Norton City Schools

Local Literacy Plan

2024-2028

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Introduction

Norton City School District holds firmly to the belief that strong reading skills provide access to the knowledge and communication skills essential to be an informed member of society. In a community with over 32% of its students that receive free and reduced financial assistance and approximately 21% identified with a disability, our district has been successful at improving our students' reading skills from kindergarten through graduation. While we are proud of our successes, we strive to do more for Norton's students. This local literacy plan details our goals and strategies to create stronger readers across our entire student population.

We want all students to graduate from Norton City Schools with the ability to the following:

- Contribute to society in a positive manner
- Persevere despite opposition or difficulties
- Communicate effectively for a variety of purposes
- Act in a responsible fashion
- Think critically to understand the bigger picture
- Adapt in an ever-changing society

Norton City School District's vision for literacy is for all learners to acquire the knowledge and skills to be successful readers, allowing them to access information as independent, critical thinkers, and be effective communicators in our global society.

Ohio's Plan to Raise Literacy Achievement calls for district and school leaders to support a partnership between families and educators in the use of technically adequate assessments and standards-aligned curricular materials to implement evidence-based literacy practices and instruction to meet the needs of all learners. Equitable systems that help all learners thrive are grounded in access, opportunity, collaboration and resources efficiently matched to student needs.

To improve language and literacy, Norton City School District accepts responsibility for meeting the needs of all students, including students with the most complex needs. The district is committed to develop a systemic structured literacy program that is rooted in both the Simple View of Reading and the Science of Reading.

"The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate for lack of skill in the other" (Gough, P. B., & Tunmer, W. E. 1986. Decoding, reading, and reading disability. Remedial and Special Education, 7, 6-10).

The Simple View of Reading

Word Recognition		Language Comprehension		Reading Comprehension
The ability to transform print into spoken language	**X**	The ability to understand spoken language	**=**	

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

The literacy goal of Ohio's education system is to ensure all learners have access to high-quality, evidence-based language and literacy instruction and become proficient readers. The state can achieve this goal only if it provides support at all levels of the education system in both the word recognition and language comprehension aspects of language and literacy instruction.

The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. The Science of Reading has provided educators evidence that:

a. Informs how students learn to read and write proficiently.
b. Explains why some students have difficulty with reading and writing.
c. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers.
d. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

In addition to phonics, there are other critical factors needed for proficient reading, writing and academic success. These include, but are not limited to: Oral language, Alphabet knowledge, Phonemic awareness, Fluency, Morphology, Vocabulary development, Comprehension, Spelling, Handwriting, Written expression and Well-prepared teachers to implement research-based instruction (NIHD, 2000; Snow, Burns, & Griffin, 2003).

Norton City School District is aware that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become skilled readers who will expand their knowledge and language expertise.

The National Early Literacy Panel (NELP), which provides a synthesis of the research on early literacy development, identified the link between specific early literacy skills and later success in reading and writing (2008).

We know that research strongly supports a structured approach to literacy instruction; therefore, implementation of a core literacy program grounded in evidence-based language and literacy instructional strategies was our primary focus beginning in the 2024 school year.

Component	K	1st	2nd	3rd	4th	5th and Beyond
Word Recognition — The ability to transform print into spoken language						
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Language Comprehension — The ability to understand spoken language						
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Research recommends the following strategies for a structured literacy approach:

-Provide explicit instruction in phonological and phonemic awareness as soon as possible in the early grades (Snow, Burns & Griffin, 2003)

-Use an explicit approach that provides teachers with precise directions for teaching phonics (Foorman, et. al., 1996)

-Provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories using practice materials with short books or stories that contain words with the specific-letter sound relationships (NICHHD, 2000)

-Regularly model fluent reading for students (NICHHD, 2000)

-Apply systematic, classroom based instructional assessment to monitor student progress in both rate and accuracy (Snow, Burns, & Griffin, 2003).

-Use what Archer (2010) identifies as the five research-based components of a comprehensive vocabulary instructional program: high quality classroom language, reading aloud to students, wide independent reading, explicit instruction in vocabulary, and word learning strategies.

-Monitor comprehension so that students know what they do and do not understand while reading (Snow, Burns, & Griffin, 2003).

