

Local Literacy Plan: Birth - Grade 12

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

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

DISTRICT/COMMUNITY SCHOOL/EARLY CHILDHOOD EDUCATION PROGRAM

NAME: MARION CITY SCHOOLS

IRN: 044339

STEP UP TO QUALITY RATING (IF APPLICABLE): GOLD

ADDRESS: 910 EAST CHURCH STREET, MARION, OHIO 43302

PLAN COMPLETION DATE: MARCH 24, 2025

LEAD WRITERS:

DR. GARILEE OGDEN- ASSISTANT SUPERINTENDENT OF ACADEMICS

KRISTA DENDINGER- DISTRICT LITERACY TRAINER

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts, schools, and early childhood education programs to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice*

***“Culturally Responsive Practice”** means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Local Literacy Plans are developed.

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

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

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

Name	Title/Role	Location	Email
Dr. Garilee Ogden	Assistant Superintendent of Academics	Admin Center	gogden@mcspresidents.org
Krista Dendinger	District Literacy Trainer	Admin Center	kdendinger@mcspresidents.org
Jennifer Wellman	Curriculum Supervisor	Admin Center	jwellman@mcspresidents.org
Greg Menzie	Data and Accountability Supervisor	Admin Center	gmenzie@mcspresidents.org
Todd Schneider	Harding High School Principal	Harding High School	tschneider@mcspresidents.org
Chris Saiben	Grant Middle School Principal	Grant Middle School	csaiben@mcspresidents.org
Kyle Ellwood	Taft Elementary Principal	Taft Elementary	kellwood@mcspresidents.org
Jon Smith	Garfield Elementary Principal	Garfield Elementary	jsmith@mcspresidents.org
Pam White	Hayes Elementary Principal	Hayes Elementary	pwhite@mcspresidents.org
Bay Cunningham	Secondary Literacy Coach	Harding High School	bcunningham@mcspresidents.org
Tammy Healea	Secondary Literacy Coach	Grand Middle School	thealea@mcspresidents.org
Jennifer Layne	Elementary Literacy Teacher Leader	McKinley Elementary	jlayne@mcspresidents.org
Nicole Starner	Elementary Literacy Coach	Garfield Elementary	nstarner@mcspresidents.org

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

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

The Marion City Schools previously developed a literacy committee that consisted of administrators, literacy coaches, intervention specialists, ELA teachers at every grade level, and content area teachers to analyze literacy data and create a direction for the district's literacy achievement. The focus of this current plan is to address the district's literacy performance across the curriculum while improving student performance at all grade levels. The team believes there is a need for continued planned, embedded, professional development centered around the science of reading and the 5 strands that are part of Ohio's Theory of Action for Language and Literacy Development in the Ohio Department of Education and Workforce Plan to Raise Literacy Achievement. The district plan includes an integrated multi-tiered system of supports to include core, Tier 1 instruction, as well as Tier 2 and 3. The Ohio Improvement Process (TBT, BLT, and DLT meetings) and the Ohio Teacher and Principal Evaluation System were used to align the strategies and will monitor the success of implementation through district leadership team meetings. Several members of the literacy committee have attended the ODE Literacy Academy. Monthly literacy coach and department meetings with administration will serve as check-in points to monitor the plan and will be attended by representatives of the district administration. The initial plan was shared with staff members in the Spring of 2019 at staff meetings across the district and annually at staff meetings. This updated plan will be shared following approval of the plan. Progress on the plan will also be updated quarterly at board curriculum committee meetings. Links to documentation of progress will be provided on the district strategic plan dashboard that is available to all stakeholders. The district will communicate with parents and community members through various methods including literacy nights, literacy updates on social media, and quarterly curriculum committee board meetings. Moving forward we will continue to develop and strengthen our relationships with Marion Public Library, Head Start, and Boys and Girls Club to improve literacy.

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

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

Marion City Schools has aligned its Local Literacy Plan with the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Strategic Plan. The district also based the plan on the guidance for dyslexia supports and the science of reading.

The current Reading Performance Index for the Marion City Schools is 67.072.

Results of the Decision Framework Needs Assessment:

DATA CONCERN - English Language Arts below proficient (all students) :
Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

DATA CONCERN - End of Course exams (all Students) :
Algebra I, English I, English II, Geometry, Government, History, Biology

DATA CONCERN - K-3 Literacy 3rd grade reading guarantee :
Grade 3

DATA CONCERN - Achievement Gap for English Language Arts :
Students w/ Disabilities, African American

Strategic Plan

After working across the district with stakeholders, the Board of Education approved a new strategic plan in September 2024 with a major focus on achievement and growth, student wellness, staff wellness, and community connections. The achievement and growth pillar has a measurable goal of improving reading as evidenced by closing the long term gap based on the performance index. The strategy is full implementation of district goals examining sub-group data in the area of literacy and implementing strategies that increase student achievement as evidenced by regular DLT, BLT, and TBT meetings and progress monitoring through the district integrated MTSS framework.

Shared Leadership

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, the responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building, and classroom levels. Teachers will be involved in the identification of the needs of their students including EL and students with disabilities, the causes of underperformance, and the solutions to be

implemented. This shared leadership will be accomplished through OIP structures such as the DLT, BLTs, and TBTs. Both processes require shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment.

Our shared leadership structure supports a continuum of evidence-based instruction, language and literacy core instruction, and interventions to increase the likelihood of overall student success. Ohio's Plan to Raise Literacy Achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement. Marion will support educational leaders (administrators, principals, lead teachers, and instructional coaches) through targeted and ongoing training, resources, and collaborative meetings.

Culturally Responsive Practices

MCS underwent an equity audit during the 2022-2023 school year, resulting in recommendations to embed equity in district practices and procedures. Embedding equity in practices and procedures means creating a school district culture that is diverse, inclusive, and adjusts to the needs of all students, especially those who have been subjected to injustice based on race, ethnicity, culture, gender, gender expression, age, appearance, ability, national origin, language, spirituality, belief, sexual orientation, socioeconomic circumstances, and environment. Embedding ensures that policies, procedures, and practices related to implementing literacy practices prioritize equity and do not perpetuate systemic biases or discrimination. MCS is committed to embedding equitable practices into the review, revision, and implementation of the literacy curriculum. This includes consideration for equitable access to materials and instruction for each student. In 2020, the Marion City School Board of Education passed a resolution on Educational Equity and Social Justice as part of the commitment to ongoing culturally responsive and equitable educational practices.

Marion's literacy plan will include explicit and systematic instruction in phonemic awareness, phonics, advanced word study, fluency, vocabulary, and comprehension utilizing the resources we have chosen that will address all of these areas. Through professional development and instructional coaching, teachers will build capacity to differentiate and scaffold lessons to meet the needs of all learners based on information gathered in the assessments that will be given. This will be evidenced through lesson planning, learning walks, and formative/summative assessment data. District administrators/principals will engage in professional development in an effort to be knowledgeable and hold staff accountable for the implementation of these instructional practices. Instruction will be explicit and systematic with each identified group of learners. Differentiated professional development will occur from PreK to grade 12, allowing teachers to focus on specific reading issues students may exhibit at these grade levels. There will be an additional layer of literacy support for students by including Mathematics, Science, and Social Studies teachers in professional development on writing strategies. Training teachers to communicate how they read and learn personally in their disciplines will support students in constructing knowledge and making meaning across various complex discipline-specific texts.

Students with complex needs who are not meeting grade-level expectations in reading and writing will receive whole-class instruction as well as an intensive, targeted, small-group intervention. During the targeted intervention, trained district specialists will utilize small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, advanced word study, and fluency.

Students' growth will be monitored through progress monitoring and benchmark data.

Whole Child Alignment

Marion City Schools has participated as a Whole Child pilot school and is part of the Whole Child Network. Through this participation, we have provided professional learning opportunities to our school leaders and sought ways to increase access to our literacy programs for our students. This includes working through grant funding and community partnerships to offer experiences for our youngest learners, such as:

- Success by 6- Summer programming for incoming Kindergarten students 4 days/week for 4 weeks, 3 hours per day with a focus on early literacy skills.
- Extended child-care for our preschool students to remain at school and receive literacy rich extension activities.
- Partnerships with ADAM-H and local agencies to provide in school mental health support to keep kids in school, improving access to instruction.

These experiences have assisted school teams in providing safe, healthy, challenging experience where our youngest students were building positive relationships, engage in school, and additional efforts were made to connect with families.

