Norton City Schools

Local Literacy Plan

2025-2029

IRN: 044552

SUPERINTENDENT: BRYAN FARSON

LEAD WRITERS: AMY OLIVIERI AND TRICIA EBNER

NORTON CITY SCHOOLS
4128 S. CLEVELAND MASSILLON ROAD
NORTON, OHIO 44203

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.

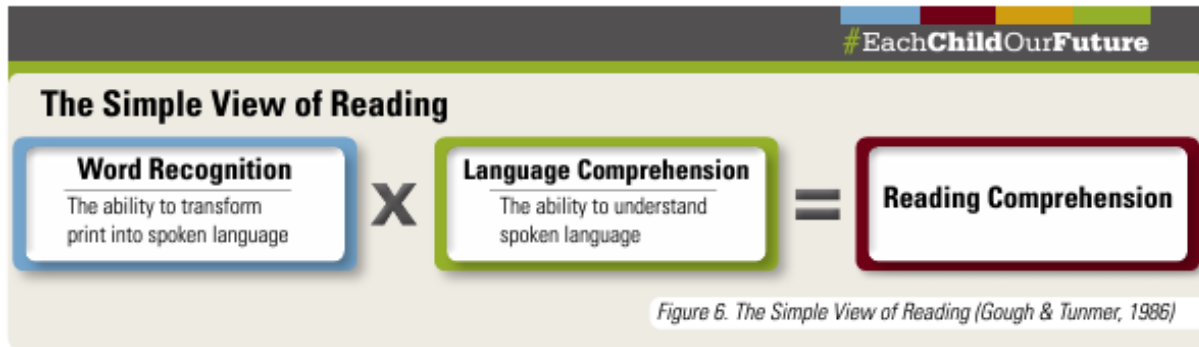We want all students to graduate from Norton City Schools with the ability to the following:

- 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 (2025) 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).

Section 1, Part A: Leadership Team Membership and Stakeholders

Name	Title/Role	Organization	Email
ELISA STAATS	BOARD OF EDUCATION PRESIDENT	NORTON CITY SCHOOLS	ESTAATS@NORTONPANTHERS.ORG
CINDY WEBEL	BOARD OF EDUCATION VICE PRESIDENT	NORTON CITY SCHOOLS	CWEBEL@NORTONPANTHERS.ORG
JENNIFER BENNETT	BOARD MEMBER	NORTON CITY SCHOOLS	JBENNETT@NORTONPANTHERS.ORG
MARK DEDOMENIC	BOARD MEMBER	NORTON CITY SCHOOLS	MDEDOMENIC@NORTONPANTHERS.ORG
CHRIS INKS	BOARD MEMBER	NORTON CITY SCHOOLS	CINKS@NORTONPANTHERS.ORG
BRYAN FARSON	SUPERINTENDENT	NORTON CITY SCHOOLS	BFARSON@NORTONSCHOOLS.ORG
TODD CARPENTER	INTERIM TREASURER	NORTON CITY SCHOOLS	TCARPENTER@NORTONPANTHERS.ORG
AMY OLIVIERI	CURRICULUM & INSTRUCTION	NORTON CITY SCHOOLS	AOLIVIERI@NORTONPANTHERS.ORG
TERRI HORTON	STUDENT SERVICES	NORTON CITY SCHOOLS	THORTON@NORTONSCHOOLS.ORG
TRICIA EBNER	MTSS COORDINATOR & GIFTED SERVICES	NORTON CITY SCHOOLS	TEBNER@NORTONPANTHERS.ORG
ANGELA WAGLER	DIRECTOR OF TECHNOLOGY	NORTON CITY SCHOOLS	AWAGLER@NORTONPANTHERS.ORG
ERIC MORRIS	PRINCIPAL & PRESCHOOL DIRECTOR	NORTON PRIMARY SCHOOL	EMORRIS@NORTONPANTHERS.ORG
BRADY SACKETT	PRINCIPAL	NORTON ELEMENTARY SCHOOL	BSACKETT@NORTONPANTHERS.ORG
KIM HALLOCK	ASSISTANT PRINCIPAL	NORTON ELEMENTARY SCHOOL	KHALLOCK@NORTONPANTHERS.ORG
TRISHA SNOWDEN	PRINCIPAL	NORTON MIDDLE SCHOOL	TSNOWDEN@NORTONPANTHERS.ORG
KRISTIN STAMBAUGH	ASSISTANT PRINCIPAL	NORTON MIDDLE SCHOOL	KSTAMBAUGH@NORTONPANTHERS.ORG
RYAN SHANOR	PRINCIPAL	NORTON HIGH SCHOOL	RSHANOR@NORTONPANTHERS.ORG
ROB HOWERTON	ASSISTANT PRINCIPAL	NORTON HIIGH SCHOOL	RHOWERTON@NORTONPANTHERS.ORG
KATIE RICHTER	SCHOOL PSYCHOLOGIST	NORTON PRIMARY/NORTON ELEMENTARY SCHOOL	KRICHTER@NORTONPANTHERS.ORG
LINDSEY AKERS	SCHOOL PSYCHOLOGIST	NORTON ELEMENTARY SCHOOL	LAKERS@NORTONPANTHERS.ORG
MARLY TAYLOR	SCHOOL COUNSELOR	NORTON CITY SCHOOLS	MTAYLOR@NORTONPANTHERS.ORG
JESSICA RUSSO	SCHOOL COUNSELOR	NORTON CITY SCHOOLS	JRUSSO@NORTONPANTHERS.ORG
JESSICA WILLIAMS	SCHOOL COUNSELOR	NORTON CITY SCHOOLS	JWILLIAMS@NORTONPANTHERS.ORG
HOLLY MCLAUGHLIN	SPEECH & LANGUAGE (SLP)	NORTON CITY SCHOOLS	HMCLAUGHLIN@NORTOPANTHERS.ORG
CARRIE WIBLE	EL TEACHER & 504 COORDINATOR	NORTON CITY SCHOOLS	CWIBLE@NORTONPANTHERS.ORG
KACIE STALLMAN	PRESCHOOL TEACHER	NORTON PRIMARY SCHOOL	KSTALLMAN@NORTONPANTHERS.ORG
CARLY JONES	PRESCHOOL INTERVENTION SPECIALIST	NORTON PRIMARY SCHOOL	CJONES@NORTONPANTHERS.ORG