Leadership Team Membership

Name	Title/Role	Organization	Email
Bryan Farson	superintendent	norton city schools	bfarson@nortonschools.org
Amy Olivieri	Curriculum & Instruction	norton city schools	aolivieri@nortonpanthers.org
Terri Horton	Student Services	norton city schools	thorton@nortonschools.org
Tricia Ebner	Gifted & Literacy coordinator	norton city schools	tebner@nortonpanthers.org
Eric Morris	principal & preschool director	norton city schools	emorris@nortonpanthers.org
Holly Mclaughlin	Speech & language (SLP)	norton city schools	hmclaughlin@nortopanthers.org
Pam Kennedy	sst8 consultant	SST8	pamk@sst8.org
Dr. SHelley Houser	center for literacy	university of akron	shouser@uakaron.edu
Alyssa Bird	Literacy consultant	summit county esc	alyssab@summitesc.org

In an effort to ensure that Norton City Schools is aligned to the Science of Reading, educators and administrators spent a year reviewing and evaluating language arts resources that would best support our students in kindergarten through grade 12 and align to the process.

A core group of teachers and administrators conducted a reading tiered fidelity inventory of current curriculum resources, developed a rubric to evaluate new resources, and ultimately decided on a resource that would best educate our students in alignment with the Science of Reading. Our group recognized that we did not have the structure in place to make sweeping changes immediately, but we had a passion to address the needs of our young readers. Before we could meet those needs, we had to select a core literacy resource, build a capacity to incorporate evidence based practices, and establish a process for data collection and analysis.

Acknowledgement to the Language Arts Adoption Committee Members:

Amy Olivieri - Director of Curriculum and Instruction

Eric Morris - Principal, Norton Primary School

Tricia Ebner - Assistant Principal, Norton Elementary School

Alyssa Bird - Literacy Consultant, Summit County Educational Service Center

NPS - Amanda Smith, Ashley Raybuck, Jasmine Holt-Gibson

NES - Kim Bryant, Rachel Varga, Ann Mayer, Kim Bruning, Karyn Kaser, Teresa Kozak, Deb Hendrick, Leslie Flohr, Landry Bohnak, Katlyn Pearson, Melissa Anicas

NMS - Amy Kutschbach, Elizabeth Dean, Alison Blake, Jennifer Bilinovich, Sara Majewski, Stacy Carpenter, Erin Fabish-Rupert, Brittany Bruce, Tricia Meyer, Dawn Thompson

NHS - Hallie Ball, Allegra Moore, Stephen Reinhardt, Cole Edgell

Our district originally planned to use general funds for the adoption of materials, but with the disbursement of ESSER funds, we were able to use those monies to purchase the new materials. It provided the district with significant support when selecting language arts curriculum across the K-12 spectrum.

Highlights of Development Process and Progress Made

1. Establishment of building leadership teams, and exploration of district leadership team for fall 2024
2. Development of [district literacy decision rules](#)
3. Development of our own [Literacy Logic Model](#) to keep our purpose as the driving force behind our planning.
4. Implementation of core instructional resources for systematic and explicit instruction in phonological and phonemic awareness (Heggerty Curriculum PK-2), phonemic awareness and word recognition (Kilpatrick 2-3), and core phonics (*Open Court Reading* K-3/*Wonders* 4-5)
5. Development of intervention playbook for grades K-3; Tier II resource (UFLI)
6. Utilization of core language arts curriculum grades KG - 12 (*Open Court Reading, Wonders, StudySync*)
7. Implementation of district wide assessments for monitoring early literacy growth (Acadience K-3)
8. Professional learning focus on literacy; elementary wide introduction to the Science of Reading; professional development on literacy interventions and progress monitoring strategies; dedication of time for completion of required 18 hours in dyslexia training

Alignment of Local Literacy Plan and Other Improvement Efforts

Norton City Schools is not required to develop a reading action plan or reading improvement plan under state law or policy. The following sections will demonstrate that this plan has been developed in the absence of an existing comprehensive plan for language and literacy development or other systems of data collection.

The Local Literacy Plan for Norton City Schools aligns with the district strategic plan which contains a focus on foundational knowledge and skills through standards-based learning; development of literacy skills at each grade level thus making literacy a shared responsibility; teacher instructional support via DLTs, BLTs, PLCs. Recently, the district developed the Portrait of a Panther which contains six competencies our graduates will possess after their commencement. District goals also mirror those goals included in [Ohio's Strategic Plan](#), and [Ohio's Plan to Raise Literacy Achievement](#).