MTSS

Marion’s integrated multi-tiered system of supports (MTSS) structure builds a cohesive organizational system that drives school improvement through the efforts of all district stakeholders. Part of this structure includes support for data-driven decision-making. All teachers will administer district-selected assessments in the fall, winter, and spring. This data will be analyzed at the classroom, building, and district levels. The results of these assessments will be used to enroll students into needed reading interventions based on decision rules. Additionally, Reading Improvement and Monitoring Plans (RIMPs) for students in grades kindergarten through grade six will be created using this data in conjunction with any other district data they may have. The plan will utilize a variety of assessments to identify student needs, make plans based on those to drive instruction, and monitor student progress. Students on RIMPS will also receive High Dosage Tutoring. The district follows the assessment schedule seen below:

K-2	Kindergarten Readiness Assessment (KRA), formative assessments, iReady, Diagnostic Assessments, Dyslexia Screener
3-5	Ohio State Assessments, formative assessments, iReady, diagnostic assessments
6-8	Ohio State Assessments, formative assessments, iReady, diagnostic assessments
9-12	Ohio State End of Course Exams, (EOC’s), Grade 11 American College Testing (ACT) scores, formative assessments, NWEA- MAP, diagnostic assessments

Building Teacher Capacity

The district will provide embedded professional development for administrators and teachers. This includes professional development during monthly principal meetings, monthly coaches meetings, staff development days and through learning opportunities offered by the district.

All building principals are attending or continuing OLi4 and will receive coaching support around OIP and continuous improvement.

Literacy coaches at each building will attend professional development aligned to our Local Literacy Plan (LLP) to provide support for all K-5 teachers. All K-12 classroom teachers as well as administrators from each building will complete required Science of Reading training. Work with teachers and administrators will include implementation of Science of Reading evidence-based practices. Time will be given to teacher teams for intentional unit planning that aligns with state standards and Science of Reading evidence-based practices. Marion City Schools will utilize State Support Team 7 to provide literacy support for administrators and teachers and ongoing professional development. In addition, MCS will utilize State Support Team 7 to provide literacy support for parents and community partners. The DLT and building BLTs will allow the district to monitor implementation of programs and ensure high quality professional development is being delivered. We believe that implementing a universal screener along with the decision rules will help us target specific reading difficulties early. The professional development plan supports all identified areas of growth for educators in our district to provide high quality literacy instruction.

As evidenced by the What Works Clearinghouse recommendations, the selected evidence-based strategies will improve literacy instruction in our district. In addition, selected strategies reflect the highest effect sizes on student learning based on John Hattie's Visible Learning.

Family Partnerships

Marion understands that family partnerships are a vital part of supporting learner progress and achievement in language and literacy development. In accordance with Ohio's Plan to Raise Literacy Achievement, our plan uses national, state, regional, and local entities to support the accessibility of information for families to address the language and literacy needs of their children from birth through grade twelve. We will utilize the local libraries, in collaboration with our district, to provide students and parents with access to a public library card as well as opportunities to participate in local library activities. Each building will hold a variety of family literacy activities to increase parent engagement and understanding of how to support their child in reading and writing at home.

Families are provided the opportunity to review any new curriculum purchases being considered and provide feedback to the district curriculum team.

Community Collaboration

Marion collaborates with many outside agencies to provide community literacy engagement events. Marion has partnered with Headstart Preschool to align preschool professional development and

resources. Headstart teachers as well as other ECE service providers have been included in much of the training that has been provided to support early childhood learning built around the 5 components of reading. MCS has provided training in Heggerty.

MCS has built a relationship with the Marion Public Library and established a program titled Let's Read 20 to promote family reading for at least 20 minutes per evening. The intended outcomes include increased kindergarten readiness, increased 3rd grade reading achievement, and increased graduation rates. We have also partnered with the Marion Public Library to increase membership to Dolly Parton's Imagination Library

MCS has partnered with the Marion YMCA to recruit, train, and provide mentors for school-aged children. Mentors are trained to support the SEL standards and build relationships with students and help them grow socially and academically.

The local YMCA provides extended day childcare for preschool which provides the opportunity for students to stay in school, build relationships, and have additional exposure to meaningful literacy activities.

The Marion County Boys and Girls Club services 198 Marion City Schools children during after-school hours and supports extended literacy and academic support.

Fidelity of Implementation

Marion City Schools follows the Ohio Improvement Process to monitor the fidelity of implementation of the Local Literacy Plan. The District Leadership Team meets monthly, while TBT's meet weekly, and BLT's meet 1-2x/month. Each building has a goal aligned to literacy improvement and objectives to move them toward closing the long term achievement gap. Each BLT reviews their benchmarking and diagnostic data on a regular basis to plan for the implementation of research based instructional strategies for Tier 1, assist with grouping of Tier 2 and 3 needs, and celebrating the successes. The BLTs also complete the R-TFI yearly to help identify areas of strength as well as opportunities for growth.

Each building reports to the DLT monthly and the DLT meets to participate in professional learning targeting the district needs related to the goals. The Teaching and Learning team for the district assists in the development of all professional development activities and alignment to the Local Literacy Plan and other district goals.

The Teaching and Learning Team oversees the implementation of the plan and reviews the fidelity of implementation on a quarterly basis. This information is used to make adjustments to the professional development plan, develop support and guidance for coaches and building administrators, and inform the DLT of needs.

Section 3: Needs Assessment

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

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

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

Data in [Appendices](#)

Spring iReady

OST Proficiency

KRA Readiness

PELI

Early Learning Assessment (ELA) Language and Literacy

AASCD

OELPA

Fall iReady - Diagnostics

NWEA

R-TFI

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

Insert internal and external factors believed to contribute to low reading achievement in the community served.

1. Kindergarten readiness
2. District infrastructure to support Literacy Intervention and Training
3. Socioeconomic situations
4. Tier I Instructional Practices
5. Family Knowledge and Involvement
6. Collective Teacher Efficacy
7. Adult Implementation Fidelity
8. Attendance

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

1. Kindergarten Readiness - In a close analysis of the KRA data, many of our students entering Kindergarten are not coming prepared to learn. Additionally, students who started off track stayed off track. The root cause analysis revealed that although learners may make progress in school (i.e. a year's worth of growth in one school year), students who begin kindergarten academically behind their peers generally remain behind throughout their school experience.

2. District infrastructure to support Literacy Intervention and Training -The data and root cause analysis revealed that while Marion City currently utilizes literacy coaches in grades K-5 throughout the elementary buildings in the district, we are still challenged in providing effective support to teachers to support literacy instruction.

Specifically:

- District is implementing systems and structures that effectively plan for and execute evidence-based literacy instruction. This is still in process.
- There is a lack of early childhood programming and access to preschools in the community, which impacts students' readiness for kindergarten and earliest introduction to literacy development. This is due primarily to limited funding and parental involvement.
- Since COVID, our data has not shown recovery.
- The district has established an effective coaching model that includes time for a conversation with the teacher, co-teaching, and debriefing after the co-teaching throughout a coaching cycle. Each elementary currently has one literacy coach and one math coach per building and literacy support teachers in each building. The focus is now implementing coaching cycles,

supporting curriculum implementation, embedded professional development, and state required testing in literacy.

3. Socioeconomic situations - This impacts student achievement because it is known that children in poverty have a word gap. We will work towards overcoming this word gap by having teachers support oral language with students to build background knowledge, proper language structure, and adept articulation, as well as, provide systematic and explicit language instruction.

4. Tier I Instructional practices - The root cause analysis revealed that our district was either not utilizing effective instructional practices or not implementing them with fidelity.

Specifically, our district:

- Lacks differentiation in instruction at all tiers of instruction;
- Uses a variety of intervention materials and systems, but may address some need for this with Tier I instruction
- Needs to identify and implement targeted interventions to address specific reading difficulties
- Is implementing effective progress monitoring and data literacy skills (i.e., how to analyze and use data to inform instruction), this is still in process.
- Struggles to fully implement tier I curriculum in literacy and math

5. Family Knowledge and Involvement - The data and root cause analysis revealed that families were not being appropriately leveraged as partners in literacy improvement. Specifically, this includes the lack of teacher and family partnerships and lack of depth and/or meaning in family engagement interactions.

6. Collective Teacher Efficacy- Currently, K-5 staff are implementing Year-3 of a common ELA program and Year-1 of a common math program for tier I instruction which will hopefully remedy some teacher efficacy issues. 6-12 is in Year-1 of a common ELA program. We must continue to develop a means to progress monitor adult implementation.

Previously, various factors that negatively affect collective teacher efficacy are believed to have contributed to low reading achievement scores to this point. Teachers were using different resources and different teaching methods; consistency within and across grade levels was lacking. Previous professional development has reflected inconsistency also; it has covered a myriad of topics and was not job embedded. Collective teacher efficacy, which John Hattie's research in 2016 shows is the number one factor influencing student achievement, was not existent under these inconsistent conditions.

