders are consistently engaged in improving student learning outcomes. The literacy goals are continuously monitored at each of these

levels, creating a cohesive and strategic approach that directly contributes to improved literacy outcomes.

This OIP-driven structure not only informs the district's literacy initiatives but also integrates with other efforts aimed at improving student literacy. Clearview communicates and supports these goals with all stakeholders. The district is committed to early literacy intervention and provides instructional support of struggling readers at all levels K-12.

In Clearview's literacy plan, the OIP process plays a critical role in coordinating these efforts across grade levels. The district's teacher-based teams ensure continuity of literacy improvement, from early childhood education to high school. By utilizing the OIP framework, Clearview Local Schools can best assess district-wide data, foster a culture of collaboration, and implement evidence-based strategies that support literacy improvement across all grade levels in the district, ensuring that literacy is a shared priority throughout the school community.

The Clearview Local Literacy Plan is also aligned with Ohio Theory of Action - when schools and educators implement evidence-based practices, align resources, and engage in continuous improvement, student achievement and success are significantly improved.

The Clearview Literacy Plan is aligned to the district's One Plan. Student improvement in literacy is specifically outlined as a goal. Instructional best practices, resources, data analysis, and student progress monitoring are important components of the district One Plan as it relates to literacy goals K-12. Each building in the Clearview Local Schools further breaks these elements down to meet the specific needs of the students they serve in this regard.

### SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

*Describe why a local literacy plan is needed in your community.*

#### SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood provider or LEA **may include**, but are not limited to include:*

The Ohio State Testing trend data for English Language Arts (ELA) scores across various grade levels in Clearview Local Schools reveals a mixed pattern of performance over the years, with several areas of concern and some notable variations. State test scores have been somewhat inconsistent in the past with a small recovery to 53% proficient in 2020-21, followed by a further decline to 39% proficient in the 2021-22 school year, and a modest improvement to 45% in 2022-23. Similarly, 4th-grade ELA scores show a decline from 56.1% in 2016-17 to a low point of 33% in 2019-20, with a subsequent recovery to 52% in 2021-22, maintaining a steady 50% in 2022-23. The 5th-grade ELA scores exhibit a notable dip from 69% in 2018-19 to 44% in 2020-21, but also show some recovery, rising to 60% in 2023-24. Clearview High School English II scores made a jump from 42% to 50% proficient from the 2022-23 school year to the 2023-24 school year. Prior years indicated a range high of 62% prior to COVID to a low of 40% in the 2021-22 school year.

Clearview Local Schools also uses Renaissance STAR as an important assessment tool to monitor student reading K-12. The scores in STAR over the course of the last several years reflect that improvement from the beginning of the school year to the end of the school year occurs for the majority of students. However, the district would like to see improvement in the scores at a higher percentage for reading at or above grade level.

Across the grade levels, it's clear that the district has struggled with maintaining consistent progress in ELA performance, with several years showing significant declines, particularly during the pandemic years (2020-2022). This instability suggests a need for targeted interventions, especially in the lower grades (3rd and 4th), where foundational literacy skills seem to have been most impacted. The recovery in some grades, such as 5th and 6th, indicates that improvements are possible, but a more sustained effort is required to stabilize performance across all levels. The district may benefit from refining instructional strategies, implementing Science of Reading instructional strategies, increasing student engagement, and strengthening supports for students who have experienced disruptions to their learning.

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

*Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.*

Several factors contribute to underachievement in literacy within the Clearview Local Schools. One key challenge is the increased need for targeted interventions and additional instructional time to address gaps in foundational literacy skills, especially in the wake of disruptions like the



COVID-19 pandemic. Students often require more time and tailored supports to read at grade level and beyond. Moreover, the district is working to improve acclimation to literacy instructional resources, ensuring that all students have access to quality materials and instructional strategies. The socio-economic challenges faced by many families in the community further exacerbate literacy struggles, as students may lack resources or stability at home to support academic growth. Additionally, the increasing number of transient students - those who frequently move in and out of the district - compounds the issue, as these students often experience disruptions in their learning environments, hindering their ability to build consistent literacy skills. Addressing these factors will require comprehensive support systems, including targeted interventions, additional instructional time, and more adaptable resources to meet the diverse needs of all learners.

Decreased student attendance rates also continue to be a factor K-12. Following the pandemic, decreasing rates have been a significant factor to address regarding student academic achievement overall. Through the MTSS process, individual student attendance is taken into consideration as it relates to academic growth and progress.

Student behavior is also a concern that relates to student academic achievement. The district engages in PBIS, Positive Behavioral Interventions and Supports, K-12, in an effort to create an effective and inclusive learning environment. This will continue to be an important initiative for continuous improvement in the district moving forward. Although PBIS plans exist at each of our three school buildings, the transient nature of our student population makes this an ongoing, important initiative to be prioritized in an effort to create the best possible learning environment for our students.

Clearview allows for a significant student open enrollment population annually. On average approximately one-third of district students are open enrolled K-12, approximately 465 students, within a total average population of approximately 1400 students. This also creates a challenge for student academic achievement making consistency of learning programs difficult to achieve.

#### SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

The original mission of the Clearview Local Schools Literacy Plan is aligned closely with Ohio's Vision for Literacy, as outlined in the Ohio Plan to Raise Literacy Achievement. Both emphasize the importance of evidence-based practices, integrated literacy development across all subject areas, and a commitment to fostering a lifelong love of reading and books. Clearview's literacy mission focuses on ensuring that all students, from K-12, are engaged in authentic reading, writing, speaking, and listening activities that support their overall learning. This mirrors Ohio's commitment to using research-driven strategies, such as the Science of Reading, to guide literacy instruction. Clearview's belief in the importance of providing learning environments that include a variety of student-centered books and diverse literacy resources also aligns with Ohio's emphasis on differentiated instruction and providing varied supports for students at all levels K-12.

Additionally, Clearview's literacy plan places a strong emphasis on building teacher capacity for instructional practice, aligning with Ohio's approach to professional development for educators in implementing effective literacy strategies. The district's focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension directly aligns with Ohio's "Big Ideas for Early and Adolescent Reading," ensuring that students develop essential skills for reading success.

Furthermore, Clearview is committed to meeting the diverse needs of all learners, including gifted students, special education students, and culturally diverse learners. The literacy plan incorporates strategies to challenge advanced learners through enrichment opportunities while ensuring that students with disabilities receive individualized support aligned with their specific learning needs. Additionally, culturally responsive teaching practices are integrated to affirm students' identities, provide representation in literacy materials, and enhance engagement. This comprehensive approach reflects Ohio's emphasis on a multi-tiered system of support, ensuring that all students—regardless of ability, background, or learning profile—are empowered to become confident and capable readers who continue to develop literacy skills throughout their lives.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

The Clearview Local Schools Literacy Plan includes several measurable performance goals designed to support student progress and address their specific literacy needs. These goals are aligned with the district's commitment to improving literacy outcomes and are structured to track progress over time beginning with the 2025-26 school year.

### **Goal 1: Leadership**

By the 2025-26 school year, a district literacy team will be created that will serve to promote and encourage the effective implementation of the Clearview Local Schools Literacy Plan across all grade levels, ensuring that it is consistently applied with fidelity and supporting the overall literacy vision of the district.