In alignment with *Ohio's Plan to Raise Literacy Achievement,* our plan notes the importance of educator professional development as well as evidence-based programs that reflect the Science of Reading through a structured literacy approach. With reference to the "What Works Clearinghouse" (Institute of Educational Sciences), Norton City Schools has identified four key practices for teaching foundational skills to students in grades kindergarten through three. As outlined in the following document, "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade", we have noted the evidential strength for each.

1. *Develop awareness of the segments of sounds in speech and how they link to letters* (Strong Evidence). The district uses Heggerty Phonemic Awareness Curriculum in grades KG -2. That resource is primarily for those grades. To continue to support students in grade 3, the district uses strategies from the comprehensive guidebook *Equipped for Reading Success* (2016) written by Dr. David Kilpatrick. Both of these materials provide us with tools needed for explicit instruction in the most basic and critical components of sound and word recognition. They serve as a level of additional support in conjunction with our core program, Open Court Reading (2023).
2. *Teach students to decode words, analyze word parts, and write and recognize words* (Strong Evidence). The phonics program in Open Court Reading addresses the elements of sound-symbol-word recognition by introducing the alphabetic principle in kindergarten. As students grow and develop, instruction shifts from mapping sounds and letters to sounds and spellings in clear sequence.
3. *Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension* (Moderate Evidence). Open Court Reading makes an explicit connection between fluency and comprehension through fluency instruction integrated into reading comprehension activities.
4. *Teach students academic language skills, including those of inferential and narrative language, and vocabulary knowledge* (Minimal Evidence). Open Court Reading introduces and practices vocabulary throughout each lesson directly and indirectly as students participate in blending, spelling and dictation, discussions, writing and reading a variety of fiction and non-fiction texts. Open

Court Reading teaches critical comprehension strategies along with close reading strategies. As students progress through grade levels, they learn to use those strategies intentionally and independently.

District Strategic Plan:

Norton's Local Literacy Plan directly supports the goals set by the district in the 2019-2024 Strategic Plan, particularly in Domain One: Foundational Skills and Knowledge.

Strategy One - Standards-Based Learning - analyze Ohio's Learning Standards across all content areas, including social and emotional standards. Analysis will include identification of gaps, instructional responsibility, and a deeper understanding of what students are expected to do at each level.

Strategy Three - Develop Literacy Skills - Develop a common language (terminology and vocabulary) within the content areas at each grade level, primary through secondary grades, making literacy a shared responsibility.

Additionally, Norton City Schools believes that competent, caring teachers are the single greatest contributor to a child's success in school. Principals are a close second. Successful school leaders create the conditions necessary for teachers to excel and students to succeed. Norton City Schools focuses on excellent instruction in every classroom every day. Domain Four represents our commitment to Educator Leadership and Support.

Strategy Nine - Teacher Instructional Support - Annually, during building and district professional development, offer targeted support and professional learning opportunities for staff so teachers can deliver excellent instruction. Furthermore, Norton City Schools will create a delivery service model to include interventions for Tier I, II, III, and gifted which includes a clear progress-monitoring tool and a shared language around support services.

Portrait of a Panther: The Panther Way

Along with a group of stakeholders and guidance from Jeff Ferguson, Summit ESC Consultant, the community developed our Portrait of a Panther. Together, we decided on six competencies that our graduates will possess when they earn their diploma. Those competencies were mentioned previously in this document. Literacy is a foundational skill necessary for the achievement of these competencies.

- Contribute to society in a positive manner
- Persevere despite opposition or difficulties
- Communicate effectively for a variety of purposes

- Act in a responsible fashion
- Think critically to understand the bigger picture
- Adapt in an ever-changing society

Ohio's Strategic Plan and Plan to Raise Literacy Achievement:

As discussed earlier, Norton's Local Literacy Plan reflects the priorities of the Ohio Literacy Plan, which supports Ohio's Strategic Plan Goals 8 and 9.

"Specifically, Ohio's Literacy plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence based practices in all manners of educational settings. This plan illustrates the strong language and literacy efforts in place in Ohio and the state's vision to expand and strengthen them to support improvement."

In Ohio's Strategic Plan for Education, Strategy/Goal #8 stresses the importance of early learning experiences. It indicates that schools must, "Promote the importance of early learning and expand access to quality early learning experiences (pg 21)".