7. Adult Implementation Fidelity- MCS administered the R-TFI in the Fall of 2019 with all staff members at all levels. We administered the R-TFI 2.0 in the Spring 2025, with each building leadership team. Additional training was provided and teams were led by coaches and the District Literacy Trainer to provide an accurate fidelity check. We will continue to administer once per year to help improve district and building literacy plans.

IMFR (Integrated MTSS Fidelity Rubric) was administered in all buildings Fall 2024. It showed that we need to focus on improving Tier 1 instruction across all buildings. We will continue to administer once per year.

8. Attendance- MCS has developed a district goal, as well as building goals that focus on improving absenteeism and chronic absenteeism within the district. We know that when students are not present for learning, larger gaps are created in learning and literacy.

Section 4: Literacy Vision and Mission Statement(s)

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

MCS District Mission Statement

Marion City Schools educates and nurtures each student in and beyond the classroom, uniting our community in growing partnerships with families, today and into the future.

MCS District Vision

Inspiring a Community of Achievement

MCS Literacy Statement

Marion City School's vision is for all learners to acquire the knowledge and skills to become proficient readers, writers, speakers, and listeners. Marion City Schools views literacy achievement as a means to help students be successful in school and beyond. To increase language acquisition and literacy achievement, we believe it's essential for staff to use evidence-based systems and high quality structured supports while engaging our community to address the diverse needs of our learners.

Section 5: Measurable Learner Performance Goals and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band that the Local Literacy Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade applicable band. The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

The Marion City School District stands behind providing research/evidence-based instructional practices that meet the needs of our diverse population and experiences in the foundations of their literacy. The essential literacy skills incorporated in the Ohio Reading Standards - phonemic

awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension, and writing experiences - develop along a continuum of literacy learning. These are built within the common framework in the grade bands listed below. For this reason, the Marion City School District has developed measurable student performance goals listed in grade bands based around common diagnostic results and the literacy continuum skills.

DISTRICT GOALS: By 2026-2027, Marion City Schools will increase our gap closing percentage by at least 5% on the state report card by delivering explicit instruction aligned to state standards and student needs. This will be accomplished through consistent use of the district's integrated Multi-Tiered System of Supports (iMTSS) framework, ensuring that all students, including those in subgroups performing below the benchmark, receive differentiated, data-driven instruction tailored to their learning needs.

SMARTER GOAL: K-5

To better prepare students for comprehending texts related to middle school core subjects, MCS will increase the percentage of 5th graders who score Proficient or better on the state reading tests from 47% in 2024 to 72% in 2029.

- Increase of students on-track in reading for kindergarten through grade 2, by five percentage points per year.
- Increase in the percentage of students proficient or above in reading in grades 3 through 5 on the state English language arts assessment by five percentage points per year.
- Increase students with disabilities performing on-track and proficient or above by 5 percentage points each year.

By the 2028-2029 school year, teachers will use data-based, differentiated, and evidence-based practices within various educational settings across all tiers of instruction as shown through R-TFI 2.0 with all schools achieving at least a 80% within Tier 1 and at least 50 % within the Advanced Tiers.

- Implement intentional evidence-based strategies across content areas as measured through walk-through data and R-TFI score
- Provide differentiated instruction and intervention within Tier 1 as measured through walk-through data and R-TFI score
- Provide individualized intensive intervention in reading, as needed as measured through walk-through data and R-TFI score

SMARTER GOAL: 6-12

By the 2028-2029 school year, MCS will increase the percentage of students who score proficient or better on the state OST and EOC tests by 5 percent each year to better prepare students for graduation and college and career readiness.

- Increase in the percentage of students proficient or above in reading in grades 6 through 8 on the state ELA assessment by five percentage points per year.
- Increase in the percentage of students competent on EOC tests in highschool ELA 2 five percentage points per year.
- Increase the percentage of students who graduate in 4 years by 2 percentage points per year.
- Increase students with disabilities performing proficient or above by 10 percentage points each year.

By the 2028-2029 school year, teachers will use data-based, differentiated, and evidence-based practices within various educational settings across all tiers of instruction as shown through R-TFI 2.0 with all schools achieving at least a 80% within Tier 1 and at least 50 % within the Advanced Tiers.

- Implement intentional evidence-based strategies across content areas as measured through walk-through data and R-TFI score
- Provide literacy instruction and support that is discipline-specific as measured through walk-through data and R-TFI score
- Provide individualized intensive intervention in reading, as needed as measured through walk-through data and R-TFI score

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

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

Goal # 1 Action Map

Goal #1 Action Plan Map

Goal Statement: By 2026-2027 Marion City Schools will increase gap closing from 2 stars to 3 stars by planning and delivering instruction aligned to the needs of the nine student subgroups.

Align tier one instruction with the five big ideas of reading plus writing to support all learners.

Evidence-Based Strategy or Strategies:

1. Teachers will engage in systematic and explicit instruction based on the five big ideas of reading
2. Develop awareness of the segments of sounds in speech and how they link to letters
3. Teach students how to use evidence based reading comprehension strategies through the use of complex text and providing opportunities for quality discussions on the meaning of texts
4. Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Systematic and explicit instruction on the five big ideas of reading and writing	Improve knowledge and implementation of disciplinary literacy	Review current assessments given across the district to inform instruction
Timeline	2024-2029	2024-2029	2024-2029

Lead Person(s)	Teaching and Learning, Literacy Coaches, Department Leads, Principals	Teaching and Learning, Literacy Coaches, Department Leads, Principals	Teaching and Learning, Literacy Coaches, Department Leads, Principals
Resources Needed	Ohio's Plan to Raise Literacy Achievement Diagnostic Assessments SoR Modules Core Curriculum WWC Practice Guides SST7 Support	Ohio's Plan to Raise Literacy Achievement SoR Modules Materials on Adolescent Literacy Core Curriculum Materials on Disciplinary Literacy SST7 Support	District Data Achievement and Accountability Supervisor Decision Rules Testing Schedule
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide ongoing, embedded professional development to all teachers and support staff on foundational skills including Ohio's Phonics Rule. Provide ongoing, embedded professional development to all teachers and support staff on morphology instruction. Continue to support Science of Reading training and implementation to staff members. Implement materials to support tier 1 writing instruction. Monitor and adjust implementation of Handwriting Without Tears.	Identify appropriate use of complex grade level texts Research and implement evidence based reading, writing, vocabulary and comprehension strategies to disciplinary literacy Provide ongoing, embedded professional development for disciplinary literacy including coaching opportunities	Provide ongoing, embedded professional development to all teachers and support staff on universal screener and analyzing the results Provide ongoing, embedded professional development to all teachers and support staff on diagnostic assessments (state readiness, assessment authoring, decision rules assessments) and analyzing the results Identify, implement, and provide ongoing embedded professional development on the dyslexia screener and progress monitoring tools Research diagnostic assessments that align with the language

	Monitor and support the implementation of the core reading program across all grade levels. Embed professional development for evidence based reading and writing strategies		comprehension side of the SVoR. Revise decision rules as needed
Measure of Success	100% of teachers and administrators will be trained on the screener as evidenced by district sign in sheet. 100% of students will take screener Monitor the data from fidelity of implementation tools Administer the screener Fall, Winter and Spring analyzing progress after each. Professional Development sign-in sheets	Department chair meeting agendas Professional development agendas Coaching Notes	Data in EduClimber Professional Development Agendas Decision Rules
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	Monthly meetings with literacy coaches Teaching and Learning meetings	Department Chair meetings Teaching and Learning meetings	Monthly meetings with literacy coaches Teaching and Learning meetings

Goal #2 Action Plan Map

Goal Statement: By 2026-2027 Marion City Schools will increase gap closing from 2 stars to 3 stars by planning and delivering instruction aligned to the needs of the nine student subgroups.