Name	Title/Role	Organization	Email
AMANDA SMITH	KINDERGARTEN TEACHER	NORTON PRIMARY SCHOOL	ASMITH@NORTONPANTHERS.ORG
KATHY STEPHENS	KINDERGARTEN TEACHER	NORTON PRIMARY SCHOOL	KSTEPHENS@NORTONPANTHERS.ORG
ASHLEY RAYBUCK	KINDERGARTEN TEACHER	NORTON PRIMARY SCHOOL	ARAYBUCK@NORTONPANTHERS.ORG
TRACY RANIER	KINDERGARTEN TITLE I TEACHER	NORTON PRIMARY SCHOOL	KRANIER@NORTONPANTHERS.ORG
KIM BRYANT	FIRST GRADE TEACHER	NORTON ELEMENTARY SCHOOL	KBRYANT@NORTONPANTHERS.ORG
RACHEL VARGA	FIRST GRADE TEACHER	NORTON ELEMENTARY SCHOOL	RVARGA@NORTONPANTHERS.ORG
ANNIE REED	FIRST GRADE TITLE I TEACHER	NORTON ELEMENTARY SCHOOL	AREED@NORTONPANTHERS.ORG
ANN MAYER	SECOND GRADE TEACHER	NORTON ELEMENTARY SCHOOL	AMAYER@NORTONPANTHERS.ORG
BRITTANY HAUGHT	SECOND GRADE TEACHER	NORTON ELEMENTARY SCHOOL	BHAUGHT@NORTONPANTHERS.ORG
KIM BRUNING	SECOND GRADE TEACHER	NORTON ELEMENTARY SCHOOL	KBRUNING@NORTONPANTHERS.ORG
KARYN KASER	THIRD GRADE TEACHER	NORTON ELEMENTARY SCHOOL	KKASER@NORTONPANTHERS.ORG
TERESA KOZAK	THIRD GRADE TEACHER	NORTON ELEMENTARY SCHOOL	TKOZAK@NORTONPANTHERS.ORG
DEB HENDRICK	THIRD/FOURTH GRADE TEACHER	NORTON ELEMENTARY SCHOOL	DHENDRICK@NORTONPANTHERS.ORG
LESLIE FLOHR	FOURTH GRADE TEACHER	NORTON ELEMENTARY SCHOOL	LFLOHR@NORTONPANTHERS.ORG
LANDRY BOHNAK	FOURTH GRADE TEACHER	NORTON ELEMENTARY SCHOOL	LBOHNAK@NORTONPANTHERS.ORG
MELISSA ANICAS	INTERVENTION SPECIALIST	NORTON ELEMENTARY SCHOOL	MANICAS@NORTONPANTHERS.ORG
KATLYN PEARSON	INTERVENTION SPECIALIST	NORTON ELEMENTARY SCHOOL	KPEARSON@NORTONPANTHERS.ORG
CHELSY DANICIC	INTERVENTION SPECIALIST	NORTON ELEMENTARY SCHOOL	CDANICIC@NORTONPANTHERS.ORG
AMY KUTSCHBACH	FIFTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	AKUTSCHBACH@NORTONPANTHERS.ORG
TONY OATMAN	FIFTH GRADE SCIENCE TEACHER	NORTON MIDDLE SCHOOL	AOATMAN@NORTONPANTHERS.ORG
JENNIFER BILINOVICH	SIXTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	JBILINOVICH@NORTONPANTHERS.ORG
MELISSA BERLIN	SIXTH GRADE SCIENCE TEACHER	NORTON MIDDLE SCHOOL	MBERLIN@NORTONPANTHERS.ORG
LISA FLYNN	SIXTH GRADE MATH/SCIENCE TEACHER	NORTON MIDDLE SCHOOL	LFLYNN@NORTONPANTHERS.ORG
ALISON BLAKE	SEVENTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	ABLAKE@NORTONPANTHERS.ORG
DANI GAUGLER	SEVENTH GRADE SOCIAL STUDIES TEACHER	NORTON MIDDLE SCHOOL	DGAUGLER@NORTONPANTHERS.ORG
STACY CARPENTER	SEVENTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	SCARPENTER@NORTONPANTHERS.ORG
ERIN FABISH-RUPERT	EIGHTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	EFABISH-RUPERT@NORTONPANTHERS.ORG
BRITTANY BRUCE	EIGHTH GRADE LANGUAGE ARTS TEACHER	NORTON MIDDLE SCHOOL	BBRUCE@NORTONPANTHERS.ORG
ROD ROWELL	STEM TEACHER	NORTON MIDDLE SCHOOL	RROWELL@NORTONPANTHERS.ORG

Name	Title/Role	Organization	Email
Jennifer Gray	Intervention Specialist	Norton Middle School	JGRAY@NORTONPANTHERS.ORG
Megan Zita	Intervention Specialist	Norton Middle School	MZITA@NORTONPANTHERS.ORG
Tricia Meyer	Intervention Specialist	Norton Middle School	TMEYER@NORTONPATHERS.ORG
Dawn Thompson	Intervention Specialist	Norton Middle School	DTHOMPSON@NORTONPANTHERS.ORG
Hallie Ball	Language Arts Teacher	Norton High School	HBALL@NORTONPANTHERS.ORG
Allegra Catalano	Language Arts Teacher	Norton High School	ACATALANO@NORTONPANTHERS.ORG
Steve Reinhardt	Language Arts Teacher	Norton High School	SREINHARDT@NORTONPANTHERS.ORG
Kristen Bissler	Mathematics Teacher	Norton High School	KBISSLER@NORTONPATHERS.ORG
Leah Cascaldo	Business Teacher	Norton High School	LCASCALDO@NORTONPANTHERS.ORG
Jason Bryan	Social Studies Teacher	Norton High School	JBRYAN@NORTONPANTHERS.ORG
Ryan Cully	Science Teacher	Norton High School	RCULLY@NORTONPANTHERS.ORG
Jaret Skaggs	Intervention Specialist	Norton High School	JSKAGGS@NORTONPANTHERS.ORG
Pam Kennedy	SST8 Consultant	SST8	PAMK@SST8.ORG
Alyssa Bird	Literacy Consultant	Summit County ESC	ALYSSAB@SUMMITESC.ORG

Section 1, Part B: Developing, Monitoring, and Communicating, the Local Literacy Plan

Development Process

1. Establishment of building leadership teams in 2024, and implementation of district leadership team for fall 2025 with specific sub-committees for curriculum, data review, and MTSS.
2. Development and refinement of district literacy decision rules
3. Development and refinement 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. Creation of master schedules in K-4 that provides students with WIN (What I Need Time) and Learning Labs for students in grades 5-8. That time is specifically designed for providing students with support in their areas of need as identified by Acadience, diagnostics, and MAP assessments.
9. Review, selection, and implementation of Ohio Department of Education and Workforce-approved intervention materials, 2024-25 school year, (K-5).
10. 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. ODEW has released the professional development modules for the Science of Reading and suggested pathways for all staff. One hundred percent of the district's administrators have completed the training. Less than ten percent of our teaching staff need to finish the modules.

Progress Monitoring

1. The district has provided ongoing professional development for staff in grades K-8 in the Science of Reading and best practices in literacy development. The district continues to review staff participation in professional development and monitors implementation of best practices in Tier 1 and Tier 2 (WIN Time and Learning Lab).
2. Teachers and administrators routinely meet in PLCs to review student data (benchmark and progress monitoring) and instructional practice implementation.
3. Teachers regularly review benchmark and progress monitoring data to ensure students are placed in the most appropriate WIN and Learning Lab groups. (See NPS and NES literacy calendars.)
4. The district has conducted two R-TFI protocols for grades K-4 and a baseline R-TFI protocol for grades 5-8 (See Appendix A). The district has already scheduled annual R-TFI reviews for the 2025-26 school year and plans to conduct these annually with the support of our ESC literacy consultant. These results are reviewed as part of the process of establishing priorities and next steps in supporting ongoing literacy growth for student learning and adult implementation.
5. The district's MTSS committee meets quarterly to review literacy data.
6. The district is reviewing literacy data as part of the One Needs Assessment and development of the OnePlan.

Communicating

1. The NCS Local Literacy Plan has been shared with teachers and is frequently reviewed through the course of PLC and professional development meetings.
2. District leadership shared the plan with the Norton City Schools Board of Education in January 2024.
3. The NCS Local Literacy Plan is available to all staff through the Central Office Hub on the district's website.
4. Parents and community members are encouraged to view the plan, which is available on the district's website.
5. Partner organization Summit ESC and State Support Team 8 also have access to the literacy plan.

Section 2: Alignment Between the Local Literacy Plan and Overall Improvement and Equity 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 (2025),* 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.

Norton City Schools' 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.)

Our current One Plan is in the midst of revision and will be completed by April 30, 2025. The district team has answered all questions in the One Needs Assessment and has determined that our priority needs include attendance, instruction (including best

practices in literacy), and PBIS. Evidence-based strategies, especially as recommended in the What Works Clearinghouse, will be added to the One Plan prior to submission.