- *By June 2026, the literacy team will meet at least once per quarter to review implementation progress and provide actionable feedback to instructional staff.*

### **Goal 2: Assessment Utilization**

By the end of the 2025-26 school year, instructional staff will be trained in using assessment data. This will include training in the analysis of Ohio State Testing data and Renaissance STAR data. Clearview educators will effectively utilize STAR data to identify students' literacy strengths and weaknesses, inform instructional practice, and determine appropriate interventions and supports in this regard. This goal will focus on content-specific literacy standards.

- *By June 2026, 100% of instructional staff will complete training on STAR data analysis and demonstrate its application by using data to inform at least one instructional adjustment per quarter.*

### **Goal 3: Instruction**

Throughout the 2025-26 school year, instructional staff will consistently implement identified, research-based literacy strategies in reading and writing, aligned with the Science of Reading, across all grade levels and content areas. Building administration will support and provide facilitation of this goal thus ensuring that these strategies are integrated into daily classroom practices with fidelity.

- *By May 2026, at least 85% of classroom observations and lesson plans will reflect the use of research-based literacy strategies as measured by administrative walkthroughs and teacher self-assessments.*

### **Goal 4: Professional Development**

Each school year, starting in 2025-26, Clearview Local Schools will identify and provide a comprehensive schedule of professional development opportunities for instructional staff, focusing on the Science of Reading, literacy-based programs, research-based instructional strategies, and ELA resource usage supporting student literacy development across the curriculum.

- *By June 2026, at least 90% of instructional staff will participate in a minimum of three literacy-focused professional development sessions and implement at least one new strategy in their classroom as documented in professional learning reflections.*

#### **Goal 5: Student Support and Intervention**

By the end of the 2026-27 school year, instructional staff at all three school buildings will have fully implemented a Multi-Tiered System of Support (MTSS) program for literacy interventions, ensuring that all students, particularly those struggling with reading and writing, receive targeted interventions based on their individual needs.

- *By June 2027, 100% of students identified as needing Tier 2 or Tier 3 literacy interventions will receive targeted support, with at least 75% demonstrating measurable progress on benchmark assessments.*

#### **Goal 6: Student Growth and Proficiency**

Clearview Local Schools will enhance literacy instruction to support student growth and proficiency in reading across grades K-12. Instructional strategies and interventions will be implemented to ensure measurable progress in literacy development.

- *By June 2027, 75% of students in grades 3-12 will demonstrate at least one year of growth in literacy as measured by Renaissance STAR Reading assessments, and by June 2028, the percentage of students scoring proficient or higher on the Ohio State Test in ELA will increase by at least 10 percentage points.*

These goals are designed to be **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound), ensuring a focused approach to literacy improvement across Clearview Local Schools, with specific targets for leadership, assessment, instruction, professional development, student support, and performance data.

## SECTION 6: ACTION PLAN MAP(S)

*Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.*

### Goal #1 Action Plan Map

**Goal Statement:** By the end of the 2025-26 school year, Clearview Local Schools will establish and sustain a district literacy team to lead and support the effective implementation of the literacy plan across all grade levels.

**Evidence-Based Practice:** Collaborative leadership and professional learning communities (PLCs) improve instructional effectiveness and literacy outcomes by fostering shared accountability, ongoing professional development, and data-driven decision-making (DuFour, 2015).

| Goal 1:<br>Leadership   | Action Step 1   | Action Step 2  | Action Step 3  |
|---|---|--|--|
| <b>Components</b>   | Create and organize a district literacy team.                     | Promote the effective implementation of the literacy plan across all grade levels.                           | Facilitate Regular Literacy Team Meetings  |
| Timeline  | Fall 2025   | Throughout the 2025-26 school year   | Throughout the 2025-26 school year, ongoing  |
| Lead Person(s)  | Curriculum Director   | District Literacy Team, Building Principals  | Curriculum Director, District Literacy Team, Building Principals                                       |
| Resources Needed  | District staff, meeting space, leadership training materials      | Literacy plan document, meeting time/minutes, checklists.  | Communication forum, schedule/time for meetings, agendas, minutes                                      |
| Specifics of Implementation (training, coaching, system structures, | Recruit team members from different grade levels and departments, | Conduct regular communication sessions with staff, ensure all grade levels understand the literacy goals and | Create a schedule for regular monthly or quarterly meetings for the Literacy Team to discuss progress, |

|   |   |  |  |
|---|---|--|--|
| implementation support and leadership structures) | provide training on leadership roles in literacy improvement, and define the team's purpose and expectations        | align their teaching methods, and monitor fidelity of implementation.  | share best practices, review data, and plan next steps. Provide a platform for ongoing communication, such as a shared document or digital space, where team members can track updates and provide support. Ensure that the Literacy Team includes representation from different grade levels to foster collaboration across K-12. |
| Measure of Success                                | Establishment of a literacy team that meets regularly to monitor and guide the implementation of the literacy plan. | Evidence of the plan being applied with fidelity in all classrooms, as reported in monthly leadership meetings/District Leadership Team/ Building Leadership Team/Teacher Based Teams. | Evidence of regular meetings and communication, documentation of action plans, and increased alignment between the district literacy vision and classroom practices.   |
| Check-In/Review Date                              | Quarterly meetings starting Fall 2025.  | Quarterly reviews of implementation progress.  | Quarterly review of team communication and meeting minutes to assess effectiveness.  |

### Goal #2 Action Plan Map

**Goal Statement:** By the end of the 2025-26 school year, Clearview Local Schools will ensure that all instructional staff are trained in analyzing and utilizing Ohio State Testing and Renaissance STAR data to drive informed instructional decisions and targeted interventions.

**Evidence-Based Practice:** Data-driven instruction improves student achievement by enabling educators to identify learning gaps, differentiate instruction, and implement targeted interventions based on formative and summative assessment results (Hamilton et al., 2009).

| Goal 2:<br>Assessment Utilization   | Action Step 1  | Action Step 2   | Action Step 3  |
|---|--|---|--|
| <b>Components</b>   | Train instructional staff in using Ohio State Testing and Renaissance STAR data effectively.   | Implement a system for continuous assessment and data-driven decision making.   | Effectively analyze and interpret of assessment data to inform instruction.  |
| Timeline  | Fall 2025  | Throughout 2025-26 school year  | Ongoing throughout the 2025-26 school year   |
| Lead Person(s)  | Director of Curriculum, Building Principals  | Curriculum Director, Building Principals  | Building Principal, Classroom Teachers   |
| Resources Needed  | STAR data reports, Ohio State Test data reports  | STAR Data/OST Data Access; Teacher collaboration time   | Assessment Data; Branching Minds; Assessment Communication forum   |
| Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures) | Organize professional development sessions for teachers on interpreting and analyzing test data to identify literacy strengths and weaknesses. Provide tools for using data to inform instruction and interventions. | Consistent and structured schedule for assessments, provide time for teachers to collaborate on student data, and adjust instruction based on findings. | Regular data review sessions will be scheduled where staff can discuss the data and adjust instructional plans based on student needs. These sessions will ensure teachers are using data to tailor lessons, group students effectively, and provide targeted interventions. |
| Measure of Success  | Teachers demonstrate the   | Teachers adjust instruction based on  | Evidence of data reviews and   |

|                      |  |   |   |
|----------------------|--|---|---|
|                      | ability to analyze and apply data in their instruction, as evidenced by lesson planning, observation, and student progress tracking. | assessment data, demonstrated by lesson adjustments and targeted interventions.       | adjustments made to instruction. Increased use of data in planning and targeted interventions in Clearview classrooms K-12. |
| Check-In/Review Date | At the end of each semester (December and May).  | DLT/BLT/TBT meetings to discuss student data and adjustments. Literacy Team meetings. | Quarterly Meetings  |

### Goal #3 Action Plan Map

**Goal Statement:** By the end of the 2025-26 school year, Clearview Local Schools will ensure that all instructional staff are effectively implementing research-based literacy strategies aligned with the Science of Reading to improve student literacy outcomes.