Create Multi-Tiered System of Supports (MTSS) for all students

Evidence-Based Strategy or Strategies:

1. Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year.
2. Provide time for differentiated reading direct instruction for all students based on the results of the screener.
3. Use evidenced-based reading strategies
4. Data- based decision making
5. Regularly monitor the progress of all students.
6. Focus on fidelity of implementation
7. Professional collaboration through teams
8. Embedded professional development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure each building has an efficient MTSS model	Train staff in identified interventions based on decision rules and where interventions take place.	
Timeline	2024-2029	2024-2029	
Lead Person(s)	Teaching and Learning, Principals	District Literacy Trainer, Literacy Coaches	
Resources Needed	Screeners EduClimber R-TFI 2.0 data	Access and training in interventions aligned to ODEWs HQIM list for interventions Training for enrichment	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Create and refine an MTSS building level team and referral process for preschool-12 Use evidence-based strategies and document interventions in district created eduClimber form	Provide training for MTSS to staff and additional support Review interventions and service location to ensure they match student needs 30 hour trained OG professional in each elementary building and one staff members	

	Embedded professional development during DLT Expand the use of Educlimber to enter and track interventions Conduct the Integrated MTSS Fidelity Rubric at each building and establish action steps fidelity beginning in Tier 1 Define available interventions (at each tier) with specific success criteria and/or progress monitoring tools in order to evaluate effectiveness Include dedicated time for intervention within the building schedule. Use results of R-TFI 2.0 to inform MTSS structures within the buildings. Create a document of district guidelines for MTSS Each building will create an Implementation Plan for the reading components of an MTSS framework. Participate in Cohort 2 of MTSS SPDG	in middle and high school Provide appropriate training for and implement Tier 2 interventions at the middle and high schools.	
--	---	---	--

Measure of Success	Review eduClimber data Assessment data based on literacy decision rules Principal meeting agendas MTSS Guidelines document Intervention time in building schedule Building Implementation Plans	Improved assessment results as indicated by screeners, diagnostics, and state tests Professional development agendas	
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	
Check-in/Review Date	Weekly and monthly MTSS building meetings principal meetings	Teaching and Learning meetings	

Goal #3 Action Plan Map

Goal Statement: By 2026-2027 Marion City Schools will increase gap closing from 2 stars to 3 stars by planning and delivering instruction aligned to the needs of the nine student subgroups.

The Ohio Improvement Process (OIP) will continue to serve as the change process to monitor, implement and evaluate the effectiveness of standards based instruction.

Evidence-Based Strategy or Strategies:

1. Maintain a consistent focus on improving instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Update and revise standards based instruction, grading, and assessment	The DLT will continue to support BLTs and TBTs in the OIP process.	

Timeline	2024-2029	2024-2029	
Lead Person(s)	Teaching and Learning, Principals, Department Leads, Coaches	Teaching and Learning, Principals, Teacher Leaders, Department Leaders	
Resources Needed	Internal coaching, ESC support, OLAC, time	OLAC Modules SST7	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Continued professional development on developing clear and measurable learning targets and determining mastery for standards. Update standards based report card for grades kindergarten through fifth grade. Establishment of SBG committee representative of all grade levels and new ELA and Math curriculum. Determine process for family involvement and information sharing regarding new updates.	The DLT will determine protocols that will be followed for each BLT and TBTs within each building. BLTs will determine professional development opportunities based on the critical needs and the evidence based strategies used to meet those needs Provide professional development during monthly DLT meetings DSC staff will attend the monthly BLT meetings to provide support and feedback	
Measure of Success	Attendance and agendas at SBG committee meetings Revision check points Timeline for family sharing	Meeting minutes Monthly reports (TBT to BLT, BLT to DLT)	
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	

Check-in/Review Date	Check in with Curriculum Supervisor Monthly meetings with coaches and committee members	Monthly DLT meetings	
-----------------------------	--	----------------------	--

Goal #4 Action Plan Map

Goal Statement: By 2026-2027 Marion City Schools will increase gap closing from 2 stars to 3 stars by planning and delivering instruction aligned to the needs of the nine student subgroups.

Provide families and community members opportunities to acquire information, knowledge, and skills to support their child's literacy education at home, school and during out-of-school time learning.

Evidence-Based Strategy or Strategies:

1.Communication and Engagement

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Partner with the Marion Public Library to ensure families have access to activities that promote literacy with their child.	Build strong and effective partnerships with families and community partners.	The district will ensure families have the knowledge and resources to support reading and writing at home.
Timeline	2024-2029	2024-2029	2024-2029
Lead Person(s)	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer
Resources Needed	Marion Public Library	Family and Children First Council YMCA	Literacy Resources including a parent guide to support literacy Staff Attendance at Literacy Nights
Specifics of Implementation (Professional development,	Let's Read 20 Program Continue to expand the library's role in promoting literacy	Work with all local early childhood providers to align literacy strategies	Each building will establish literacy nights two times per year.

training, coaching, system structures, implementation support and leadership structures)	Partner with the library's Summer Reading Program	After school programs will support literacy instruction and engage parents and families during after school opportunities	Provide common literacy resources and strategies that support the district's strategic plan to be delivered at literacy nights (pamphlet, bookmark, i.e. something common and useful to families)
	Partner with the Marion Public Library to get children registered for the Imagination Library.	Communication from the district to support families with strategies to use at home	Research parent resources and modules such as Parent Modules from OSU, Family Engagement Tool Kit from Ohio Afterschool Network, and Ohio Families Engagement Center. Work with SST 7 to support parent and family engagement
	Let's Read 20 Promise website	Attendance at meetings.	Attendance logs for teachers and families
	Increase in registration numbers for Imagination Library	Examples of communication	
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	1x/month Teaching and Learning meetings	1x/month Teaching and Learning meetings	1x/month Teaching and Learning meetings

Section 7: Process for Monitoring Progress and Implementation of the Plan's Strategies

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

Implementation tools will be developed with input from the core literacy team, literacy coaches and building level administrators. In addition, OTES, OPES, and OIP will be used to monitor the implementation of the Local Literacy Plan (LLP) at the building and district level. Following the Ohio Improvement Process, TBTs and BLTs will collect and examine data and follow the action steps created in the LLP. The strategies will be adjusted to fit student needs and formalized at the TBT meetings. This data will further be examined at BLT meetings and this will be reported out at the District Leadership Team Meeting.

The district will implement MTSS built around all tiers of instruction. Teachers will utilize the literacy decision rules (see appendix) to identify students at and below benchmark based on the universal screener results. Teachers will follow the decision rules for below benchmark students and utilize additional diagnostic assessments to further diagnose reading difficulties. Evidence based literacy interventions appropriate for the needs of struggling readers are included in the literacy decision rules and aligned with the five big ideas of reading. Appropriate interventions will be implemented to address individual student needs based on results from additional diagnostic assessments. If students are not progressing towards their goals based on the targeted and intensive interventions, they will be referred to their building RTI team. Embedded professional development will be implemented in order to ensure that teachers are meeting student needs within the classroom. Student needs will be met by enhancing core classroom instruction, as evidenced by learning walks, formal walkthroughs, and teacher evaluations. In addition, teachers will engage in professional development related to intervention supports within the Tier 1 class and during intervention time that will assist in closing the reading achievement gaps identified in the core instruction. Tier 2 decision rules will be implemented to determine if students are making adequate progress within the interventions and when students need to change or exit interventions. Data will be collected from assessments and embedded in the monitoring document and reported out at DLT meetings. All monitoring meets applicable privacy requirements of the Marion City Schools local policy and also meets state and federal regulations.

Who:	Evidence Collected:	When:
District Leadership Team	• Diagnostic Reports from NWEA MAP and iReady • Ohio State Test Results • Screeners • ACT Results • Adult Implementation Walkthrough data • BLT Minutes	1 to 3 times a year depending on the data source
Building Leadership Team	• Diagnostic and Growth Monitoring Reports from NWEA Map, iReady reports for K-12 • TBT Minutes • Ohio State Test Results • Screeners	Monthly, quarterly or biannually depending on the data source

	• ACT Results • Adult Implementation Walkthrough data	
Teacher Based Teams	• Walk-Through Data (Step 4 OIP process) • Formative Assessment Data • Heggerty/PAST Data • ORF Data • Phonics Diagnostic Data • Diagnostic and Growth Monitoring Reports from NWEA Map or iReady • TBT Minutes • Benchmark Assessments (2-3 times/year) • Ohio State Test Results • Screeners • ACT Results • Authored Assessments	Monthly, quarterly or biannually depending on the data source

Section 8: Expectations and Supports for Learners and Schools

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

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

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

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

Evidence-based Practice/ Intervention	ESSA Tier Level
1- Teachers will engage in systematic and explicit instruction based on the five big ideas of reading	Tier 1 (Strong)
2- Develop awareness of the segments of sounds in speech and how they link to letters	Tier 1 (Strong)
3- Teach students how to use evidence based comprehension strategies through the use of complex text sets and providing opportunities for quality discussions on the meaning of texts	Tier 1 (Strong) Tier 2 (Moderate)
4- Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility	Tier 1 (Strong)

5- Provide systematic and explicit instruction of advanced decoding to support fluency and word recognition	Tier 1 (Strong)
6- Provide explicit vocabulary instruction	Tier 1 (Strong)
7- Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year	Tier 2 (Moderate)
8- Provide time for differentiated direct reading instruction for all students based on the results of the screener	Tier 3 (Low)
9- Data-based decision making	Tier 3 (Low)
10- Embedded professional development	Tier 1
11- Communication and Engagement	Tier 4
12- Maintain a consistent focus on improving instruction	Tier 3 (Low)

The core literacy team reviewed current literacy practices and reviewed assessment data through grade level representative meetings. We identified strengths and weaknesses based on research that is recommended in Ohio's Plan to Raise Literacy Achievement. The Core team has attended multiple professional development opportunities centered around the science of reading. We referenced Ohio's Literacy Toolkit to research evidence based strategies. We utilized the What Works Clearinghouse practice guides to support the creation of our district literacy plan and utilized the recommendations as our evidence based practices. In addition, we have selected strategies that are supported by John Hattie's research. The district MTSS model will include decision rules that will include evidence-based intervention strategies such as explicit phonemic awareness instruction, explicit phonics instruction, access to grade level texts and interventions based on assessment results that supports all learners, including English Learner and students with identified disabilities. Literacy coaches will meet individually with teachers to ensure their RIMPS align to the Simple View of Reading.