Portrait of a Panther: The Panther Way

Along with a group of stakeholders (school personnel, community members and organizations, parents, students) 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* (2025), this strategy pushes Ohio to help each child master essential literacy skills.

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 a Targeted

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.

As the district finalizes its One Plan, federal funding sources will be aligned with our goals and strategies and submitted through the CCIP in the federal funding application.

Standards and Assessments

The Norton City School District has adopted and strives to align instruction and assessment to Ohio's Learning Standards. The District also complies with all state assessment requirements in order to give educators the most complete picture of student achievement and progress in literacy in order to inform instruction and intervention.

Equity Efforts

1. Whole-grade literacy screenings are conducted three times per year, grades K-3, with all students. Students in the highest-need resource classrooms are included and utilize screening tools appropriate to their needs, per the Ohio Department of Education and Workforce recommendations. Student services personnel support screenings, including participating in screenings for those students needing significant speech support, to ensure screening results are as fair and accurate as possible.
2. The district has a trained team of educators that conduct all screenings in an effort to reduce the potential for bias. Teachers are not removed from their classrooms while screenings occur to avoid any interruption to the instructional process.
3. Staff in general education and student services systematically collaborate to support the literacy development of all students.
4. Students receiving Title I support participate in WIN time as well. One service is not offered in lieu of the other. Essentially, those students receive double support.
5. All English learners participate in WIN/Learning Lab support in addition to the support from the EL teacher.

6. The district is committed to selecting appropriate multisensory intervention materials from the ODEW list of approved interventions to support the needs of the wide range of learners in our district.

Section 3: Needs Assessment

R-TFI:

In addition to learner demographics and performance data, the district completed an initial Reading Tiered Fidelity Inventory in the Tier I level at Norton Primary School and Norton Elementary School with teachers in June 2022, prior to engaging in curriculum adoption for ELA. Through the R-TFI 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 support.

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 initial R-TFI, building leadership teams have been developed. 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.

To address this gap in consistent data utilization and multi-tiered system of support (MTSS) implementation, the district has established leadership teams with clear goals and protocols. These district teams will serve as a crucial link between individual building efforts and the overall district vision for MTSS. Their primary focus will be to develop and disseminate standardized protocols for data acquisition, analysis, and the implementation and monitoring of Tier II and Tier III interventions. This includes establishing clear expectations for progress monitoring at all tiers, ensuring that data discussions are not only robust at the building level but also effectively inform district-wide decision-making and resource allocation. Furthermore, these teams will be responsible for providing ongoing training and support to building leadership teams,

fostering a shared understanding of MTSS principles and best practices, and ensuring consistent implementation across the district.

Regarding the core instructional program, Open Court Reading (K-3), Wonders (grades 4-5), and StudySync (grades 6-12) was adopted in the fall of 2023. Grades K-3 implemented a universal screener (Acadience) also in the fall of 2023 and is continuing to refine the process of screening and monitoring progress. A decision framework was developed for grades KG - 5 and is also undergoing review and refinement. Teachers meet for data dives. The district committed to continuing professional development and learning in literacy.

The district did a follow up R-TFI in grades K-3 in December of 2024. The majority of the initial team participated in this follow-up. The team has determined that priority needs include intentional differentiation in Tier 1 and strengthening of the processes within MTSS, including the selection of intervention tools, for Tiers 2 and 3.

The district conducted an initial R-TFI in grades 4-8 in January of 2025. This team included members from across all grade levels and core content areas, as well as an SLP and an intervention specialist. Priority needs include a clear process for data-based decision-making in Tier 1. The team determined that this needs to be established before any priorities in Tiers 2 and 3 can be identified. A common theme across all grade levels is that the lack of literacy coaches in the district who can solely focus on this is a significant challenge. Currently, our model is not efficient for coaching or ongoing support in all tiers.

(See Appendix A for the R-TFI results for elementary and middle schools)

Section 3 Part A: Learner Performance Data:

Kindergarten Readiness Assessment

Norton City Schools uses the Kindergarten Readiness Assessment (KRA) to gather valuable data on the literacy development of incoming kindergarten students.

- Identifying Students' Strengths and Needs: The KRA helps educators understand each student's literacy skills at the beginning of kindergarten. This includes areas like phonological awareness, print concepts, and oral language. By analyzing the KRA results, teachers identify students who are entering kindergarten with strong literacy skills and those who may need additional support.

- Informing Instruction: The data collected from the KRA is used to guide instructional planning. Teachers tailor their lessons and activities to address the specific needs of their students. For example, when a significant number of

students struggle with phonological awareness, teachers incorporate more activities that focus on sounds and syllables in both Tier 1 and Tier 2 instruction.

Results from the Language and Literacy Component of the 2024 KRA indicated that 67 of our 134 incoming students were below the established benchmark of 263. Exactly half of the students met or exceeded it.
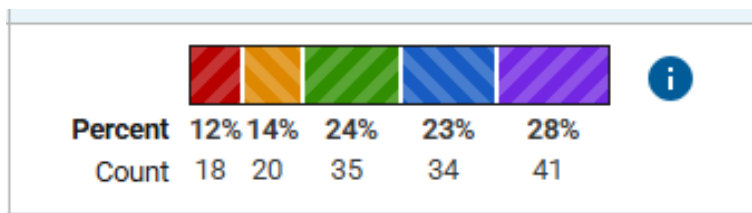
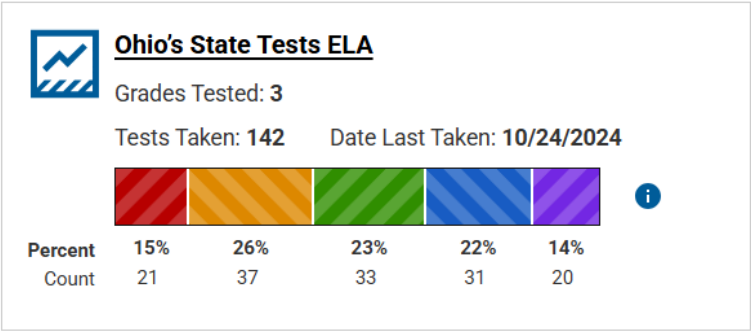**English Language Arts State Assessments (3-8, HS ELA II)**

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.
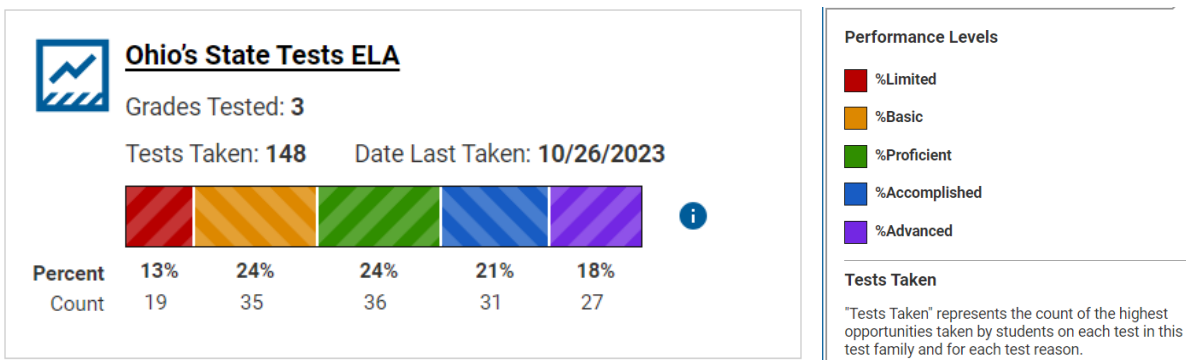
The district received the scores for the grade 3 fall 2023 administration of the English Language Arts assessment, and 64% scored proficient. The goal is 80% proficiency, but one must take into account that this test is used to show mastery at the conclusion of grade 3.