**Evidence-Based Practice:** The Science of Reading framework, which includes systematic phonics instruction, fluency development, and comprehension strategies, has been proven to enhance reading proficiency and long-term literacy success (National Reading Panel, 2000).

| Goal 3:<br>Instruction | Action Step 1  | Action Step 2   | Action Step 3   |
|------------------------|--|---|---|
| <b>Components</b>      | Train instructional staff on research-based literacy strategies aligned with the Science of Reading. | Provide consistent administrative support for implementation. | Add Literacy Coaches to support effective instruction |
| Timeline               | Summer 2026  | Ongoing throughout 2025-26 school year                        | Start of 2025-26 school year                          |
| Lead Person(s)         | Curriculum Director  | Curriculum Director;<br>Building Principals;                  | Curriculum Director;<br>Building Principals           |



|   |   |   |  |
|---|---|---|--|
| Resources Needed  | Science of Reading materials/modules. PD trainers   | Coaches/Coaching time, feedback/monitoring tools.   | Funding for Literacy Coaches, time for observations and coaching sessions  |
| Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures) | Organize professional development focused on key literacy strategies/SoR (phonics, fluency, comprehension) rooted in the Science of Reading. Include coaching and peer support. | Principals and coaches provide observation and feedback on the fidelity of strategy implementation in Clearview classrooms, offering support as needed. | Hire and assign literacy coaches to support teachers across all grade levels in implementing research-based literacy strategies. Literacy coaches will work directly with teachers in classrooms, providing targeted coaching, modeling effective strategies, offering feedback, and supporting the integration of the Science of Reading. Coaches will also facilitate professional development sessions and help create individualized action plans for teachers based on classroom needs. |
| Measure of Success  | Teachers demonstrate proficiency in implementing Science of Reading strategies in daily lessons.  | Increased consistency in using Science of Reading strategies across classrooms K-12.  | Increased use of effective literacy strategies in classrooms, positive feedback from teachers regarding coaching support, improved student literacy outcomes.  |
| Check-In/Review Date  | Post-PD follow-up in May 2026, then   | Classroom observations both formal and informal.  | DLT/BLT Meetings. Literacy Team  |

|  |                             |  |   |
|--|-----------------------------|--|---|
|  | ongoing quarterly coaching. |  | Meetings to assess coach effectiveness. |
|--|-----------------------------|--|---|

### Goal #4 Action Plan Map

**Goal Statement:** By the end of the 2025-26 school year, Clearview Local Schools will provide a structured, ongoing professional development program focused on the Science of Reading and evidence-based literacy strategies to enhance instructional effectiveness.

**Evidence-Based Practice:** High-quality professional development that is sustained, collaborative, and job-embedded has been shown to improve teacher efficacy and student literacy achievement (Darling-Hammond et al., 2017).

| Goal 4:<br>Professional Development                                 | Action Step 1   | Action Step 2  | Action Step 3   |
|---|---|--|---|
| <b>Components</b>   | Develop a comprehensive professional development schedule for literacy instruction. | Offer ongoing support and opportunities for staff collaboration.                             | Provide Targeted Literacy Training for Instructional Staff  |
| Timeline  | Summer 2025   | Ongoing throughout 2025-26 school year   | Annually, starting in the 2025-26 school year   |
| Lead Person(s)  | Curriculum Director   | Literacy Coaches (if applicable), Curriculum Director  | Curriculum Director   |
| Resources Needed  | Professional development resources, ELA Program Access                              | Literacy Coaches, Collaboration time, peer mentoring   | Funding for PD, Trainers  |
| Specifics of Implementation (training, coaching, system structures, | Plan and schedule professional development opportunities aligned with the           | Principals facilitate collaboration meetings and peer observation opportunities for teachers | Implement professional development schedule focused on literacy instruction. This will include the Science of |

|   |  |  |  |
|---|--|--|--|
| implementation support and leadership structures) | Science of Reading and literacy programs across the curriculum.  | to share best practices and discuss challenges.  | Reading, strategies for integrating literacy across content areas, and the use of literacy resources and tools. Training sessions will also cover how to use data to inform instruction and differentiate teaching for diverse learners. |
| Measure of Success                                | Professional development sessions are completed, with staff demonstrating improved literacy instructional practices as observed in classrooms. | Teachers demonstrate increased collaboration and application of new strategies in the classroom. | Increased capacity for literacy instruction, documented participation in professional development sessions, and improvement in student literacy outcomes.  |
| Check-In/Review Date                              | End of each school year to assess the effectiveness of PD and adjustments for the following year.  | TBT/BLTR meetings for reflection and feedback.   | PD Feedback/ Survey; End of Year PD Review   |

### Goal #5 Action Plan Map

**Goal Statement:** By the end of the 2025-26 school year, Clearview Local Schools will implement a Multi-Tiered System of Support (MTSS) framework to provide targeted literacy interventions that address the individual needs of students and improve literacy outcomes.

**Evidence-Based Practice:** Multi-Tiered Systems of Support (MTSS) have been shown to improve student achievement by providing data-driven, tiered interventions that ensure struggling learners receive appropriate and timely support (Fuchs & Fuchs, 2006)

| <b>Goal 5:</b><br><br><b>Student Supports and Interventions</b>   | <b>Action Step 1</b>   | <b>Action Step 2</b>  | <b>Action Step 3</b>  |
|---|--|---|---|
| <b>Components</b>   | Implement a Multi-Tiered System of Support (MTSS) framework for literacy interventions K-12.   | Provide targeted interventions based on individual student needs.   | Implementation of Branching Minds software for MTSS / Intervention communication and organization.  |
| Timeline  | End of 2025-26 school year   | Ongoing, starting 2025-26   | Throughout 2025-26 school year and beyond   |
| Lead Person(s)  | Special Education Director; Curriculum Director; Building Principals   | Intervention Specialists, Classroom Teachers  | Curriculum Director; Building Principals  |
| Resources Needed  | MTSS Branching Minds, intervention resources, staffing support   | Intervention documentation, student data, Branching Minds   | Branching Minds software. Funding for program   |
| Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures) | Train staff in MTSS framework, ensuring clear protocols for identifying students in need of interventions. Monitor the effectiveness of interventions and adjust as needed. Branching Minds PD | Utilize data to identify students needing Tier 2 and Tier 3 interventions, and implement targeted supports, adjusting as necessary. | Train staff in Branching Minds so that all staff K-12 can effectively input data for MTSS teams and monitor progress of students needing support. |
| Measure of Success  | Increased identification and support of students needing literacy interventions, as  | Students in need of interventions show measurable improvement in literacy as  | Use of Branching Minds by MTSS teams and all Clearview teachers to monitor  |

|                      |   |                                |  |
|----------------------|---|--------------------------------|--|
|                      | demonstrated through assessment data, tiered support documented | documented in assessment data. | student tiered support in literacy and beyond. |
| Check-In/Review Date | Mid-year and end-of-year reviews.                               | All MTSS meetings              | DLT/BLT Meetings.<br>MTSS Meetings             |

### Goal #5 Action Plan Map

**Goal Statement:** By the end of the 2026-27 school year, Clearview Local Schools will ensure that 75% of students in grades 3-12 demonstrate at least one year's growth in literacy as measured by Renaissance STAR Reading assessments, with continued improvement in Ohio State Test ELA proficiency scores.