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

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

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

The district will provide clear expectations for the literacy block with an intentional focus on teaching foundational reading skills in grades preK-3. Through the creation of building MTSS teams, buildings will be able to progress monitor and communicate regularly about student needs and provide specific interventions based on data. The district will administer a universal screener to identify potential reading difficulties and utilize decision rules on next steps for students that fall below benchmark, at benchmark and above for each grade level. Students not responding to Tier 1 instruction will receive tier 2 and tier 3 interventions as needed and those students on RIMPs will receive high dosage tutoring based on identified needs.

The district will provide embedded professional development for administrators and teachers. This includes professional development during monthly principal meetings, monthly coaches meetings, staff development days and through learning opportunities offered by the district.

All building principals are attending or continuing OLi4 and will receive coaching support around OIP and continuous improvement.

Literacy coaches at each building will attend professional development aligned to our Local Literacy Plan (LLP) to provide support for all K-5 teachers. All PreK to 12 teachers will attend professional development about the Science of Reading either through LETRS or the Science of Reading modules provided by ODEW. Coaches will work with teachers to implement learning from LETRS and Science of Reading Modules. Literacy coaches will receive professional development on the Ohio Improvement Process, coaching TBTs and teacher clarity with a stronger emphasis on effective reading and writing instruction supporting the science of reading including strong foundational skills and writing including (informative, narrative, opinion/argumentative) reflected in Ohio standards. Literacy coaches and administrators will support and monitor implementation of effective literacy strategies that align to Ohio standards. Marion City Schools will partner with State Support Team 7 to provide literacy support for administrators and teachers and ongoing professional development. In addition, MCS will partner with State Support Team 7 to provide literacy support for parents and community partners. The DLT and building BLTs will allow the district to monitor implementation of programs and ensure high quality professional development is being delivered. We believe that implementing a universal screener along with the decision rules will help us target specific reading difficulties early. The professional development plan supports all identified areas of growth for educators in our district to provide high quality literacy instruction.

Previously our strategic plan focused on programs and not specifically on learning outcomes for students. The changes in our strategic plan align with our Local Literacy Plan (LLP).

As evidenced by the What Works Clearinghouse recommendations, the selected evidence-based strategies will improve literacy instruction in our district. In addition, selected strategies reflect the highest effect sizes on student learning based on John Hattie’s Visible Learning.

SECTION 8 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Local Literacy Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the science of reading in the professional development plan.

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

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a science of reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio’s [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

Professional Development: Intermediate, Primary & Secondary
and external invite only providers

Provider: Marion City Schools

Date: SY 23-24, 24-25, 25-26

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓

Professional Development	Provider	Resources	Outcomes
LETRS	Coaches, District Literacy Trainer, ESC	LETRS Content and training modules, Heggerty manuals	100% of building admin, 100% of K-3 teachers, several 4-5 teachers, and selected 6-12 teachers will participate in the training

			aligned with Science of Reading. Continue LETRS training for all staff K-3, and ISs K-12 as well as other staff interested. LETRS training will fulfill the requirements of the professional development under the dyslexia legislation as well as Science of Reading requirements. Effectiveness of the training will be evident in classroom walkthroughs as well as in the R-TFI.
Structured Literacy Certification	IMSE, Orton Gillingham Academy	OG Manuals and assessments	3 Elementary teachers completed work to be certified through IMSE. This meets the requirements of a Structured Literacy Certification process for teachers providing instruction in kindergarten through third grade per Dyslexia legislation. Teachers who are certified will be able to support others work with students with literacy needs. Effectiveness will be evident in improvement of screening data.
Orton Gillingham Training	IMSE	OG Manuals and assessments	Selected Intervention Specialists and Literacy Support complete training in a Orton Gillingham based structured program to work more effectively with students who need additional support in foundational reading skills. Effectiveness will be evident in improvement of

			screening and diagnostic data.
Coaching Network	ESCCO	Technology, supplemental materials	All Coaches K-5 will gain new facilitation methods and tools to use as a student focused coach. Evidence of effectiveness will be shown through coaching logs and/or Results Based Coaching Tool.
Job Embedded Professional Learning	Marion City Schools (internal facilitators)	Technology, manipulative tools, menu items	All MCS staff will gain new tools and strategies to support the whole child and whole educator during four to six scheduled professional development calendar days. PD agendas will serve as one piece of evidence of alignment to our literacy plan and increased knowledge of the science of reading.
Science of Reading	ODEW	Technology	All staff will complete the state required Science of Reading training. Certificates of completion will serve as evidence.
OLi4	SST7 Systems Development & Improvement Center University of Cincinnati Ohio Inclusive Instructional Leadership	Sub coverage, technology, internal support network	Building Administrators will participate in OLi4 training to gain new strategies and tools to support staff through the OIP and science of reading training. 100% of our head principals and internal facilitator will attend. Principals will focus on inclusive leadership Provide targeted PD[1], including technical assistance (TA) and coaching, to (1) build the

			capacity of school principals[2] to improve results for all students, including students receiving special education services and students with learning difficulties, as part of district- and school-wide improvement; (2) build principal knowledge and skill in the use of distributed or shared leadership models, including the facilitation of building leadership teams (BLTs) and teacher-based teams (TBTs) aligned with the Ohio 5-step Process; (3) identify and support the consistent implementation of specific targeted practices that improve student access to and progress in inclusive educational environments; and (4) collect comprehensive and ongoing needs assessment data and data on the level of inclusive practice and its effects on student outcomes over time.
DLT/BLT/TBT Training	SST 7 Consultants, OLAC	Use of OLAC website resources including videos and training manuals OLAC forum	Increase in the percentage of students that achieve mastery of standards Review BLT agenda/minutes TBT report out at monthly BLT meetings to reflect evidence of mastery of standards
MTSS SPDG	SST 7	SPDG Journal Online training	Systemic, tiered MTSS process implemented

			across the district with fidelity. An MTSS dashboard will be created to serve as a resource for district staff.
--	--	--	---

Appendices

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

2021-2022 Spring iReady

Kindergarten	Spring		
At Risk for Tier 3			
Tier 2	21%		
Tier 1	79%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	77%	23%	
Phonics	70%	30%	
High Frequency Words	58%	42%	
Vocabulary	69%	31%	
Comprehension: Literature	82%	18%	
Comprehension: Informational	78%	22%	

1st Grade	Spring		
At Risk for Tier 3	2%		
Tier 2	62%		
Tier 1	36%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	63%	33%	4%
Phonics	45%	51%	5%
High Frequency Words	48%	44%	8%
Vocabulary	38%	57%	6%
Comprehension: Literature	40%	57%	3%
Comprehension: Informational	36%	61%	4%

2022-2023 Spring iReady

Kindergarten	Spring		
At Risk for Tier 3			
Tier 2	22%		
Tier 1	78%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	81%	19%	
Phonics	71%	29%	
High Frequency Words	56%	44%	
Vocabulary	72%	28%	
Comprehension: Literature	78%	22%	
Comprehension: Informational	76%	24%	

1st Grade	Spring		
At Risk for Tier 3	2%		
Tier 2	47%		
Tier 1	50%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	61%	35%	4%
Phonics	55%	41%	4%
High Frequency Words	59%	33%	8%
Vocabulary	43%	51%	7%
Comprehension: Literature	47%	51%	2%
Comprehension: Informational	43%	52%	5%