Strategy/Goal #9 calls out the importance of effective literacy instruction. The goal requires schools to assure that students "develop literacy skills across all ages, grades and subjects (pg 22)". Building on Ohio's Plan to Raise Literacy Achievement, this strategy pushes Ohio to help each child master essential literacy skills.

Ohio's One Plan:

The Department of Education and Workforce has revised the needs assessment (One Needs Assessment) and planning process for districts. Norton was assigned to cohort two and is in year two of implementation. One of the district's goals in the One Plan is improvement in English language arts through the use of NWEA's MAP Reading Assessment with our students in grades K-8. Staff uses data from the MAP assessment to determine areas of strengths and weaknesses of students in their mastery of Ohio's Learning Standards for English Language Arts. This assessment tool is used as our diagnostic to identify those students who are not on track to meet the requirements of the Third Grade Reading Guarantee. We identify students in need of Reading and Improvement Monitoring Plans. We are able to provide targeted interventions and high dosage tutoring for students based on their needs. (This assessment is also used to identify students who are gifted in the content area of reading.)

Federal Grant Program Support:

Title I funding is to be directed toward supporting at-risk students, and Norton City Schools provides reading intervention services in grades K-2 through aTargeted Assistance model. Data illustrates the changing needs of early learners, as an increasing number of students come from poverty, and thus diminished likelihood of early literacy experiences. Title I funds allow for three teachers to provide services across two of our schools. Funds are also used to support and provide assistance to homeless students and their families.

Title II funds have been used to send a speech and language pathologist to the International Dyslexia Association annual conferences. In addition, those funds have provided Norton City Schools with the ability to purchase the services of a literacy consultant from the Summit County ESC for the past two years. Because districts also must have a credentialed literacy therapist as part of their MTSS team, Title II funds paid for the additional level of certification outside of the 18 hours of required training.

Standards and Assessments:

Norton City Schools strives to align instruction and assessments to Ohio's Learning Standards in each core area. The district complies with all state assessment requirements. The district has developed curriculum maps for ELA, math, and science, but in light of new materials in ELA and math, plans to revise existing maps.

Needs Assessment District Data

In addition to learner demographics and performance data, the district completed a Reading Tiered Fidelity Inventory in the Tier I level at Norton Primary School and Norton Elementary School with teachers in June 2022. Through the RTFI process, several themes emerged as consistent across the primary and elementary buildings. Most notably, the district has not been required to create reading improvement plans, reading action plans, or participate in the Ohio Improvement Process. We did not have a decision framework in place to support decision making regarding universal language and literacy instruction or the implementation of intervention strategies and resources within a multi-tiered system of supports.

It was noted that while we have grade level teams in place, we did not have school leadership teams established to support the implementation of a Tier 1 reading system. It was also determined that teams were lacking Grade-level instructional plans including an emphasis on Tier 1 instruction.

Since the completion of the RTFI, building leadership teams have been introduced. Some existing teams had meeting protocols of varying degrees, but there was no protocol to ensure consistent data acquisition and analysis, discussion/implementation of a multi-tiered system of support, nor protocols for monitoring Tier II or Tier III levels of

support. The lack of universal protocols for progress monitoring means that data discussions did not flow from teacher to building to district and the reverse holds true as well.

Regarding the core instructional program, Open Court Reading was adopted in the fall of 2023. Grades K-3 implemented a universal screener (Acadience) also in the fall of 2023. A decision framework was developed for grades KG - 3 and data dives have followed. A progress monitoring process is underway and while district-planned professional development has a literacy focus, we lack literacy coaches in the district who can solely focus on this. Currently, our model is not efficient for coaching or ongoing support.