**Evidence-Based Practice:** Data-driven instruction, which uses ongoing assessment results to tailor teaching strategies, has been shown to improve student learning outcomes by ensuring targeted and effective literacy interventions (Marzano, 2003).

| Goal 6:<br>Student Growth and Proficiency | Action Step 1                                  | Action Step 2  | Action Step 3   |
|---|--|--|---|
| <b>Components</b>                         | Set benchmarks for student growth in literacy. | Use assessment data to refine instructional practices and interventions. | Conduct the Ohio Improvement Process system to implement instructional best practice to improve student outcomes based on assessment data |
| Timeline                                  | August/September 2025                          | Throughout the 2025-26 school year                                       | Throughout 2025-26 school year and beyond   |
| Lead Person(s)                            | Curriculum Director/<br>Building Principals    | Building Principals,<br>Classroom Teachers,<br>MTSS Team                 | Curriculum Director,<br>Building Principals,<br>DLT, BLTs, TBTs   |

|   |  |  |   |
|---|--|--|---|
| Resources Needed  | STAR Reading data, Ohio State Testing data   | Assessments/ data reports  | Ohio Leadership Advisory Council digital access to OIP process tools/training                   |
| Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures) | Establish baseline data for student reading levels and set growth targets for each student, utilizing Renaissance STAR and Ohio State Test data. | Regular student data reviews to identify areas of growth and areas needing improvement. Adjust instructional strategies accordingly. | TBTs will implement instructional best practice in literacy based on the OIP five step process. |
| Measure of Success  | 75% of students in grades 3-12 demonstrate a year's growth in literacy.  | 75% of students in grades 3-12 demonstrate a year's growth in literacy.  | 75% of students in grades 3-12 demonstrate a year's growth in literacy.                         |
| Check-In/Review Date  | After STAR Testing dates. June 2026  | TBT Meetings / MTSS Meetings   | DLT/BLT/TBT Meetings  |

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

*Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.*

**Regular Data Reviews:** Student performance will be closely monitored using data from Renaissance STAR Reading, Ohio State Testing, and classroom assessments, with progress reviewed quarterly by building leaders, Building Leadership Teams, Teacher Based Teams, teams to track growth and identify areas for improvement.

**Ongoing Progress Monitoring:** Teacher Based Teams will conduct regular progress monitoring sessions to assess individual student growth within the Multi-Tiered System of Support (MTSS), making necessary adjustments to interventions and supports to meet learners' needs.

**Individualized Student Data Tracking:** Teachers will use individualized student data to inform instructional decisions and document and communicate accordingly with stakeholders. Branching Minds will be utilized that serves as a data communication and intervention tool.

**Professional Development Feedback:** District professional development events will be monitored through teacher feedback, evaluations, and classroom observations. Adjustments will be made based on teacher progress in applying strategies.

**Reports to Stakeholders:** Progress toward literacy goals will be shared with the whole school community to include: parents, the school board, and other stakeholders through literacy data reports. These reports will outline overall trends in student achievement while ensuring individual student data is protected and not shared without appropriate consent.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

***Question 8: Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.***

Our literacy instruction is guided by evidence-based practices that align with Ohio's Comprehensive Literacy framework. We utilize a combination of structured literacy approaches, systematic phonemic awareness instruction, and diagnostic-driven interventions to support all learners.

#### **Vincent Elementary School**

##### **Grades K-4**

##### **Core Literacy Instruction (Tier 1)**

Our core reading curriculum includes **Open Court** for grades K-2 and **Wonders** for grades 3-4. These programs provide explicit, systematic instruction in foundational reading skills, vocabulary development, comprehension strategies, and writing.

To enhance and reinforce our core instruction, we integrate two research-based programs:

- **UFLI Foundations (University of Florida Literacy Institute):** A systematic, explicit phonics program designed to develop decoding, encoding, and fluency skills. This program provides structured, cumulative instruction that benefits all students and serves as both core instruction and intervention.



- **Heggerty Phonemic Awareness:** This program delivers daily, systematic phonemic awareness instruction to build foundational literacy skills. It is an explicit and engaging approach that strengthens students' phonological and phonemic awareness skills, a critical component of early reading success.

By incorporating these programs into Tier 1 instruction, we ensure that all students receive high-quality, research-based literacy instruction from the outset.

### **Evidence-Based Interventions (Tier 2 & 3)**

For students requiring additional support beyond core instruction, we implement targeted interventions based on diagnostic assessments:

- **Heggerty (Tier 2 & 3):** If the **PAST** diagnostic assessment indicates a phonemic awareness deficit, Heggerty is used as an intensive intervention. The structured nature of Heggerty's lessons allows students to develop critical phonemic awareness skills, which are essential for decoding and spelling.
- **UFLI (Tier 2 & 3):** If the **LETRS Word Reading Survey** identifies a phonics deficit, UFLI is used as an intervention. UFLI's explicit, sequential approach to phonics instruction ensures that students develop automaticity in word recognition, improving fluency and comprehension.

By implementing UFLI and Heggerty across **Tiers 1-3**, we provide a continuum of literacy support that is responsive to student needs, ensuring all learners develop strong reading proficiency. These evidence-based practices are essential for closing achievement gaps and fostering lifelong literacy success.

***Question 8:2For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.***

### **ESSA Tier of Evidence for Evidence-Based Practices and Interventions**

Our leadership team has carefully selected evidence-based literacy practices and interventions by following best practices outlined through the **Science of Reading** and in consultation with our local **State Support Team (SST)**. The programs implemented align with the **Every Student Succeeds Act (ESSA)** tiers of evidence, ensuring high-quality, research-supported instruction and intervention.

#### **UFLI Foundations – ESSA Tier 1 (Strong Evidence)**

- **Determination:** UFLI (University of Florida Literacy Institute) is supported by rigorous research demonstrating its effectiveness in teaching phonics and decoding through systematic, explicit instruction. Studies published by the **University of Florida** have shown significant reading gains among students who receive UFLI instruction.

- **Use in Our School:** UFLI is implemented as a **Tier 1 core instructional resource** and as a **Tier 2 and Tier 3 intervention** when diagnostic data from the **LETRS Word Reading Survey** indicates phonics deficits.
- **Supporting Source:** UFLI website

#### **Heggerty Phonemic Awareness – ESSA Tier 2 (Moderate Evidence)**

- **Determination:** Heggerty is widely recognized as an effective phonemic awareness program backed by research studies demonstrating positive effects on early literacy acquisition. The program aligns with **structured literacy** principles, an approach supported by the **Science of Reading**.
- **Use in Our School:** Heggerty is embedded in **Tier 1 core instruction** and serves as an **intervention for phonemic awareness deficits** identified through The PAST Phonological Awareness Assessment.
- **Supporting Source:** [Heggerty website](#)

#### **LETRS (Language Essentials for Teachers of Reading and Spelling) – ESSA Tier 1 (Strong Evidence)**

- **Determination:** LETRS is a professional development program grounded in decades of research on reading science. It provides teachers with the knowledge to effectively teach phonics, fluency, vocabulary, and comprehension. Studies confirm that LETRS-trained educators demonstrate significant improvements in literacy instruction.
- **Use in Our School:** We utilize **LETRS assessments**, including the **Word Reading Survey**, to identify phonics deficits and guide intervention decisions.
- **Supporting Source:** Research studies published by **Lexia Learning** and **Dr. Louisa Moats**, the program's creator.