Grade 3 Spring 2024 (show below) indicates that 74% of the students reached proficiency. The combination of fall and spring third grade OST scores indicates a combined total of 80.4% were proficient. The district, along with a regional data lead, provided staff with an item analysis specific to our assessments.

Ohio's State Tests ELA

Grades Tested: **3**

Tests Taken: **142**   Date Last Taken: **10/24/2024**

Percent	15%	26%	23%	22%	14%
Count	21	37	33	31	20

The district received the scores for the grade 3 fall 2024 administration of the English Language Arts assessment, and 59% scored proficient. The third-grade OST serves as the foundational stepping stone, not only for the TGRG, but also for the comprehensive assessment system Ohio utilizes to measure student academic progress.

Below is the table from the Centralized Reporting System in TIDE for Norton City Schools' average score and performance distribution for the 2024 spring OST in ELA.

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 7 English Language Arts	⌄	Ohio's State Tests	7	Spring 2024 (OST)	162	716	Percent 14% 17% 27% 20% 22% Count 22 28 43 33 36
Grade 5 English Language Arts	⌄	Ohio's State Tests	5	Spring 2024 (OST)	155	741	Percent 7% 8% 19% 30% 35% Count 11 13 29 47 55
Grade 3 English Language Arts	⌄	Ohio's State Tests	3	Spring 2024 (OST)	148	726	Percent 12% 14% 24% 23% 28% Count 18 20 35 34 41
English Language Arts II	⌄	Ohio's State Tests	10	Spring 2024 (OST)	175	715	Percent 10% 20% 31% 20% 19% Count 17 35 54 35 34
Grade 6 English Language Arts	⌄	Ohio's State Tests	6	Spring 2024 (OST)	168	716	Percent 10% 24% 22% 23% 22% Count 16 40 37 38 37
Grade 8 English Language Arts	⌄	Ohio's State Tests	8	Spring 2024 (OST)	168	710	Percent 13% 22% 32% 21% 11% Count 22 37 54 36 19
Grade 4 English Language Arts	⌄	Ohio's State Tests	4	Spring 2024 (OST)	183	743	Percent 8% 10% 14% 24% 44% Count 14 18 26 44 81
English Language Arts II	⌄	Ohio's State Tests	10	Fall 2023 (OST)	24	673	Percent 50% 38% 13% Count 12 9 3
Grade 3 English Language Arts	⌄	Ohio's State Tests	3	Fall 2023 (OST)	145	710	Percent 14% 23% 24% 20% 19% Count 20 34 35 29 27

AASCD (Alternate Assessment for Students with Significant Cognitive Disabilities)

Fewer than 1% of Norton City Schools students are alternately assessed, and this assurance is provided in the Consolidated Funding Application.

OELPA (Ohios' English Language Proficiency Assessment)

OELPA English Proficiency

Grades Tested: **KG, 2, 3, 4, 6, 7, 8, 11**

Tests Taken: **14**   Date Last Taken: **03/12/2024**

	Percent	Count
(red)	14%	2
(yellow)	86%	12
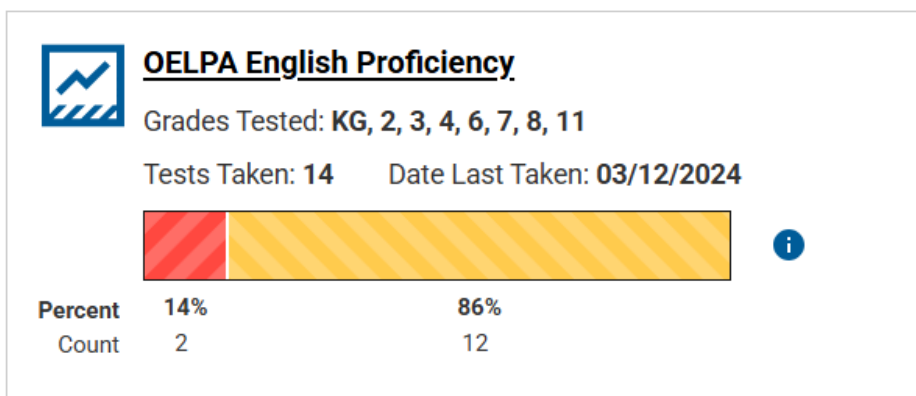
Norton City Schools utilizes data from the Ohio English Language Proficiency Assessment (OELPA) to understand and address the literacy needs of their English Learners (ELs). Although the chart above shows that none of our students met proficiency, data in the SDC indicates that while students may not earn proficiency, they are meeting their growth targets (see chart below).

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for Norton City - 044552(Summit)

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2023-2024 School Year	044552	7	7	0	0.0%	3	42.9%	3	42.9%
2022-2023 School Year	044552	10	10	1	10.0%	3	30.0%	4	40.0%
2021-2022 School Year	044552	12	12	2	16.7%	3	25.0%	5	41.7%
2020-2021 School Year	044552	13	13	5	38.5%	6	46.2%	11	84.6%
2019-2020 School Year	044552	10	10	1	10.0%	2	20.0%	3	30.0%

Acadience

Norton City Schools purchased Acadience Reading (formerly DIBELS next) for use as our Tier 1 dyslexia screener and as our reading diagnostic in grades K - 2.

Beginning in the fall of 2023, Acadience Reading was administered to all students in grades 1 - 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).
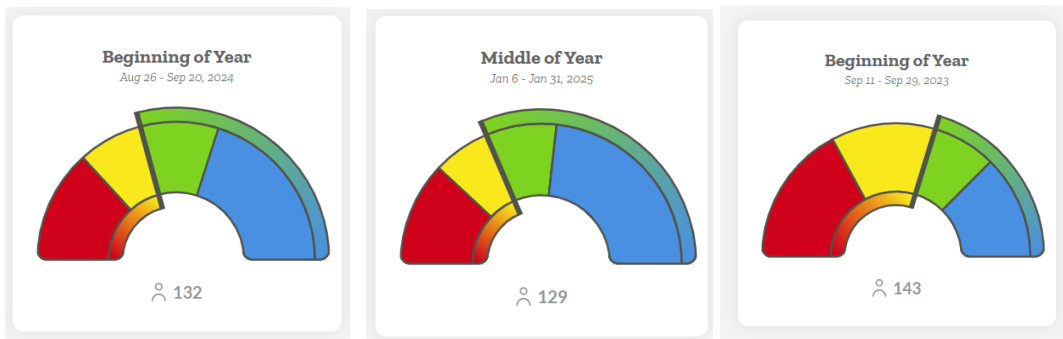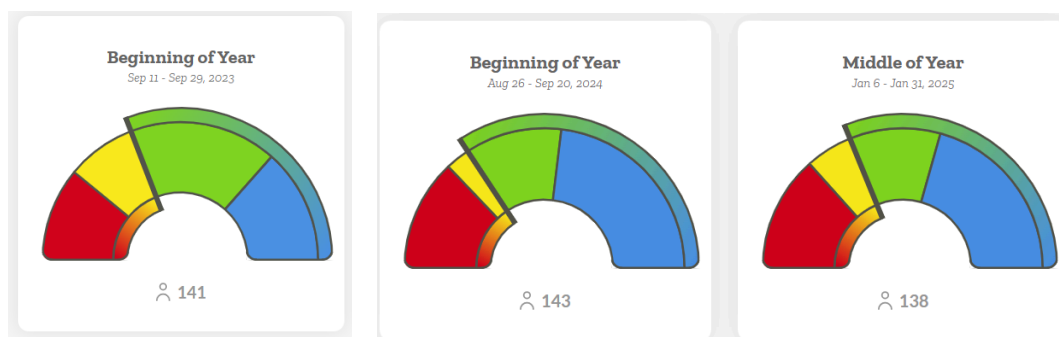
Kindergarten Data
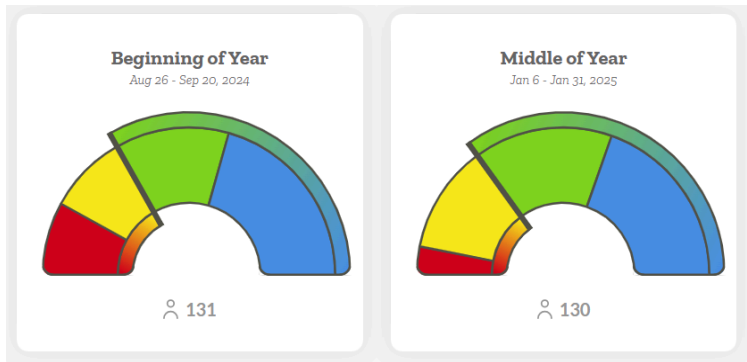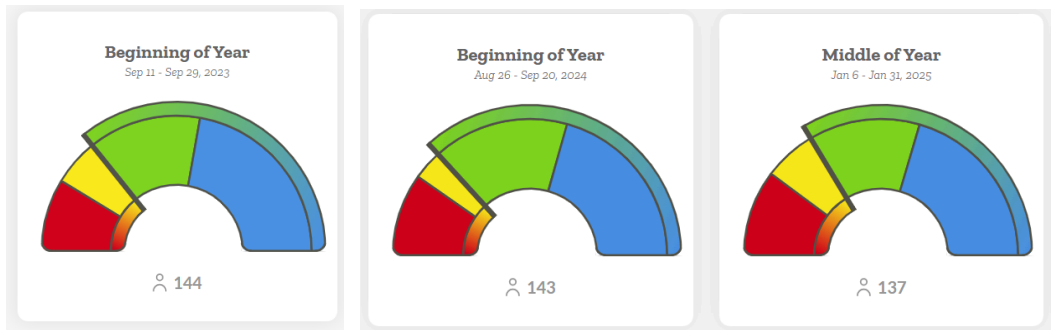