2nd Grade	Spring		
At Risk for Tier 3	24%		
Tier 2	41%		
Tier 1	35%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	76%	9%	15%
Phonics	38%	30%	32%
High Frequency Words	61%	16%	23%
Vocabulary	36%	42%	22%
Comprehension: Literature	33%	40%	26%
Comprehension: Informational	32%	42%	26%

2nd Grade	Spring		
At Risk for Tier 3	16%		
Tier 2	44%		
Tier 1	40%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	82%	6%	13%
Phonics	49%	28%	23%
High Frequency Words	71%	13%	16%
Vocabulary	36%	47%	18%
Comprehension: Literature	34%	43%	23%
Comprehension: Informational	31%	46%	23%

3rd Grade	Spring		
At Risk for Tier 3	29%		
Tier 2	23%		
Tier 1	48%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	52%	7%	41%
High Frequency Words	87%	2%	11%
Vocabulary	46%	25%	29%
Comprehension: Literature	48%	21%	31%
Comprehension: Informational	44%	23%	33%

3rd Grade	Spring		
At Risk for Tier 3	27%		
Tier 2	22%		
Tier 1	51%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	60%	7%	32%
High Frequency Words	89%	1%	9%
Vocabulary	49%	21%	30%
Comprehension: Literature	47%	22%	31%
Comprehension: Informational	46%	22%	32%

4th Grade	Spring		
At Risk for Tier 3	32%		
Tier 2	33%		
Tier 1	36%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	63%	2%	35%
High Frequency Words	91%	0%	9%
Vocabulary	38%	34%	28%
Comprehension: Literature	41%	28%	32%
Comprehension: Informational	37%	27%	36%

4th Grade	Spring		
At Risk for Tier 3	30%		
Tier 2	35%		
Tier 1	35%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	70%	4%	27%
High Frequency Words	92%	0%	8%
Vocabulary	38%	34%	28%
Comprehension: Literature	37%	30%	33%
Comprehension: Informational	31%	33%	36%

5th Grade	Spring		
At Risk for Tier 3	47%		
Tier 2	25%		
Tier 1	27%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	74%	0%	26%
High Frequency Words	94%	0%	6%
Vocabulary	27%	33%	41%
Comprehension: Literature	34%	22%	43%
Comprehension: Informational	27%	22%	51%

5th Grade	Spring		
At Risk for Tier 3	48%		
Tier 2	21%		
Tier 1	31%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	77%	0%	23%
High Frequency Words	96%	0%	4%
Vocabulary	35%	25%	40%
Comprehension: Literature	35%	22%	44%
Comprehension: Informational	29%	19%	52%

6th Grade	Spring		
At Risk for Tier 3	56%		
Tier 2	22%		
Tier 1	23%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	78%	0%	22%
High Frequency Words	94%	0%	6%
Vocabulary	24%	24%	52%
Comprehension: Literature	26%	19%	55%
Comprehension: Informational	22%	18%	60%

7th Grade	Spring		
At Risk for Tier 3	58%		
Tier 2	18%		
Tier 1	23%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	84%	0%	16%
High Frequency Words	96%	0%	4%
Vocabulary	26%	20%	54%
Comprehension: Literature	25%	15%	60%
Comprehension: Informational	26%	11%	63%

8th Grade	Spring		
At Risk for Tier 3	63%		
Tier 2	22%		
Tier 1	15%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	87%	0%	13%
High Frequency Words	96%	0%	4%
Vocabulary	24%	16%	61%
Comprehension: Literature	22%	14%	64%
Comprehension: Informational	14%	16%	70%

2023-2024 Spring iReady

Kindergarten	Spring		
At Risk for Tier 3			
Tier 2	29%		
Tier 1	70%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	73%	26%	
Phonics	72%	28%	
High Frequency Words	50%	49%	
Vocabulary	64%	36%	
Comprehension: Literature	74%	25%	
Comprehension: Informational	72%	28%	

1st Grade	Spring		
At Risk for Tier 3	4%		
Tier 2	55%		
Tier 1	41%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	49%	46%	5%
Phonics	49%	43%	7%
High Frequency Words	52%	37%	12%
Vocabulary	42%	50%	8%
Comprehension: Literature	42%	52%	6%
Comprehension: Informational	39%	56%	5%

2nd Grade	Spring		
At Risk for Tier 3	18%		
Tier 2	40%		
Tier 1	43%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	79%	4%	17%
Phonics	45%	30%	25%
High Frequency Words	73%	12%	15%
Vocabulary	37%	40%	23%
Comprehension: Literature	36%	40%	24%
Comprehension: Informational	34%	42%	23%

3rd Grade	Spring		
At Risk for Tier 3	28%		
Tier 2	20%		
Tier 1	56%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	64%	8%	28%
High Frequency Words	91%	2%	7%
Vocabulary	51%	26%	23%
Comprehension: Literature	48%	23%	30%
Comprehension: Informational	41%	29%	32%

4th Grade	Spring		
At Risk for Tier 3	30%		
Tier 2	38%		
Tier 1	36%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	70%	4%	26%
High Frequency Words	93%		7%
Vocabulary	41%	33%	26%
Comprehension: Literature	41%	30%	30%
Comprehension: Informational	31%	35%	35%

5th Grade	Spring		
At Risk for Tier 3	43%		
Tier 2	28%		
Tier 1	25%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	74%		26%
High Frequency Words	95%		5%
Vocabulary	27%	31%	42%
Comprehension: Literature	31%	24%	46%
Comprehension: Informational	25%	21%	54%

6th Grade	Spring		
At Risk for Tier 3	53%		
Tier 2	17%		
Tier 1	34%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	84%		16%
High Frequency Words	95%		5%
Vocabulary	33%	21%	45%
Comprehension: Literature	35%	18%	46%
Comprehension: Informational	33%	16%	52%

7th Grade	Spring		
At Risk for Tier 3	57%		
Tier 2	15%		
Tier 1	25%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	83%		17%
High Frequency Words	92%		8%
Vocabulary	26%	17%	58%
Comprehension: Literature	28%	13%	59%
Comprehension: Informational	26%	13%	61%

8th Grade	Spring		
At Risk for Tier 3	61%		
Tier 2	16%		
Tier 1	18%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	0%		0%
Phonics	82%		18%
High Frequency Words	95%		5%
Vocabulary	20%	20%	59%
Comprehension: Literature	19%	13%	68%
Comprehension: Informational	20%	8%	71%

OST Proficiency

	Spring 2021	Spring 2022	Spring 2023	Spring 2024
ELA				
3rd ELA	31%	40%	38%	39%
4th ELA	30%	42%	34%	38%
5th ELA	40%	47%	47%	47%
6th ELA	24%	23%	30%	35%
7th ELA	29%	34%	30%	34%
8th ELA	20%	27%	37%	27%

2020-2021 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races		157	107	61	29	56%
1 - American Indian or Alaskan Native						
2 - Native Hawaiian or Other Pacific Islander	1	2				0%
3 - Asian		1				0%
4 - Hispanic or Latino					1	100%
5 - Black or African American	72	33	17	9	1	20%
6 - White	670	359	234	137	72	30%
7 - Other or Unknown						
Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %

F	384	243	160	103	40	33%
M	516	259	152	72	38	25%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	870	492	308	174	77	29%
Y	23	8	3	1		11%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	565	458	298	169	76	35%
Y	331	42	13	6	1	5%

2021-2022 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races	144	103	74	32	19	34%
1 - American Indian or Alaskan Native			1			100%
2 - Native Hawaiian or Other Pacific Islander			2			100%
3 - Asian				1		100%
4 - Hispanic or Latino					1	100%
5 - Black or African American	67	43	19	14	2	24%
6 - White	548	352	272	154	109	37%
7 - Other or Unknown	3			1		25%

Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	309	249	194	105	66	40%
M	451	249	174	96	65	32%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	725	485	359	199	130	36%
Y	26	12	8			17%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	460	444	345	191	127	42%
Y	294	53	22	9	3	9%

2022-2023 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races	161	105	72	43	26	35%
1 - American Indian or Alaskan Native		1				0%
2 - Native Hawaiian or Other Pacific Islander		1	1			50%
3 - Asian		1				0%
4 - Hispanic or Latino				1	1	100%
5 - Black or African American	64	34	18	13	6	27%
6 - White	552	333	254	154	113	37%
7 - Other or Unknown						

Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	311	251	178	112	76	39%
M	466	224	167	99	70	33%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	748	455	339	208	143	36%
Y	25	15	4	1	2	15%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	470	427	334	195	143	43%
Y	304	45	8	14	2	6%