#### **Open Court Reading (K-2) – ESSA Tier 1 (Strong Evidence)**

- **Determination:** Open Court Reading is a research-based, structured literacy program that follows systematic phonics instruction and explicit teaching methods. Studies have shown strong evidence supporting its effectiveness in early reading development.
- **Use in Our School:** Open Court serves as our **core reading curriculum for K-2**, ensuring that all students receive explicit foundational literacy instruction.
- **Supporting Source:** Research conducted by **McGraw Hill Education** and independent literacy studies.

#### **Wonders (3rd-4th Grade) – ESSA Tier 1 (Strong Evidence)**

- **Determination:** Wonders is an evidence-based literacy program with strong research supporting its use in reading comprehension, vocabulary development, and writing instruction. Studies indicate that students using Wonders show measurable gains in reading achievement.
- **Use in Our School:** Wonders is our **core reading curriculum for grades 3-4**, supporting students as they transition from foundational skills to more advanced literacy comprehension.
- **Supporting Source:** Studies published by **McGraw Hill Education** and independent evaluations.

## Leadership Decision-Making Process

The leadership team determined the ESSA tier of evidence for each practice and intervention by:

1. **Following best practices aligned with the Science of Reading.**
2. **Consulting with our local State Support Team (SST)** to evaluate research-backed literacy programs.
3. **Reviewing independent research studies** and data from program publishers.
4. **Analyzing student achievement data** to ensure program effectiveness in our setting.

By aligning our literacy practices with ESSA evidence tiers, we ensure that our students receive **high-quality instruction** and targeted **interventions** that drive reading success.

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

The Ohio State Testing trend data for **English Language Arts (ELA)** in **Clearview Local Schools** reveals **inconsistent performance across grade levels**, with significant declines particularly in **3rd and 4th grade**, and **recovery trends in 5th grade and high school**. This data, along with **Renaissance STAR** results, highlights the need for **targeted interventions**, **increased instructional time**, and a **refined instructional approach grounded in the Science of Reading**.

The district has identified **several key challenges** impacting student literacy, including:

- **Gaps in foundational literacy skills**, particularly in lower grades (3rd and 4th).
- **Impact of COVID-19 disruptions**, causing setbacks in reading proficiency.
- **Limited student engagement and access to instructional resources**.
- **Socio-economic barriers and transient student populations**, leading to inconsistent learning experiences.

To address these challenges, **Clearview Local Schools** is implementing a **multi-tiered system of evidence-based literacy instruction and intervention**, ensuring all students receive the support necessary to improve reading outcomes and long-term academic success.

## Evidence-Based Practices and Interventions Aligned to Learner Needs

### Core Literacy Instruction (Tier 1)

To **stabilize and strengthen foundational literacy skills** across grade levels, the district has adopted high-quality instructional resources aligned with the **Science of Reading**:

- **Open Court (K-2) and Wonders (3-4)** provide explicit, systematic literacy instruction, ensuring all students build strong phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
- **LETRS-trained teachers** implement **structured literacy strategies** to enhance instructional effectiveness.

### Targeted Interventions (Tier 2 & 3) to Address Learning Gaps

Due to **fluctuating test scores and learning loss in lower grades**, the district has expanded its intervention supports using:

- **UFLI Foundations (Tiers 1-3)**: A systematic phonics intervention used for students identified with phonics deficits through the **LETRS Word Reading Survey**. UFLI provides targeted, small-group instruction that strengthens **decoding and encoding skills** critical for early reading success.
- **Heggerty Phonemic Awareness (Tiers 1-3)**: Designed to improve **phonological awareness**, Heggerty is used in early grades and as an intervention for students identified with deficits through the **PAST (Phonological Awareness Screening Test)**.
- **Increased instructional time through small-group intervention blocks**, ensuring struggling students receive the individualized support necessary to close skill gaps.

### **Overcoming Socio-Economic and Transient Student Challenges**

Many Clearview students **face socio-economic barriers and transient living situations**, impacting reading achievement. To provide stability and equitable access to literacy instruction, the district is:

- **Providing structured, adaptable interventions (UFLI & Heggerty)** that allow for **consistent instruction despite mobility**.
- **Expanding instructional time** through after-school literacy programs such as The Boys and Girls Club housed at Vincent Elementary.
- **Implementing high-frequency progress monitoring to quickly assess and support transient students**.

### **Sustaining Growth and Long-Term Literacy Success**

To **maintain and accelerate literacy gains**, Clearview Local Schools is committed to:

- **Ongoing LETRS professional development** to ensure teachers effectively implement structured literacy strategies.
- **Consistent use of Renaissance STAR to track progress, adjust instruction, and ensure students meet grade-level benchmarks**.
- **Strengthening instructional resources and supports** to engage all learners and provide equitable literacy opportunities.

By implementing **evidence-based practices tailored to student needs**, Clearview Local Schools aims to **stabilize literacy performance, close achievement gaps, and support long-term reading success for all students**.

***8:4: Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans)***

## Providing Targeted Support for Subgroups

### English Learners (ELs)

ELs often require additional supports in phonemic awareness, vocabulary development, and comprehension due to limited exposure to English. To meet these needs, we:

- Use **Heggerty** to build phonemic awareness, ensuring ELs develop the foundational skills necessary for reading in English.
- Implement **UFLI Foundations** with scaffolds, allowing ELs to develop decoding and encoding skills at their pace.
- Use **Wonders (3-4)**, which incorporates **explicit vocabulary instruction** to strengthen ELs' understanding of academic language.
- Provide **targeted small-group instruction** focused on **oral language development and reading comprehension strategies**.

### Students with Disabilities

Students with disabilities often require structured, explicit instruction in literacy to address deficits in phonemic awareness, phonics, and comprehension. To support these learners, we:

- Use **Heggerty** to strengthen **phonemic awareness skills**, a critical deficit area for many students with disabilities.
- Use **UFLI Foundations** to provide **systematic, cumulative phonics instruction** tailored to individual learning needs.
- Offer **multisensory learning strategies**, such as **hands-on activities, visual supports, and assistive technology**, to accommodate diverse learning needs.
- Provide **structured literacy intervention plans** that align with students' **Individualized Education Programs (IEPs)**.

### Students on Reading Improvement and Monitoring Plans (RIMPs)

Students on RIMPs require **targeted, data-driven interventions** to accelerate reading proficiency and close achievement gaps. To support these students, we:

- Use **diagnostic assessments** (PAST for phonemic awareness, LETRS Word Reading Survey for phonics) to **determine specific areas of need**.
- Implement **small-group UFLI and Heggerty interventions** to address **identified skill deficits**.
- Use **Open Court (K-2) and Wonders (3-4)** with additional supports, ensuring that RIMP students receive **explicit, systematic instruction** in **fluency, vocabulary, and comprehension**.
- **Monitor progress frequently**, adjusting interventions based on student performance data.

## SECTION 8 PART B:

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

The leadership team at **Clearview Local Schools** is committed to ensuring the successful implementation of **evidence-based literacy practices and interventions** through **structured coaching, instructional support, and data-driven decision-making**. By following **best practices outlined in the Science of Reading** and in consultation with our **local State Support Team (SST)**, the district will provide **ongoing guidance and resources** to ensure that all educators are equipped to deliver high-quality literacy instruction. A **clear professional development plan**, as outlined in **Section 8, Part C**, ensures alignment with these efforts.