The chart on the right represents **kindergarten** students' performance on the beginning of year benchmark administered in September of 2024. The red represents the 21 students who performed well below the benchmark, most likely needing intensive support. The yellow indicates that 23 students scored below the benchmark and need strategic support. The green indicates that 33 students are at benchmark and likely to need core support. Finally, the blue represents 54 students well above benchmark and can benefit from continued core support.

The chart in the middle is representative of the benchmark administered in January of 2025. The red indicates that 8 are well below benchmark, 31 are below, and a combined 91 students are at or above benchmark.

See Appendix B for subscore data by grade level

First Grade Data

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 is representative of the beginning of year benchmark in August of 2024. The red indicates that 34 are well below benchmark, 19 are below, and a combined 75 are at or above benchmark.

The final chart on the right represents the middle of year benchmark given in January of 2025. Data indicates that 31 students are still well below benchmark, 17 are still below benchmark, and 81 students are at or above benchmark. While a few students have moved levels, we still see a large number performing below benchmark.

Second Grade Data

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 in the middle represents beginning of the year benchmark scores in second grade in September 2024. At that time, 44 students across the grade had scores well below or below the expected benchmark, while 98 students' scores indicated performance at and above benchmark.

The chart on the right indicates second grade students' performance on the middle of year benchmark administered in January 2025. At that time, 52 students' scores were below or well below the benchmark, while 86 students' scores were at and above the benchmark. While some improvement in scores is evident among many students, we

still see a significant number of students with scores below and well below benchmark. The team has noted the decreasing number of students whose reading scores are at and above benchmark, and this is a concern.

Third Grade Data

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.

The chart in the middle is representative of the beginning of year benchmark in August of 2024. The red indicates that 28 are well below benchmark, 10 are below, and a combined 105 are at or above benchmark.

The final chart on the right represents the middle of year benchmark given in January of 2025. Data indicates that 28 students are still well below benchmark, 17 are still below benchmark, and 92 students are at or above benchmark. While a few students have moved levels, we still see a large number performing below benchmark. Unfortunately, we have also had a reduction in the amount of students at or above benchmark.

NWEA MAP (Measures of Academic Progress)

The chart below represents data collected in the SDC which references the early literacy component of the district's state report card. This is data from the 2023-2024 report card which was based on students' performances on MAP assessments. Next year, the data will reflect Acadience in grades K-2 and maintaining MAP in third grade.
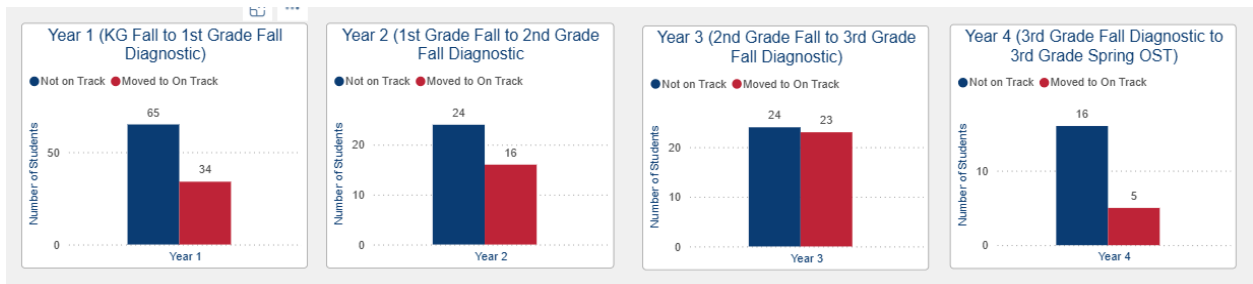

The district uses NWEA MAP (Measures of Academic Progress) Growth Reading Assessment as the instrument for the state-required reading diagnostic in grade 3. We also use it as our gifted screener in grades 2 - 8. All students in grades 1-8 are assessed three times a year and staff reviews the data to make informed decisions regarding instruction.

Data in the chart below indicates that 61% of students in grades 1-8 are making expected growth or better.
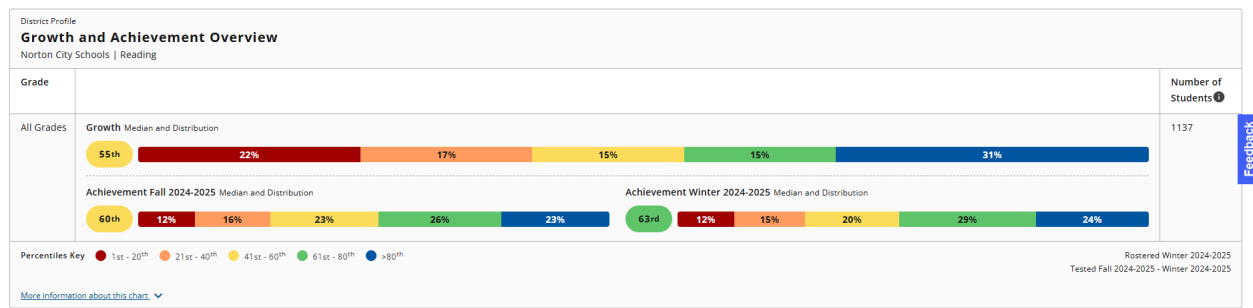
The percentages of students meeting or exceeding their growth projections on NWEA MAP Reading from Fall 2023 to Fall 2024 are shown below. Please note that there is no data for Grade 1 because students begin taking MAP assessments in first grade.