2023-2024 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races	151	103	60	26	3	26%
1 - American Indian or Alaskan Native						
2 - Native Hawaiian or Other Pacific Islander	1	2				0%
3 - Asian						
4 - Hispanic or Latino					1	100%
5 - Black or African American	67	31	15	9	1	20%
6 - White	643	335	225	131	60	30%

7 - Other or Unknown						
Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	364	228	155	99	35	33%
M	498	244	145	67	30	25%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	832	462	296	165	64	29%
Y	23	8	3	1		11%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	538	430	286	162	63	35%
Y	320	40	13	4	1	5%

KRA Readiness

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Emerging Readiness	32%	46%	44%	38%
Approaching Readiness	39%	34%	39%	33%
Demonstrating Readiness	29%	20%	17%	29%

Preschool Early Literacy Indicators (PELI)

2023-2024 PELI

Averages	Composite (PCS)	Language Index (PLI)	Alphabet Knowledge	Vocabulary-Oral Language	Comprehension	Phonological Awareness
Fall	140.32	107.77	7.97	17.82	13.58	4.15
Winter	173.21	126.28	12.82	19.09	17.25	5.32
Spring	181.17	119.74	14.83	19.97	15.76	7.13

2024-2025 PELI

Averages	Composite (PCS)	Language Index (PLI)	Alphabet Knowledge	Vocabulary-Oral Language	Comprehension	Phonological Awareness
Fall	128.78	98.23	8.17	17.42	11.49	3.55

Fall 2024 Early Learning Assessment (ELA) Language and Literacy

<i>Respond to Questions About Text</i>	COUNTA of Respond to Questions About Text	<i>Rhyming Words</i>	COUNTA of Rhyming Words	<i>Syllables/Onset s and Rimes/Phonemes</i>	COUNTA of Syllables/Onset s and Rimes/Phonemes	<i>Uppercase Letters</i>	COUNTA of Uppercase Letters	<i>Lowercase Letters</i>	COUNTA of Lowercase Letters	<i>Letter Sounds</i>	COUNTA of Letter Sounds
1	82	1	57	2	76	1	57	2	56	3	37
2	44	3	22	3	17	2	41	3	33	4	26
3	37	5	6	4	1	3	34	4	33	5	4
A	7	A	9	5	3	4	16	5	9	N	52
B	17	C	16	N	33	5	19	N	37	NE	119
C	16	D	117	NE	108	A	8	NE	70		
D	28	N	3			C	10				
N	2	NE	9			D	43				
NE	5					N	3				
						NE	8				

<i>Purposes and Situations</i>	COUNTA of Purposes and Situations	<i>Name Recognition and Writing</i>	COUNTA of Name Recognition and Writing	<i>Writing to Convey Meaning</i>	COUNTA of Writing to Convey Meaning	<i>Sentences</i>	COUNTA of Sentences	<i>Word Meanings</i>	COUNTA of Word Meanings
1	20	1	31	1	61	1	20	1	70
2	62	2	53	2	74	2	41	2	72
3	96	3	29	3	37	3	98	3	40
4	21	4	53	4	7	4	29	4	6
5	4	5	18	A	11	5	6	A	5
A	11	A	12	C	22	A	5	B	6
B	4	C	10	D	22	B	8	C	11
C	2	D	27	N	1	C	8	D	25
D	16	N	3	NE	4	D	19	N	2
NE	2	NE	3			N	3	NE	2
						NE	2		

AASCD Proficiency

	21-22	22-23	23-24
Limited	68%	67%	65%
Basic	14%	11%	10%
Proficient	14%	6%	5%
Accomplished	5%	17%	5%
Advanced	0%	0%	15%

OELPA Proficiency

OELPA	21-22	22-23	23-24
Emerging	22%	21%	26%
Progressing	64%	68%	66%
Proficient	15%	11%	7%

2021-2022 NWEA Map Growth

Harding	9th Grade				10th Grade				11th Grade			
	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)
Reading												
Reading RIT	218.9	43rd	Basic	4.7	218.4	43rd	Basic	0.4	218.4	40th	Basic	-1.2
Informational Text												
Key Ideas and Details	218.5			5.5	218.2			0.9	217			-2.4
Language, Craft, and Structure	218.8			3.9	218.4			1.1	217.6			-2.8
Literary Text												
Key Ideas and Details	217.2			5.2	216.9			0.1	217.7			0.4
Language, Craft, and Structure	219.3			4.6	218.1			0.1	218.6			0.5
Vocabulary												
Acquisition and Use	220.9			4.3	220.3			-0.2	221.0			-1.1

2022-2023 NWEA Map Growth

Harding	9th Grade				10th Grade				11th Grade				12th Grade			
	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)
Reading																
Reading RIT	218.5	41st	Basic	5.1	221.2	50th	Basic	6.1	218.9	43rd	Basic	2.7	220.3	43rd	Basic	6
Informational Text																
Key Ideas and Details	216.7			4.0	220.3			5.3	216.9			1.4	219.3			6.2
Language, Craft, and Structure	218.5			5	221.7			7.2	219.5			3.4	219.4			4.8
Literary Text																
Key Ideas and Details	216.1			4.5	220.0			6.7	216.7			2.7	219.2			9.2
Language, Craft, and Structure	218.2			4.0	220.8			5.1	218.7			3.2	219.7			4.3
Vocabulary																
Acquisition and Use	218.6			3.6	223.1			5.6	222.9			3.5	224.6			6.2

2023-2024 NWEA Map Growth

Harding	9th Grade				10th Grade				11th Grade				12th Grade			
	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)	Spring	%ile	Projected Prof	Change (Fall)
Reading																
Reading RIT	216.7	41st	Basic	3.6	213.3	28th	Basic	-0.4	212.7	28th	Basic	-3.7	218.6	41st	Basic	5
Informational Text																
Key Ideas and Details	216.0			5.0	213.4			0.8	212.6			-2	216.6			4.7
Language, Craft, and Structure	216.7			4.1	213.4			-0.2	212.3			-4.1	220.8			7.4
Literary Text																
Key Ideas and Details	215.3			2.9	211.7			0.8	210.3			-4.7	215.8			4.7
Language, Craft, and Structure	216.7			2.9	212.3			-2.8	212.8			-4	218.6			5.4
Vocabulary																
Acquisition and Use	218.7			3.0	218.1			1.8	215.3			-3.8	221.2			2.7

MCS Decision Rules

Marion City Schools Literacy Decision Rules (updated 8/20/2024)

The Decision Rules are based on the Simple View of Reading which is Word Recognition x Language Comprehension = Reading Comprehension. Using the Decision Rules, we are able to more accurately identify appropriate interventions for students to help close the achievement gap.

Directions:

K-5

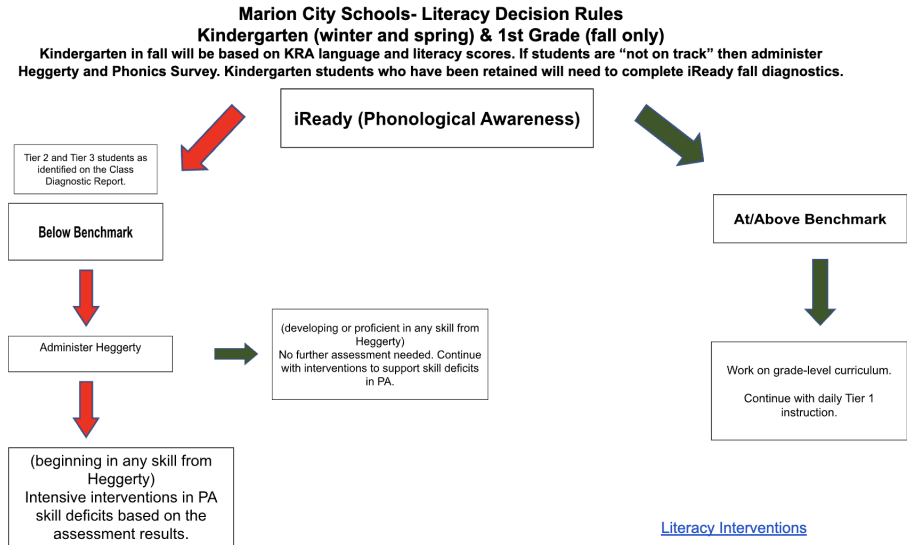
iReady will serve as our universal screener for all students in grades K-5. Staff members will utilize the Standard View of the most recent Diagnostic Results Report for each sub area in iReady and follow the flow chart for the specified sub area when students score below benchmark (tier 2 and tier 3). Tier 2 in iReady means that students are one grade level below and denoted by yellow. Tier 3 in iReady means that students are two or more grade levels below and is denoted by red. **Once diagnostic tests are complete, scores from the tests need to be put into Educlimber within 2 weeks after the closing of the testing window.** Please see directions ([written](#) and [video](#)) on how to do this. [Videos](#) are also available to help with administration of diagnostic assessments. **Additional testing can be completed at teacher discretion.**

6-12

iReady will serve as our universal screener for all students in grades 6-8 and NWEA will serve as the screener for students in 9-12. Teachers will use the RIT scores as indicated on the decisions rules if the student is below benchmark. Once diagnostic tests are complete, scores from the tests need to be put into Educlimber within 2 weeks after the closing of the testing window. Please see directions ([written](#) and [video](#)) on how to do this. [Videos](#) are also available to help with administration of diagnostic assessments. Additional testing can be completed at teacher discretion.