### **Coaching and Ongoing Instructional Support**

#### **1. Literacy Coaches and Instructional Support**

- **If awarded this grant, dedicated literacy coaches** will work alongside teachers to **model best practices, observe instruction, and provide real-time feedback**.
- Coaching cycles will focus on **data-driven instructional planning**, ensuring **high-impact literacy strategies** are consistently implemented.
- Coaches will support teachers in **analyzing student data from Renaissance STAR, PAST, and LETRS Word Reading Survey diagnostics** to inform targeted interventions.

#### **2. Data-Driven Instructional Planning and Intervention Support**

- **Regular data meetings** will be held to review **Renaissance STAR results, classroom assessments, and intervention progress**.
- The leadership team will guide teachers in **adjusting instructional practices** based on student needs, ensuring alignment with **Tier 1-3 supports**.
- **Teacher Based Teams (TBT)** will provide a space for teachers to **collaboratively analyze student progress and share instructional strategies**.

### **Ensuring Sustainability and Continuous Improvement**

#### **1. Collaboration with State Support Team (SST)**

- The district leadership team will continue to consult with the **local SST** to ensure that literacy initiatives align with **state best practices and ESSA requirements**.
- The SST will provide **additional coaching and implementation support** to enhance **teacher capacity and instructional effectiveness**.

#### **2. Parent and Community Engagement**

- The leadership team will **partner with families** to provide **literacy workshops, at-home reading strategies, and accessible intervention resources** to support student learning beyond the classroom.
- Schools make positive phone calls home on a structured and consistent basis regarding student achievement in ELA/Reading based STAR and other academic criteria.



- A weekly staff newsletter titled the Clearview Curriculum Connection is emailed to staff every Friday that contains information regarding all things teaching and learning in the district K-12. This document is also posted on the district website to share with the entire school community.
- Book vending machines exist in each of our three schools. Through our PBIS program kids receive tokens that can be used to obtain a book that they can keep and take home.

By **prioritizing coaching, data-driven instruction, and collaborative support**, Clearview Local Schools' leadership team is ensuring that **evidence-based literacy practices are implemented effectively and sustained over time**. This **multi-faceted approach** will ensure that **all students, including English learners, students with disabilities, and those on RIMPs, receive the instruction and intervention necessary to achieve grade-level reading proficiency and long-term academic success**.

### **Section 8 Part B:**

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

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

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years (fidelity of adult implementation)**.*

The leadership team at **Clearview Local Schools** is committed to ensuring that all **evidence-based literacy practices and interventions** are implemented with **fidelity** and **measured for effectiveness**. By using a **data-driven approach, instructional coaching, and structured intervention monitoring**, we will assess progress, make necessary adjustments, and continuously refine instructional practices to improve upon strategies utilized in the two prior consecutive years.

### **Monitoring Fidelity of Implementation**

1. **Classroom Observations & Walkthroughs**
  - The leadership team will conduct **regular classroom observations and instructional walkthroughs** to ensure teachers are implementing **Open Court (K-2), Wonders (3-4), UFLI Foundations, and Heggerty** as intended.

- Observation tools and checklists will be aligned with the **Science of Reading best practices** to ensure systematic, explicit literacy instruction is consistently delivered.
- Teachers will receive **timely feedback and targeted support** based on observation findings.
- 2. **Coaching and Teacher Based Teams (TBT)**
  - **Literacy coaches** will provide ongoing **job-embedded coaching** to support the effective delivery of structured literacy practices.
  - **TBT's will meet regularly** to analyze student data, discuss best practices, and problem-solve implementation challenges.
  - Teachers will engage in peer observations to **share successful strategies and refine instructional techniques**.
- 3. **Data-Driven Decision Making**
  - Student progress will be **monitored frequently** using **Renaissance STAR, PAST, and LETRS Word Reading Survey diagnostics** to assess reading proficiency and intervention effectiveness.
  - **Intervention effectiveness will be reviewed every 4-6 weeks** by the MTSS team to determine whether students are making adequate progress or require additional supports.
  - Leadership will use data reports to **adjust instructional strategies and ensure continuous improvement**.

## Measuring Progress and Impact

1. **Student Performance Tracking**
  - We will track **benchmark and progress monitoring data** to measure literacy growth across **all student subgroups, including ELs, students with disabilities, and those on RIMPs**.
  - Student intervention groups will be **adjusted based on progress monitoring results**, ensuring that every student receives the appropriate level of support.
  - The leadership team will analyze **Ohio State Testing trend data** in ELA to assess the long-term impact of instructional adjustments.
2. **Adjusting Strategies for Continuous Improvement**
  - If data indicates that a particular intervention or instructional strategy is not yielding expected progress, the leadership team will:
    - **Identify instructional gaps** and adjust implementation methods accordingly.
    - Provide **additional coaching and modeling** for teachers needing support in delivering specific strategies.
    - Implement **alternative research-based interventions** if necessary to meet student needs.
  - Regular review of intervention effectiveness ensures that **practices evolve and improve over time**.

## Sustaining and Enhancing Literacy Growth

1. **Strengthening Teacher Capacity**
  - A **clear professional development plan** (outlined in Section 8, Part C) ensures that all teachers are equipped with the knowledge and skills to deliver high-quality literacy instruction.



- The district will provide **SoR training and ongoing literacy-focused PD** to ensure alignment with **structured literacy principles and the Science of Reading**.
- 2. **Expanding Literacy Supports**
  - Partnerships with **The Boys and Girls Club and** will provide extended learning opportunities for struggling readers.
  - Increased **family engagement** through literacy workshops and at-home reading resources will further support student growth.

By implementing **structured classroom observations, ongoing coaching, data-driven decision-making, and intervention progress monitoring**, the leadership team ensures that literacy instruction is **effectively implemented and continuously improved**. Our approach **not only sustains gains from previous years** but also enhances instructional quality to achieve **lasting literacy success for all students**.

## Durling Middle School

### Grades 5-8

#### **Evidence-Based Literacy Practices and Interventions for Grades 5-8 at Durling Middle School**

At Durling Middle School, literacy instruction for students in grades 5-8 is grounded in evidence-based practices that align with Ohio's Comprehensive Literacy Framework. Through the use of McGraw Hill Wonders for grades 5-6 and the current adoption process for grades 7-8, we support the literacy development of our students by focusing on key skills necessary for success in both academic and real-world contexts. Additionally, the school utilizes targeted interventions to support students at all levels, ensuring literacy growth and achievement. CommonLit and Quill are also integrated as supplemental resources to further support reading, writing, and grammar development.

#### **Core Literacy Instruction (Tier 1)**

At Durling Middle School, McGraw Hill Wonders is the primary ELA curriculum for students in grades 5 and 6. This program offers a comprehensive approach to reading and writing instruction, providing a strong foundation for literacy development.

##### **McGraw Hill Wonders for Grades 5-6:**

McGraw Hill Wonders provides a balanced framework that fosters reading comprehension, writing, vocabulary development, and critical thinking. The curriculum focuses on research-based strategies to support evidence-based literacy instruction:

- **Complex Text Analysis:** Students read and analyze a diverse range of texts, including literature and informational materials, to build their ability to interpret and engage with complex content.
- **Vocabulary Development:** Explicit instruction in academic vocabulary helps students build a rich word bank, supporting their ability to understand and discuss texts.
- **Writing Skills:** Students practice writing across various genres, including narrative, expository, and persuasive writing, to strengthen their written communication skills.

- **Engagement with Texts:** The program incorporates interactive lessons and collaborative activities that engage students actively in their learning.