Percentage of Students who Met Their Growth Projection (Fall 2023 to Fall 2024)							
Grade	2	3	4	5	6	7	8
Percentage	48	72	50	66	36	46	46

Language Arts: Reading

Language Arts: Reading
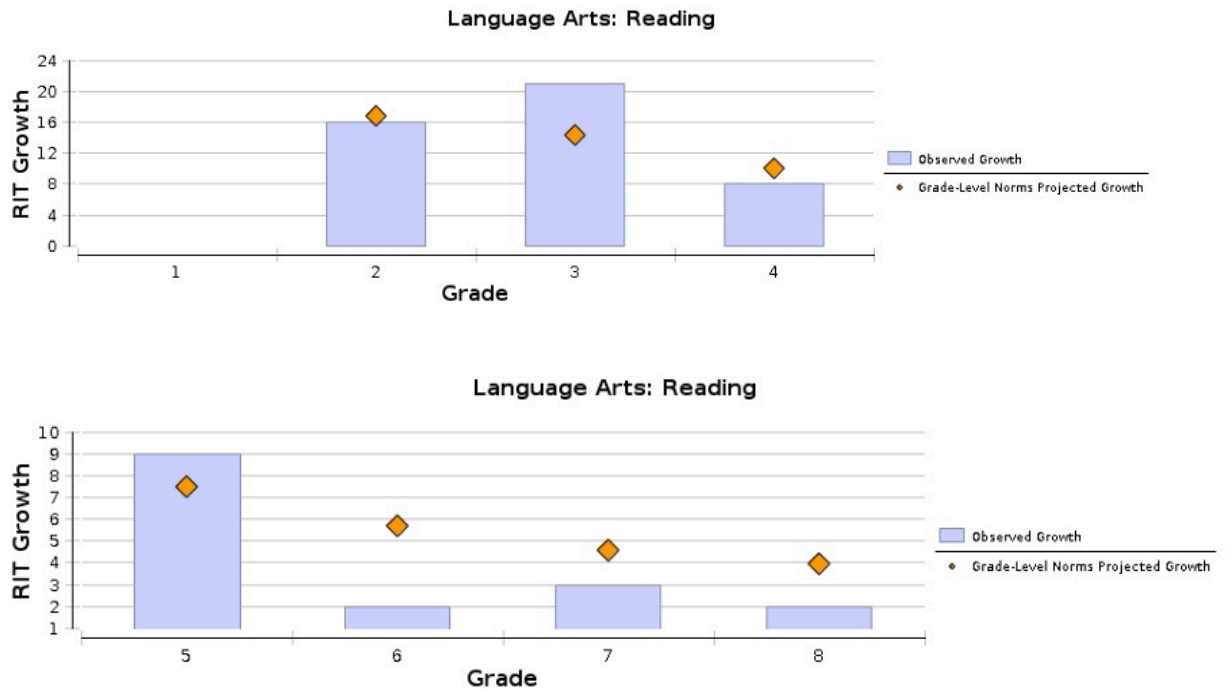
Third Grade MAP Subscore Analysis

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	135
Mean RIT Score	198.2
Standard Deviation	13.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	193.9
Students At or Above Grade-Level Mean RIT	93

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	17	13%	17	13%	27	20%	39	29%	35	26%	197-**198**-199	13.5

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	135
Mean RIT Score	198.2
Standard Deviation	13.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	193.9
Students At or Above Grade-Level Mean RIT	93

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	17	13%	17	13%	27	20%	39	29%	35	26%	197-**198**-199	13.5
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	17	13%	18	13%	18	13%	41	30%	41	30%	198-**199**-200	15.5
Informational Text: Language, Craft, and Structure	20	15%	16	12%	26	19%	38	28%	35	26%	196-**197**-199	15
Literary Text: Key Ideas and Details	12	9%	24	18%	23	17%	38	28%	38	28%	198-**200**-201	15.9
Informational Text: Key Ideas and Details	20	15%	20	15%	26	19%	37	27%	32	24%	196-**197**-198	15.4
Literary Text: Language, Craft, and Structure	18	13%	16	12%	27	20%	43	32%	31	23%	196-**198**-199	15.5

Section 3 Part B: Internal and External Factors Contributing to Underachievement in Reading

Internal Factors:

- 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
- Lack of formal MTSS framework and protocols across the district
- Need for updated curriculum maps to align with Ohio's Learning Standards for English Language Arts
- Lack of access to literacy coaches

External Factors:

- Socio-economic factors - children from low-income homes have limited access to books, learning materials, and technology.
- Lack of access to quality early childhood education.
- Limited parental education - parents with a lower level of education may have less knowledge about how to support their children's literacy development at home.

- Limited parental involvement - parents are not actively involved in their children's education, which can negatively impact children's motivation and achievement.
- Missed instruction (absences) - regular attendance allows students to participate in discussions, ask questions, and receive immediate feedback.

Section 3 Part C: Root Causes of Student Performance

Instructional Factors:

- Teacher preparation and professional development: Teachers need ongoing professional development to effectively teach reading. If teachers are not prepared or do not receive ongoing support, it can impact student achievement.
- Inconsistent use of evidence-based interventions for targeted skills due to the lack of a finished model with decision rules (in progress). Data that is collected is individual but not systematically used to inform interventions and make program adjustments.

Student Factors:

- Lack of motivation: Students who are not motivated to read may not engage in reading activities or put in the effort needed to improve their skills.
- Limited background knowledge: Reading comprehension is influenced by background knowledge. Students with limited experiences or knowledge may struggle to understand texts.
- Attendance: Frequent absences can disrupt instruction and make it difficult for students to keep up with their peers.

Home and Community Factors:

- Lack of access to books and resources: Students who do not have access to books and other reading materials at home may have limited exposure to print and less motivation to read.
- Limited parental involvement: Parental involvement is crucial for supporting literacy development. When parents are not actively involved in their children's education, it can negatively impact their motivation and achievement.
- Socioeconomic factors: Poverty, lack of access to healthcare, and other socioeconomic factors can create barriers to literacy development.

Systemic Factors:

- Funding: Adequate funding is needed to provide schools with the resources, including literacy coaches, needed to support literacy development.

- Insufficient district level structure - beginning stages of BLTs and DLT (non-aligned BLTs to support building processes, systemic data analysis, communication, and decision making.
- Science of Reading: Professional learning in the science of reading is occurring district-wide, but is not fully implemented, so there is a lack of systemic capacity in literacy instruction.
- Fidelity of implementation of core instruction and tiers 2 and 3 interventions and progress monitoring is inconsistent, which could lead to disproportionality in achievement, growth, and supportive programming.

Section 4: Literacy Vision and Mission Statement

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.

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

1. Base all literacy content discourse, development, and organization of resources necessary to support the district's vision on the Simple View of Reading.
2. Align data analysis and decision-making teams to strengthen the district's framework for shared leadership in literacy instruction.
3. Ensure all students have equitable access to evidence based, Tier I core language and literacy instruction.
4. Identify and incorporate (with fidelity) systematic and explicit evidence based interventions that support core instruction.
5. Enhance family and community partnerships and collaboration of general and special education practitioners and stakeholders.

The district purposely developed the aforementioned commitments that align directly with those of *Ohio's Plan to Raise Literacy Achievement (2025).* 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.

Section 5: Measurable Learner Performance and Adult Implementation Goals

Learner Performance Goals

1. By May 2029, all student subgroups in grades KG-3 will end the year at or above benchmark on the Acadience Reading Composite Score, with an annual goal of an increase of 5% or greater from the Spring 2024 baseline scores: KG =75%, 1=58%, 2=60%, 3=75%
2. By May 2029, all student subgroups in grades 1-8 will end the year at or above their growth projection on the NWEA MAP Reading Assessment, with an annual goal increase of 5% or greater from the Spring 2024 baseline scores: 1=, 2=, 3=, 4=, 5=, 6=, 7=, 8=
3. By May 2029, all students in grades 3-HS will end the year at or above the proficient score (700) on their English Language Arts state assessments, thus closing the achievement gap in subgroups.