**Learner Performance Data:**

KG - 3 Diagnostics

The district uses the Kindergarten Readiness Assessment (Language and Literacy Score) and the NWEA MAP (Measures of Academic Progress) Growth Reading Assessment as the instruments for the state-required reading diagnostic. Results are reported via the Early Literacy Component of the district's state report card. This component is a calculation of the number of students at each grade level, KG - 3, who are considered to be "on track" or "off track" as determined by a diagnostic assessment administered at the beginning of each academic year. A formal RIMP (reading improvement monitoring plan) is developed for each student who is identified as not on track. The Early Literacy Component of the state school report card indicates that Norton Primary and Elementary Students began the 2022 school year with 100 students off track to be proficient readers by the end of third grade. Sixty-six of them moved to being on-track. See the graphic below from the SDC Reports Portal.
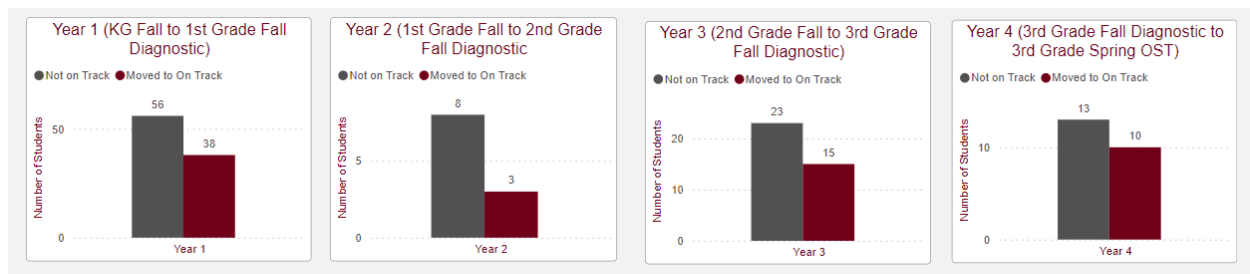
Acadience

Beginning in the fall of 2023, the district chose to purchase and utilize the Acadience Reading (formerly DIBELS Next) in order to specifically target the elements that are critical to assessing foundational reading development. Acadience Reading, administered to all students in grades KG - 3, helps teachers to identify children at risk

for reading difficulties and determine the skills to target for instructional support. Baseline data will be established in the fall of each school year, and students will be provided support and interventions based on their specific needs (including enrichment).
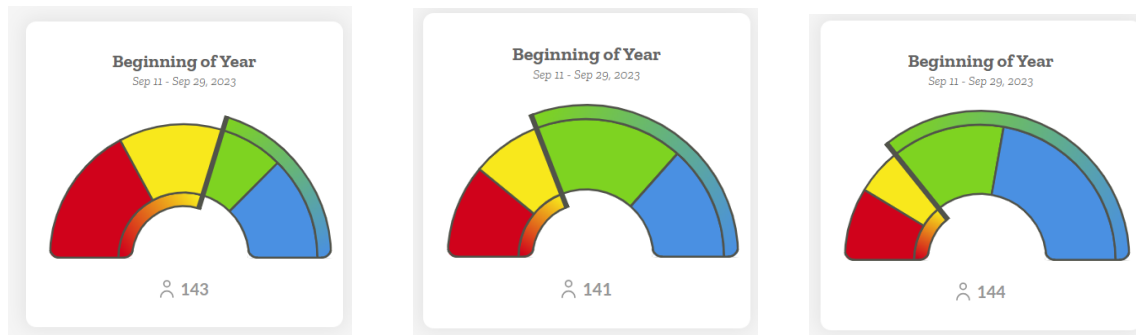
The chart on the left represents **first grade** students' performance on the beginning of year benchmark administered in September of 2023. The red represents the 49 students who performed well below the benchmark, most likely needing intensive support. The yellow indicates that 36 students scored below the benchmark and need strategic support. The green indicates that 22 students are at benchmark and likely to need core support. Finally, the blue represents 36 students well above benchmark and can benefit from continued core support. Calculations indicate that 41% of students are at or above benchmark.

The chart in the middle represents **second grade** students' performance on the beginning of year benchmark administered in September of 2023. The red represents the 31 students who performed well below the benchmark, most likely needing intensive support. The yellow indicates that 23 students scored below the benchmark and need strategic support. The green indicates that 49 students are at benchmark and likely to need core support. Finally, the blue represents 38 students well above benchmark and can benefit from continued core support. Calculations indicate that 62% of students are at or above benchmark.

The chart on the right represents **third grade** students' performance on the beginning of year benchmark administered in September of 2023. The red represents the 25 students who performed well below the benchmark, most likely needing intensive support. The yellow indicates that 16 students scored below the benchmark and need strategic support. The green indicates that 27 students are at benchmark and likely to need core support. Finally, the blue represents 44 students well above benchmark and can benefit from continued core support. Calculations indicate that 49% of students are at or above benchmark.