Fall and Spring Administration: All students go through decision rules.

Winter Administration: ORF will be completed on all 1st grade students. All students in academic MTSS will go through decision rules. Building level determination for any other decision rule administration.

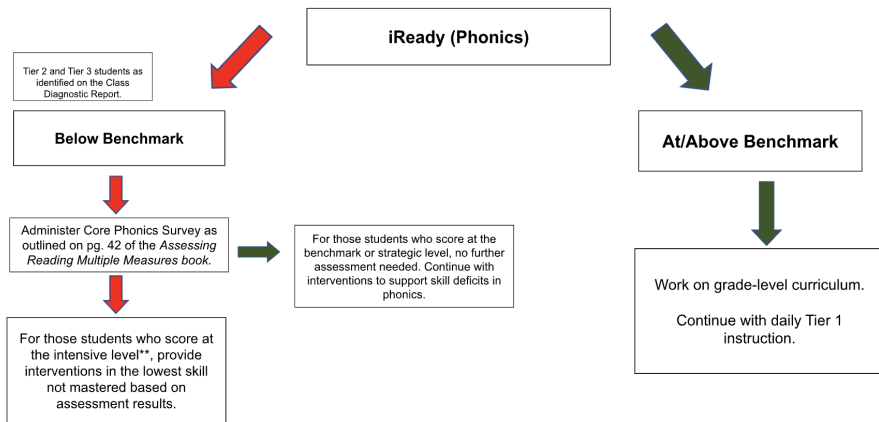


[Literacy Interventions](#)

[Heggerty Scoring Guides](#)

Marion City Schools- Literacy Decision Rules Kindergarten (winter and spring) & 1st Grade (fall only)

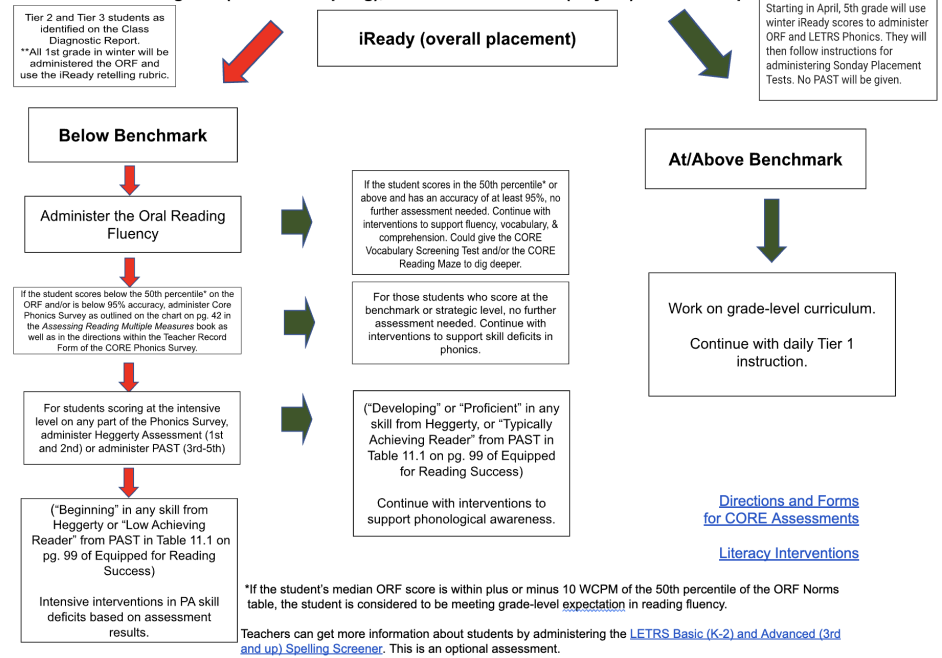
Kindergarten in fall will be based on KRA language and literacy scores. If students are "not on track" then administer Heggerty and Phonics Survey. Kindergarten students who have been retained will need to complete iReady fall diagnostics.



**For fall of Kindergarten, please use the following guidelines for Parts A & B:
Benchmark: 52/52 Strategic: 41-51/52 Intensive: 0-40/52

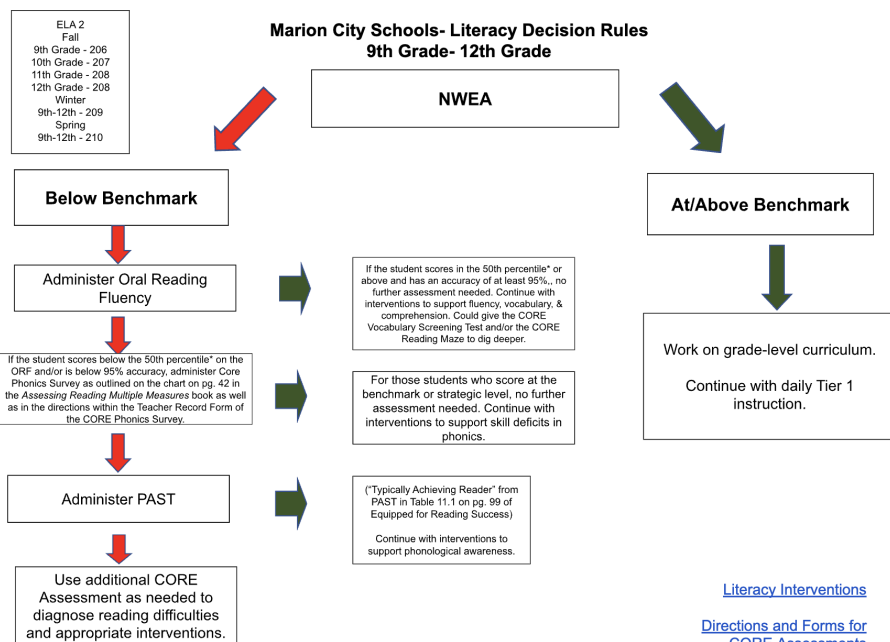
Teachers can get more information about students by administering the [LETRS Basic \(K-2\) and Advanced \(3rd and up\) Spelling Screener](#). This is an optional assessment.

Marion City Schools- Literacy Decision Rules 1st grade (winter and spring), 2nd Grade-8th Grade (all year) 5th Grade Spring



*If the student's median ORF score is within plus or minus 10 WCPM of the 50th percentile of the ORF Norms table, the student is considered to be meeting grade-level expectation in reading fluency.

Teachers can get more information about students by administering the [LETRS Basic \(K-2\) and Advanced \(3rd and up\) Spelling Screener](#). This is an optional assessment.



*If the student's median ORF score is within plus or minus 10 WCPM of the 50th percentile of the ORF Norms table, the student is considered to be meeting grade-level expectation in reading fluency.

R-TFI Results

Additional Supplemental Information:

Citations:

Ohio Department of Education (2024). [Guidance Manual on the Third Grade Reading Guarantee](#)

Ohio Department of Education (2017). Ohio Improvement Process:
<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process>

Ohio Department of Education (2017). Ohio's Literacy Toolkits: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits>



Ohio Department of Education (2019) ELA Standards

Ohio Department of Education [The Science of Reading](#)

Ohio Department of Education [Dyslexia Supports](#)

LETRS Manual

Ohio's Plan to Raise Literacy Achievement. 2025. Ohio Department of Education.

Institute of Educational Sciences. Turning Around Chronically Low-Performing Schools (May 2008)

Institute of Educational Sciences Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (February 2009)

Institute of Educational Sciences. Improving Reading Comprehension in Kindergarten Through 3rd Grade (September 2010)

Institute of Educational Sciences. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008)

Institute of Educational Sciences. Teaching Elementary School Students to Be Effective Writers October 2018* Revised

Institute of Educational Sciences. Teaching Secondary Students to Write Effectively November 2016

Institute of Educational Sciences. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade July 2016* Revised

OLAC <https://ohioleadership.org/>

John Hattie [Visible Learning: The Sequel](#)