Adult Implementation Goals

1. By May 2029, 100% of ELA teachers in grades K-8 will implement Tier I reading instruction with fidelity, as evidenced by the focus for learning, lesson delivery, and assessment of student learning as outlined in the OTES 2.0 rubric.
2. By May 2029, 100% of school buildings in the district will fully implement a standardized MTSS framework, including defined protocols for intervention, progress monitoring fidelity checks, Tier 2 and 3 academic supports, and data-driven decision-making using a collective data analysis process.
3. By May 2029, 100% of ELA teachers in grades K-8 will utilize a data-driven decision-making process, informed by collective data analysis of student progress monitoring and diagnostic assessments, to inform Tier I instruction and Tier 2/3 interventions. This process will be guided by established decision rules for targeted skill development.

Section 6: Action Plan Map for Action Steps

Goal 1 Action Map: Student Achievement: Acadience

Goal Statement: By May 2029, all student subgroups in grades KG-3 will end the year at or above benchmark on the Acadience Reading Composite Score, with an annual goal of an increase of 5% or greater from the Spring 2024 baseline scores: KG =75%, 1=58%, 2=60%, 3=75%

Evidence-Based Strategy or Strategies: See Section 8A

	Action Step 1	*Action Step 2*	*Action Step 3*	*Action Step 4*
Implementation Component	Provide training and professional learning for all staff in the Science of Reading	Refine district-wide comprehensive literacy instruction and support, including core and intervention materials, assessments, and decision rules.	Investigate possible options for implementing a student-centered coaching model.	Engage families and the community.
Timeline	Ongoing	Annually/Ongoing	Complete investigation by May 2026 for implementation Fall 2026	Ongoing
Lead Person(s)	Office of Curriculum and Instruction, DLT/BLTs	Office of Curriculum and Instruction, DLT/BLT/MTSS Subcommittee/ Curriculum Subcommittee	Office of Curriculum and Instruction, building administrators	Office of Curriculum and Instruction, district and building administrators
Resources Needed	Time for professional learning, support	Time, professional learning, support, resources for adopted programs (Open Court, Heggerty, UFLI), assessments (Acadience, NWEA MAP, other), identified and defined interventions, substitute teachers	Time, professional learning, SST and ESC support, funds, substitute teachers	Time, supplies, community and partner support
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	• Schedule refresher and new training (core instruction and intervention resources) • Provide training and support for teachers and building-level administrators • Review and refine professional learning plan	• Identify teacher teams and schedule meetings to develop grade-specific curriculum maps. • Secure professional support from the ESC to guide the curriculum mapping process. • Build educator capacity in understanding MTSS components. • Develop protocols for data-driven decision-making regarding interventions for students.	• Provide training to building administrators in the student-centered coaching model. • Analyze student growth and achievement data to identify programming strengths and needs. • Analyze adult implementation data to identify areas of instructional need • Identify possible funding sources for coaching salaries and benefits. • Visit districts to	• Sponsor family and community engagement opportunities. • Secure partnerships with PAC (Parent Advisory Committee), Akron-Summit County Public Library, Norton Women's Club, local universities, Teacher Academy Students and other student groups • Develop communication systems

		• Use protocols and analysis structures to monitor progress for students receiving interventions. • Identify a team to develop and implement fidelity protocols for programs and assessments.	observe student-centered coaching model in action.	
Measure of Success	• Attendance records for training • Documented completion of professional learning modules • Improved literacy scores • Gap-closing among subgroups	• Improved Acadience scores • Improved MAP scores • Improved state test achievement scores and growth • 100% of students participate in core grade level instruction • Fewer than 20% of students will require intervention • 100% of students receiving interventions will have supports and goals defined on RIMP, IEP, or student data monitoring form • Evidence of gap closing among subgroups • Annual R-TFI shows growth	• Able to secure coach(es) • Improved Acadience scores • Improved MAP scores • Improved state test achievement scores and growth • Admin review of plans and activities • Staff surveys • Coaching logs • Annual R-TFI growth	• Documented communication system • Family feedback surveys
Description of Funding	• Consolidated funding application • Title IIA funds • General fund	• Consolidated funding application • General fund • Title IIA	• Consolidated funding application • General fund • Title IIA • Additional funding sources TBD	• Consolidated funding application • Title IV • General fund • Principals' 018 accounts
Check-in/Review Date	• BLT reviews (monthly) • DLT subcommittees review (quarterly) • DLT review (semiannually)	• Assessment data review by BLTs (monthly) • Assessment data review by DLT subcommittees (quarterly) • Assessment data review by DLT (semiannually)	• Investigation concludes by April 2026 • Decision to implement or postpone coaching by May 2026 • If implementing: ○ Regular check ins between coaches and Office of Curriculum and	• Review by BLTs semi-annually • Review by DLT annually

			○ Instruction ○ Bimonthly meetings with coaches, building admins, and Office of Curriculum and Instruction	

Goal 2 Student Achievement: NWEA MAP

Goal Statement: By May 2029, all student subgroups in grades 1-8 will end the year at or above their growth projection on the NWEA MAP Reading Assessment, with an annual goal increase of 5% or greater from the Fall 2024 baseline scores: 2=48%, 3=72%, 4=50%, 5=66%, 6=36% , 7=46%, 8= 46%

Evidence-Based Strategy or Strategies: See Section 8A

	Action Step 1	*Action Step 2*	*Action Step 3*
Implementation Component	Systemic Objective: Develop structure for data-based decision making in the classroom, building, and district levels	Ensure core literacy and intervention plans are established - see Goal 1 Action Step 2 and 3.	Engage our families and communities
Timeline	Install DLT/BLT/TBTs by Spring 2025	Core Literacy: Ongoing Intervention Plans: Spring 2026, then ongoing	Ongoing
Lead Person(s)	Office of Curriculum and Instruction, Office of Student Services, Building and District Administrators	Office of Curriculum and Instruction, Office of Student Services, Building Administrators, DLTs/BLTs	Office of Curriculum and Instruction, district and building administrators
Resources Needed	Time, support, and meeting protocols	Time, professional learning, support, resources for adopted programs (Open Court, Heggerty, UFLI), assessments (Acadience, NWEA MAP, other), identified and defined interventions, substitute teachers	Time, supplies, community and partner support
Specifics of Implementation (**Professional development, training, coaching, system structures, implementation support and leadership structures**)	• Establish structure and meeting dates • Secure support (SST 8, Summit ESC) for training • Develop data calendar • Develop protocols for use in data analysis	• Develop protocols for data-driven decision-making regarding interventions for students. • Use protocols and analysis structures to	• Sponsor family and community engagement opportunities • Develop communication systems • Engage the preschool community

	• Ongoing professional learning to access data from NWEA MAP • Ongoing professional learning to analyze MAP data to inform decisions at the classroom, building, and district levels.	monitor progress for students receiving interventions. • Provide training in understanding growth measures. • Provide training for using platforms that provide growth data (NWEA MAP and EVAAS) • Develop protocols to track progress for students identified with poor projections	

Measure of Success	• Implementation of DLT/BLT/TBT structure
	• Development of analysis and monitoring protocols
	• Completion of protocols according to the data calendar
	• Meeting notes that evidence the use of data to inform decisions re. instruction, intervention, and other processes to improve literacy achievement.
	• Annual R-TFI shows growth
		• Development and use of tracking protocols
		• Overall student growth on NWEA Map Reading at each grade level (1-8)
		• Overall student growth on Value Added projections at each grade level
		• Improvement of 4 and 5 year graduation rate
		• Annual analysis of State Report Card:
		  - Value Added (ELA)
		  - Gap Closing (ELA)
		  - Improving At-Risk K-3 Readers within Early Literacy
			• Agendas for family engagement events
			• RSVP for events
			• Documented communication systems
			• Family Feedback Surveys

Description of Funding	• Consolidated funding application • Title IIA funds • General fund	• Consolidated funding application • General fund • Title IIA	• Consolidated funding application • Title IV • General fund • Principals' 018 accounts
Check-in/Review Date	• District Wide review by Spring 2026	• Annual review by the DLT in Spring 2026 • Quarterly Reviews by the DLT subcommittees according to the data calendar • Monthly at the BLT/TBT levels	• Review by BLTs semi-annually • Review by DLT annually

Goal 3: Student Achievement: State Literacy Assessments

Goal Statement: By May 2029, all students in grades 3-HS will end the year at or above the proficient score (700) on their English Language Arts state assessments, thus closing the achievement gap in subgroups.