Kindergarten students will not be assessed with Acadience until after January 1, 2024, due to [Ohio's Dyslexia Laws ORC 3323.251](.) *Kindergarten students must be screened after January 1 of their kindergarten year but before January 1 of the following year.*

NWEA MAP Growth Assessment for Reading (KG - Grade 8)

The MAP Growth Reading Assessment is given three times per year in grades 1 - 8, and twice a year in kindergarten. It is a standards based, computer adaptive assessment, that measures students' reading comprehension, monitors achievement and growth, and tracks understanding of skills aligned to Ohio's Learning Standards for English Language Arts. The data collected by the MAP assessment can be used to predict student achievement and growth toward being on track and proficient in reading as determined by the Ohio Legislature and Ohio's Department of Education and Workforce.

Norton Primary

Language Arts:
Reading

| | | Comparison Periods | | | | | |
| | | Winter 2023 | | | Spring 2023 | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile
K	139	149.8	9.5	75	158.6	10.8	85

This chart displays the achievement percentile of students at Norton Primary School from winter of 2023 to spring of 2023 in language arts reading. By comparing achievement percentiles from fall to spring, all grade levels increased over the span of the school year. Note: Kindergarten students do not complete a MAP assessment in the fall. They are given the KRA for their required state diagnostic.

Norton Elementary School

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile
1	135	158.7	10.9	70	176.9	10.4	80
2	136	173.8	15.8	59	193.9	14.9	88
3	175	191.4	13.0	75	204.3	12.0	84
4	139	200.6	12.4	71	213.0	11.9	87

This chart displays the achievement percentile of students at Norton Elementary School from fall of 2022 to spring of 2023 in language arts reading. By comparing achievement percentiles from fall to spring, all grade levels increased over the span of the school year.

Norton Middle School
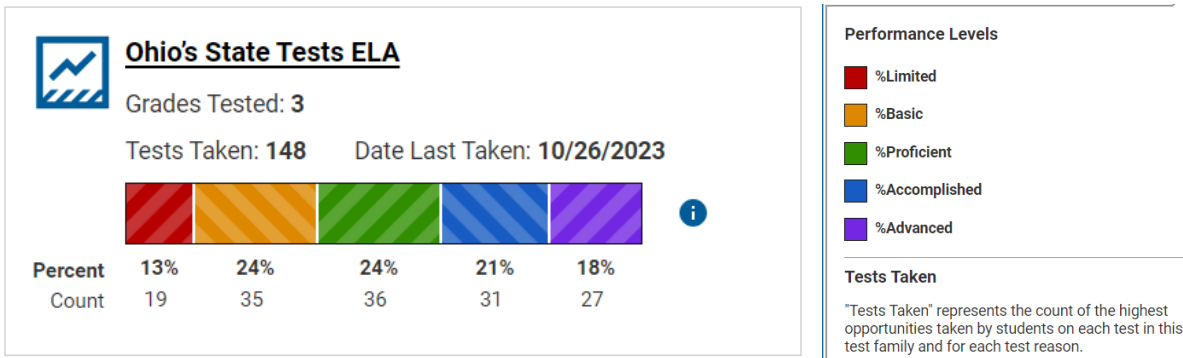
Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile
5	166	209.7	13.4	77	213.4	12.8	63
6	162	211.6	14.9	58	217.4	12.4	62
7	163	219.4	13.8	76	223.5	12.9	76
8	126	222.1	12.0	70	224.7	12.3	65

This chart displays the achievement percentile of students at Norton Middle School from fall of 2022 to spring of 2023 in language arts reading. By comparing achievement percentiles from fall to spring, one grade remained stagnant, two increased, and unfortunately, one grade level decreased.

English Language Arts State Assessments (3-8, HS ELA II)