For grades 7 and 8, the school is currently undergoing an adoption process to identify the best fit for the ELA curriculum. In the past, students in these grades have used **CommonLit 360**, which provided a rigorous approach to reading comprehension, vocabulary, and writing skills.

### **Supplemental Instruction (Tier 2 & 3) with IXL ELA, CommonLit, and Quill**

For students who need additional support beyond the core instruction, **IXL ELA**, **CommonLit**, and **Quill** serve as supplemental instructional tools for grades 5-8. These platforms provide individualized practice based on students' unique learning needs, offering additional support in the following areas:

- **Reading Comprehension:** Students engage with texts of varying complexity, enhancing their ability to draw inferences, analyze, and synthesize information. CommonLit's extensive library of both literary and informational texts further enhances comprehension skills.
- **Grammar and Writing Mechanics:** Quill reinforces writing and grammar skills, offering interactive exercises to improve sentence structure, punctuation, and grammar. IXL ELA also targets grammar skills, sentence structure, and mechanics to improve the clarity and effectiveness of students' writing.
- **Vocabulary Development:** Both IXL and CommonLit focus on building a robust vocabulary, including words used in academic and professional contexts.
- **Progress Monitoring:** Through IXL's data-driven insights, teachers are able to track students' progress and adjust instruction to meet individual learning needs, providing targeted interventions for students who require more intensive support.

### **Evidence-Based Interventions and Supports**

Durling Middle School utilizes several interventions to support students with reading challenges or gaps in literacy. These interventions are designed to meet the specific needs of students and are informed by data from diagnostic assessments, including STAR and IXL ELA reports.

- **Title 1 ELA Intervention:** The Title teacher supports students below grade level by implementing Reading Improvement Plans (RIMPs) to provide tailored interventions, ensuring these students receive the focused instruction they need to improve their literacy skills.
- **SRA Program for Whole-School Intervention (Science Research Associates):** The school has a daily whole-school intervention period during which all students participate in the SRA Program, designed to help strengthen reading skills and improve overall literacy proficiency.

### **Support for English Learners (ELs)**

In support of English Learners, Durling Middle School provides targeted language and literacy instruction through both McGraw Hill Wonders and IXL ELA. These tools, along with CommonLit's language supports, are designed to support language acquisition while promoting literacy development. Teachers integrate academic language development strategies to help ELL students engage with grade-level texts and participate in literacy activities.

## ESSA Tier of Evidence for Practices and Interventions

- **McGraw Hill Wonders – ESSA Tier 1 (Strong Evidence):** McGraw Hill Wonders is a research-based program that has been shown to improve literacy outcomes in grades 5-6, supporting comprehensive literacy development in reading, writing, and vocabulary.
- **IXL ELA – ESSA Tier 2 (Moderate Evidence):** IXL ELA is a widely used platform backed by research that personalizes instruction to meet the individual needs of students. It provides targeted practice and progress monitoring to support literacy growth.
- **CommonLit – ESSA Tier 2 (Moderate Evidence):** CommonLit's library of free, high-quality reading materials and its data-driven assessments provide a reliable tool for improving reading comprehension.
- **Quill – ESSA Tier 2 (Moderate Evidence):** Quill's interactive grammar and writing exercises allow students to develop their writing and grammar skills, which are reinforced through immediate feedback.

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

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

## Leadership Team Support for Implementation

The Building Leadership Team (BLT) at Durling Middle School is committed to ensuring successful implementation of evidence-based literacy practices:

- **Professional Development:** Teachers receive ongoing training to effectively use McGraw Hill Wonders, IXL ELA, CommonLit, and Quill. This includes professional development in best practices for differentiated instruction, reading strategies, and data-driven decision-making.
- **Coaching and Mentoring:** A future plan calls for the potential to have Literacy Coaches work closely with teachers to model effective instructional practices, observe classrooms, and provide feedback to enhance instruction.
- **Data-Driven Decision-Making:** Teachers regularly analyze student progress through data from IXL ELA, STAR assessments, CommonLit, and classroom evaluations. This helps them adjust instruction to meet the needs of all students.

- **Collaborative Data Meetings:** Teacher Based Teams (TBTs) collaborate to discuss student progress, share successful strategies, and work together to solve instructional challenges.

## Ensuring Fidelity of Implementation and Progress

To ensure the success of literacy initiatives and maintain high standards for instruction, the leadership team will:

- **Monitor Fidelity of Instruction:** Regular classroom observations and analysis of lesson plans will ensure that McGraw Hill Wonders, IXL ELA, CommonLit, and Quill interventions are implemented as designed.
- **Ongoing Data Analysis:** The team will regularly assess data from STAR assessments, IXL ELA progress reports, CommonLit performance, and classroom evaluations to monitor student growth and determine the effectiveness of interventions.
- **Continuous Improvement:** The leadership team will use data and feedback to refine literacy practices, ensuring that instruction evolves to meet the needs of students and improve literacy outcomes over time.

Through the use of McGraw Hill Wonders, IXL ELA, CommonLit, Quill, and targeted interventions, Durling Middle School is committed to providing high-quality, evidence-based literacy instruction for all students, helping them develop the skills necessary for academic success and beyond.

## Clearview High School

### Grades 9-12

#### Evidence-Based Literacy Practices and Interventions for Grades 9-12

Our literacy instruction in grades 9-12 is grounded in evidence-based practices that align with Ohio's Comprehensive Literacy framework. Through the use of *Savvas My Perspectives*, our core English Language Arts (ELA) program, and *IXL ELA* as a supplemental instructional tool, we support our students' literacy development by focusing on skills necessary for success in both academic and real-world settings.

#### Core Literacy Instruction (Tier 1)

At the high school level, *Savvas My Perspectives* serves as our primary ELA curriculum. This program offers a comprehensive approach to literature and informational text, with a focus on reading comprehension, vocabulary development, critical thinking, and writing. *Savvas My Perspectives* is structured around research-based strategies that support evidence-based literacy instruction through:

- **Complex Text Analysis:** Students engage with a range of texts, both classic and contemporary, that enhance their ability to analyze and interpret literary and informational texts.
- **Vocabulary Development:** The curriculum integrates explicit vocabulary instruction and academic language to prepare students for high-level discussions and writing assignments.
- **Writing Skills:** Focused instruction on writing, from analytical essays to creative projects, promotes mastery in written expression.
- **Active Student Engagement:** Activities and interactive lessons are designed to encourage active participation, promoting higher-order thinking skills in line with the demands of Ohio's state standards.

### Supplemental Instruction (Tier 2 & 3) with *IXL ELA*

For students who need additional support beyond the core instruction, *IXL ELA* provides a supplemental platform tailored to individual student needs. *IXL* offers personalized practice in key areas such as:

- **Reading Comprehension:** Students practice analyzing texts of varying complexity, improving their ability to draw inferences and synthesize information.
- **Grammar and Writing Mechanics:** *IXL* offers targeted instruction in grammar, sentence structure, and mechanics, which helps students improve their writing clarity and coherence.
- **Vocabulary and Word Study:** Additional focus is placed on expanding vocabulary, particularly with words commonly used in academic and professional contexts.

For students requiring more intensive intervention (Tier 3), progress monitoring through *IXL ELA* ensures that interventions are targeted to the specific areas where students show weaknesses, allowing for individualized support plans.

### Evidence-Based Interventions and Supports

For students identified with reading challenges or gaps in literacy, interventions are implemented through *Savvas My Perspectives* and *IXL ELA* data, as well as supplementary diagnostic tools:

- **Reading Intervention:** Students receive additional targeted support based on diagnostic assessments such as STAR and *IXL ELA* progress reports. Interventions are designed to address specific literacy gaps and are informed by data-driven insights into individual student needs.
- **Targeted Support for Students with Disabilities:** For students with disabilities, *IXL ELA* provides the flexibility to support diverse learning needs through adaptive technology and multisensory instruction. Teachers also use *Savvas My Perspectives* with scaffolds to ensure content is accessible while maintaining rigor.
- **English Learners (ELs):** To support English Learners, *IXL ELA* offers targeted language practice that builds both literacy and language acquisition. In addition, *Savvas My Perspectives* emphasizes the importance of academic language development, equipping ELs with tools to engage in grade-level text analysis and writing.

## ESSA Tier of Evidence for Practices and Interventions

1. **Savvas My Perspectives – ESSA Tier 1 (Strong Evidence)**
  - *Determination:* Savvas My Perspectives is grounded in extensive research demonstrating its effectiveness in improving reading comprehension, writing skills, and vocabulary development.
  - *Use in High School:* This program serves as the core instruction for students in grades 9-12, providing a structured, evidence-based approach to literacy across a variety of genres.
2. **IXL ELA – ESSA Tier 2 (Moderate Evidence)**
  - *Determination:* IXL ELA is an adaptive learning platform with research backing its ability to personalize instruction for individual students, helping them close gaps in literacy skills.
  - *Use in High School:* IXL is utilized as a supplemental tool to reinforce core instruction, provide targeted interventions, and monitor student progress.

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

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

## Leadership Team Support for Implementation

Our BLT - Building Leadership Team at Clearview High is committed to providing comprehensive support for the implementation of these evidence-based literacy practices:

1. **Professional Development:** Teachers will receive ongoing professional development on the use of *Savvas My Perspectives* and *IXL ELA*. This includes training on best practices in literacy instruction, differentiated instruction strategies, and data-driven decision-making.
2. **Coaching and Mentoring:** Literacy coaches will work directly with high school teachers to model instructional strategies, observe classroom practice, and offer feedback. Additionally, teachers will be supported in analyzing student data from *IXL ELA* to adjust instructional strategies effectively.
3. **Progress Monitoring and Adjustments:** Teachers will regularly monitor student progress using *IXL ELA* analytics, Renaissance STAR assessments, and classroom-based evaluations. This data will inform Tier 2 and Tier 3 interventions and allow for timely adjustments in instructional practice.
4. **Collaborative Data Meetings:** Teachers will meet regularly to discuss student progress, share successful strategies, and collaborate on overcoming instructional challenges.



## Ensuring Fidelity of Implementation and Progress

To ensure that the literacy strategies are effective and improve upon previous years' outcomes, the leadership team will:

1. **Monitor Fidelity of Instruction:** Classroom observations, coaching cycles, and lesson plans will be regularly reviewed to ensure consistent and accurate delivery of *Savvas My Perspectives* and *IXL ELA* lessons.
2. **Data-Driven Decision-Making:** The leadership team will analyze data from student performance, including progress in *IXL ELA* and benchmark assessments, to monitor student growth and ensure that interventions are effective.
3. **Continuous Improvement:** The leadership team will regularly assess the effectiveness of the literacy practices and interventions, refining instructional approaches based on student needs, test results, and feedback from teachers.

By using *Savvas My Perspectives* as our core ELA curriculum and *IXL ELA* as a supplemental tool, the district ensures that high school students receive personalized, research-based literacy instruction and interventions to improve literacy proficiency, close achievement gaps, and prepare them for success in both their academic careers and beyond.

### SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

Professional Development events for the 2025-26 school year for educators in Clearview Local Schools:

1. **Science of Reading State Modules Training**
  - **Description:** Educators will complete the state-mandated Science of Reading modules as needed, which provide a foundational understanding of the evidence-based principles behind early literacy instruction, including phonics, phonemic awareness, fluency, vocabulary, and comprehension.
  - **Target Audience:** New K-12 Teachers; teachers that did not complete original training as required.
  - **Timeline:** Fall 2025, ongoing completion
2. **Science of Reading Strategies Implementation in the Classroom**

- **Description:** A hands-on workshop focused on effectively implementing Science of Reading strategies in the classroom, including integrating phonics, vocabulary, and comprehension practices into daily instruction. Sessions will be provided for content specific areas for secondary teachers and elementary teachers K-4.
  - **Target Audience:** K-4 Teachers, Secondary Teachers
  - **Timeline:** October 2025
3. **Using McGraw-Hill Open Court and Wonders for Grades K-6**
- **Description:** Training on how to use McGraw-Hill Open Court and Wonders literacy programs effectively to support reading, writing, and vocabulary development in grades K-6. Teachers will learn how to align these resources with Science of Reading principles.
  - **Target Audience:** K-6 ELA Teachers
  - **Timeline:** Fall 2025
4. **Implementation Training for New ELA resource (TBA) for Grades 7-8 ELA**
- **Description:** Introduction to and training on the newly adopted ELA curriculum for grades 7-8, focusing on how to implement the program's components and align it with the Science of Reading and best practices in literacy instruction.
  - **Target Audience:** 7th-8th Grade ELA Teachers
  - **Timeline:** August 2025
5. **Using Savvas My Perspectives for High School Grades 9-12**
- **Description:** Professional development focused on how to use the Savvas My Perspectives program to enhance literacy instruction in grades 9-12. This will include aligning program components with current literacy goals, differentiating instruction, and enhancing reading comprehension.
  - **Target Audience:** 9-12 ELA Teachers
  - **Timeline:** August 2025
6. **Branching Minds MTSS Software for Student Interventions**
- **Description:** Training on using Branching Minds MTSS software to track, monitor, and adjust interventions for students requiring additional literacy support. Teachers will learn how to navigate the platform to identify student needs, make data-driven decisions, and support building MTSS teams.
  - **Target Audience:** K-12 Teachers
  - **Timeline:** October/November 2025
7. **Identification and Use of Reading Improvement Plans at the Secondary Level**



- **Description:** Workshops focused on the process of identifying students in need of Reading Improvement Plans (RIMPs) in grades 6-12 and developing appropriate, personalized plans to address specific reading challenges at the secondary levels.
  - **Target Audience:** 6-12 Teachers
  - **Timeline:** TBA – potentially March 2026
8. **Using IXL ELA as a Supplemental Resource in ELA Classrooms (Grades 3-12)**
- **Description:** Professional development on how to integrate IXL ELA as a supplemental resource to support skill-building in reading, writing, and grammar for students in grades 3-12. Teachers will explore how to personalize student learning through IXL's data-driven practices.
  - **Target Audience:** 3-12 ELA Teachers
  - **Timeline:** November 2025
9. **Instructional Technology Best Practices Using AI and New Tech Resources for the Classroom (K-12)**
- **Description:** Training with Nort2H Tech on using cutting-edge instructional technology, including artificial intelligence tools, apps, and resources, to enhance literacy instruction and student engagement across all grade levels. Teachers will explore ways to integrate technology into reading and writing lessons effectively.
  - **Target Audience:** K-12 Teachers
  - **Timeline:** November 2025; March 2026; May 2026
10. **MTSS Coaching for Building Level Teams**
- Each building MTSS team in Clearview will have an MTSS coach from the Educational Service Center of Lorain County that will work in the first half of the school year to observe and provide constructive feedback and support of the MTSS process being implemented.

## APPENDICES

*You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.*