Norton students are assessed in English Language Arts twice a year in grade 3, then once a year in grades 4-8. There is one test administered at the end of grade 10 for high school students. Trend data indicates that while Norton students have consistently
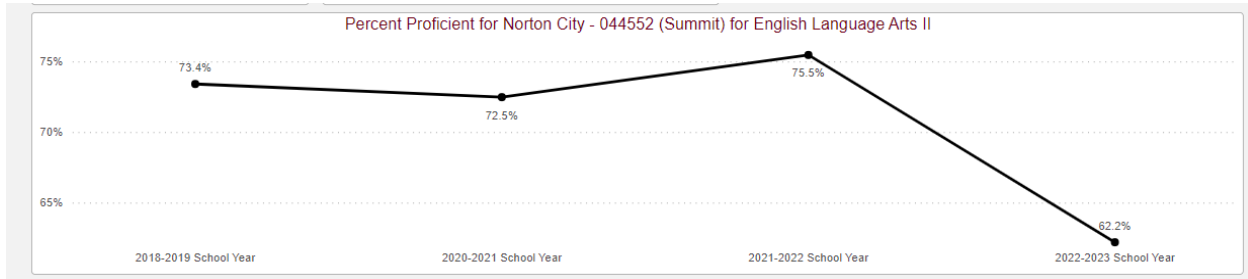
scored above the state average, they struggled in achieving a score of proficient and meeting the state indicator of 80% or higher.

The district received the scores for the grade 3 fall 2023 administration of the English Language Arts assessment, and 64% scored proficient. The goal is 80% proficiency, but one must take into account that this test is used to show mastery at the conclusion of grade 3. This data was taken from the Ohio State Test Portal.
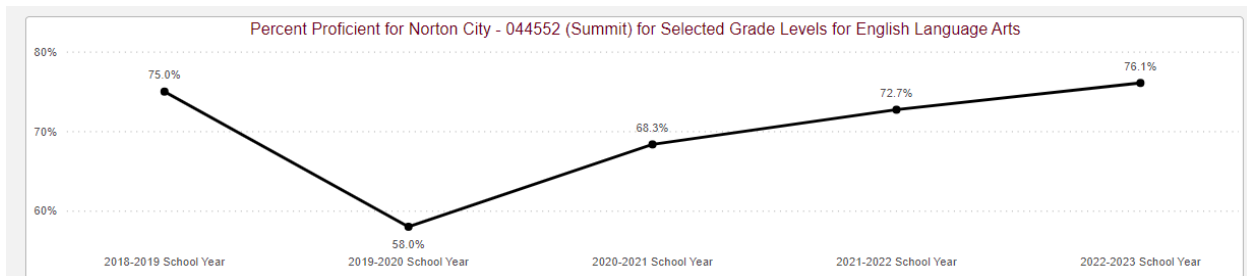
This chart was pulled from the Secure Data Center and displays the percentage of students who tested proficient on the ELA assessment (grades 3-8). The drastic drop represents the Covid year when schools went remote from March through June 2020. Only one state assessment was given in October to students in third grade. This depiction is skewed because this test is administered twice a year in grade 3, but due to closures, it was not.

Percent Proficient for Norton City - 044552 (Summit) for English Language Arts II

School Year	Percent
2018-2019 School Year	73.4%
2020-2021 School Year	72.5%
2021-2022 School Year	75.5%
2022-2023 School Year	62.2%

This chart was pulled from the Secure Data Center and displays the percentage of students who tested proficient on the ELA II assessment. The drastic drop has caught the attention of the district - in particular the high school.

Root Causes of Student Performance

- Insufficient district level structure - beginning stages of BLTs and DLT (non-aligned BLTs to support building processes, systemic data analysis, communication, and decision making.
- Inconsistent Tier I Instruction has impeded the ability of the district leading to disproportionate achievement and levels of support
- A lack of defined protocols for intervention, progress monitoring fidelity checks, or Tier 2 and 3 academic supports
- Inconsistent use of evidence based strategies for targeted skills due to the lack of decision rules (completed fall 2023)
- Individual data collection rather than collective being used to inform interventions
- Professional learning in the Science of Reading is not fully implemented - the district does not employ literacy coaches
- Inconsistent discussion/implementation of a multi-tiered system of supports, including academic, behavioral, and social emotional elements.
- Outdated English language arts resources (adopted fall 2023)
- Need for updated curriculum maps to align with Ohio's Learning Standards for English Language Arts

Literacy Vision and Commitment

Norton City Schools vision is for all students to be successful readers at or above grade level by acquiring the necessary skills and knowledge. We want our students to be effective communicators and independent, critical thinkers in today's society.

Norton City Schools has recently completed our Portrait of a Panther with a group of stakeholders (school employees, families, community leaders) in an effort to design our "North Star." Our commitment is to keep everyone moving in the same direction for the continued success of the district. Please refer to the established list of competencies for our graduates.

Literacy acquisition is fundamental to all learning. Norton City Schools is committed to the following:

1. Ensure all students have equitable access to evidence based, Tier I core language and literacy instruction;
2. Identify and incorporate (with fidelity) systematic and explicit evidence based interventions that support core instruction;
3. Enhance collaboration of general and special education practitioners and stakeholders;
4. Develop a leadership structure that supports shared data analysis, decision making, communication at all grade levels - as well as vertically - to facilitate meaningful discourse

The district purposely developed the aforementioned commitments that align directly with those of *Ohio's Plan to Raise Literacy Achievement.* The district is committed to partnering with local support organizations (SST8 and Summit County ESC) to support literacy achievement of our students. By developing a shared leadership structure with a focus on data driven decision making, Norton students will experience continuous growth and learning through graduation and beyond.

Learner Performance Goal

Eighty percent of students will perform at or above proficiency level, benchmark, readiness on state and/or local assessments.

a. By May 2028, 80% of students in Grades KG - 3 will end the year at or above benchmark on the composite Acadience scores.
b. By May 2028, 80% of students in Grades KG - 8 will meet or exceed their individual growth targets established by the MAP Growth Reading Assessment.
c. By May 2028, 80% of students in Grades 3-8 and HS, will earn a proficient score of 700 on their English Language Arts state assessments.

District Data Collection Sources

As the district develops the BLT and DLT structure, these teams will collect and analyze data from the following sources:

- State report card data - Student Achievement, Student Progress, Gap Closing, and Improving At-Risk K-3 Readers
- Ohio State Assessment data - achievement data, value added measures, and subgroup data
- Acadience assessment data - grades KG -3
- MAP Growth data - grades KG - 8

Summary

In closing, Norton City Schools is committed to supporting literacy development across the Language and Literacy Development Continuum.

Figure 7. Language and Literacy Development Continuum
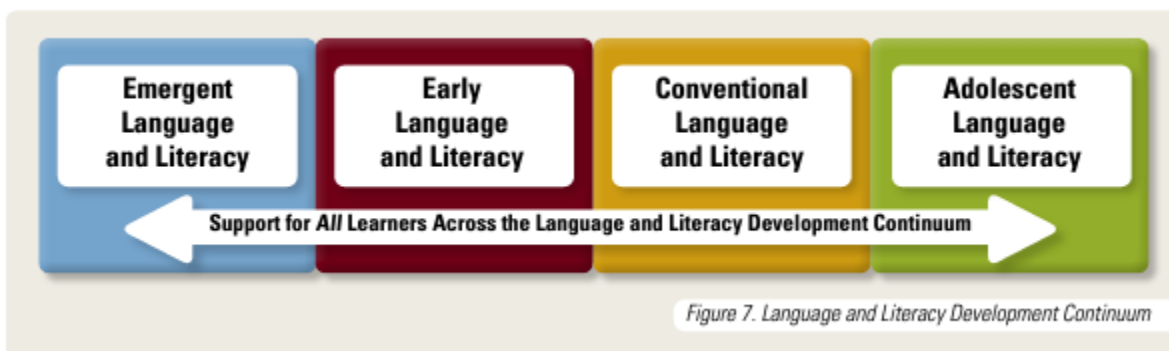
"Raising language and literacy achievement begins with the implementation of emergent skills to build the foundation for early communication and literacy. With adult support, all learners can engage in meaningful activities that develop skills as early as infancy and can continue developing skills throughout the early childhood years" (Whitehurst & Lonigan, 2001).

Educator capacity to provide instruction aligned to the Science of Reading and quality instruction are the most fundamental components to student acquisition of literacy skills and knowledge. Professional development and technical assistance tied to evidence-based language and literacy development and instructional practices are key to building the capacity of teachers to maximize their impact. Norton teachers (K-3, 4-12 intervention specialists) are completing dyslexia training modules provided at no charge in the online learning management system created by the Ohio Department of Education and Workforce. In addition, professional development was provided in August and October with the purchase of new curriculum materials (Open Court Reading, Wonders, and StudySync). Ongoing professional development modules are also

available on demand in the vendors' respective websites. There will be additional training created and put forth on the Science of Reading for educators. That information is forthcoming from ODEW.

Norton City Schools is dedicated to ongoing support for our staff and students. Our intention is to build a culture of literacy across all four of our schools. This plan was created as a guide and may be modified or edited throughout its duration.

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