Evidence-Based Strategy or Strategies: See Section 8A

	Action Step 1	*Action Step 2*	*Action Step 3*	*Action Step 4*
Implementation Component	Develop district-wide ELA curriculum maps, including core and intervention resources, and decision rules	Develop and align common assessments to the curriculum maps and Ohio's Learning Standards	Investigate possible options for implementing a student-centered coaching model to support continuous K-8 improvement	Engage families and community (ongoing)
Timeline	Complete by Spring 2027	Complete by Spring 2028	Complete investigation by May 2026 for implementation Fall 2026	Ongoing
Lead Person(s)	Office of Curriculum and Instruction, Office of Student Services, DLT/BLT/TBTs, building Administrators	Office of Curriculum and Instruction, Office of Student Services,, Summit ESC, TBTs, building Administrators	Office of Curriculum and Instruction, building administrators	Office of Curriculum and Instruction, district and building administrators
Resources Needed	Time, support, resources for core programming (Open Court, Wonders, StudySync), intervention resources, substitute teachers, schedule for completion	Time, support, resources for core programming (Open Court, Wonders, StudySync), intervention resources, assessment literacy resources, substitute teachers, schedule for completion	Time, professional learning, SST and ESC support, funds, substitute teachers	Time, supplies, community and partner support
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	• Identify teacher teams to develop grade specific curriculum maps for ELA K-12 • Schedule meetings with teacher teams and the Summit ESC to develop maps • Schedule training with identified resources • Ensure school schedules provide equitable core ELA instructional time within all grade levels	• Identify teacher teams to develop grade level common assessments • Schedule meetings with teacher teams and the Summit ESC to develop grade level common assessments • Schedule training in assessment literacy with identified resources • Schedule	• Provide training to building administrators in the student-centered coaching model. • Analyze student growth and achievement data to identify programming strengths and needs. • Analyze adult implementation data to identify areas of instructional need • Identify possible funding sources	• Develop communication systems • Sponsor family and community engagement opportunities

	(across all subgroups) • Establish processes to review materials to ensure that they are culturally responsive and free from bias	training in assessment design, including review of OST blueprints and item types • Establish processes to review assessments to ensure that they are culturally responsive and free from bias •	for coaching salaries and benefits. • Visit districts to observe student-centered coaching model in action.	

Measure of Success	• Completion of maps by spring 2027
	• 100% of students participate in core grade level instruction
	• Improved state test achievement scores and growth
	• Gap Closing among all subgroups including special education students
	• Fewer students needing RIMPs in grades 4-12
	• Annual R-TFI shows growth
		• Completion of common assessments by spring 2028
		• 100% of students participate in common assessments
		• Improved state test achievement scores and growth
		• Gap Closing among all subgroups, including special education students
		• Fewer students needing RIMPs in grades 4-12
		• Annual R-TFI shows growth
			• Investigation concludes by April 2026
			• Decision to implement or postpone coaching by May 2026
			• If implementing:
			  ○ Regular check ins between coaches and Office of Curriculum and Instruction
			  ○ Bimonthly meetings with coaches, building admins, and Office of Curriculum and Instruction
				• Documented communication system
				• Ensure families receive state test results promptly
				• 100% of all teachers attend conferences nights

Description of Funding	• Consolidated funding application • Title IIA funds • General fund	• Consolidated funding application • Title IIA funds • General fund	• Consolidated funding application • General fund • Title IIA • Additional funding sources TBD	• Consolidated funding application • Title IV • General fund • Principals' 018 accounts
Check-in/Review Date	• Monthly progress updates with grade specific TBTs • Quarterly check-in on map development progress, 2025-2027 • Quarterly DLT Subcommittee Review • Annual DLT Review (2027)	• Monthly progress updates with grade specific TBTs • Quarterly check-in on assessment development, 2027-2028 • Quarterly DLT Subcommittee Review • Annual DLT Review (2028)	• Investigation concludes by April 2026 • Decision to implement or postpone coaching by May 2026 • If implementing: ○ Regular check ins between coaches and Office of Curriculum and Instruction	• Review by BLTs semi-annually • Review by DLT annually

			○ Bimonthly meetings with coaches, building admins, and Office of Curriculum and Instruction	

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

As indicated above, the district has several items in place to monitor student progress and achievement. We are developing a system wide process that will aid the district in communication and the decision making process. Prior to developing a DLT/BLT/TBT process, the Director of Curriculum and instruction, along with a representative from Ohio's RDLs (regional data lead), would meet with principals and teachers to review student performance on state assessments and growth ratings as provided by EVAAS. Past practice has relied heavily on individuals accessing their own data. There was no systemic sharing of student performance data at the district level. Buildings would review their own, but results were not discussed district wide. We continue to use NWEA MAP assessments to measure student progress tri-annually to provide staff with student performance data in grades 1-8. In addition, we recently added Acadience Reading assessments for tri-annual benchmarking and progress monitoring in grades K-3.Teachers consult with building principals, the Director of Curriculum and Instruction, the MTSS Coordinator, and a consultant from the Summit ESC to interpret results and make instructional adjustments. We will re-evaluate the decision rules and protocols for consistent progress monitoring that align with a district data plan which will be created by the district's data and MTSS subcommittees of the DLT. The data calendar will specify which data will be analyzed, when it will occur, and who is responsible for disseminating the information back to the BLT/TBT. This will strengthen our use of data at the teacher team and classroom level.

Plan for Data Collection and Analysis to Monitor Student Progress:

Data Source	When	Responsible Parties
State Report Card Data ● Student Achievement Data ● Student Progress Data ● Gap Closing Data	Annually (September)	BLT - considering building-level data DLT subcommittees and team - considering district-level data

• Improving At-Risk K-3 Readers • Graduation Rate • College Career Workforce and Military Readiness Component		
Ohio State Test Data	December (Fall Third Grade OST) Springtime (All spring OSTs and EOCs)	TBT and BLT - inform instructional planning DLT subcommittees and team - systemic monitoring and decision-making
Kindergarten Readiness Assessment (KRA)	Fall	TBT and BLT - inform instructional planning DLT subcommittees and team - systemic monitoring and decision-making
Acadience Benchmark Assessment Data	Three times annually	TBTs and BLTs - inform instructional planning DLT subcommittees and team - systemic monitoring and decision-making, including informing decision rules
NWEA MAP Data (Reading)	Three times annually	TBTs and BLTs - inform instructional planning and evaluate strengths and needs in ELA instruction DLT subcommittees and team- determine trends and potential program adjustments
ACT and AP	Spring and summer annually	TBT and BLT - inform instructional planning and evaluate areas of strength and need DLT subcommittees and team - determine trends and potential program adjustments
OELPA and OELPs	OELPA springtime annually OELPS ongoing	DLT - monitor needs
Common Assessments (as developed in the next three years)	Ongoing	TBT and BLT - monitoring student progress and informing instruction
Non-academic Factors	Ongoing	DLT subcommittees- monitor attendance, discipline, behavior, etc. to observe progress of overall improvement, including within subgroups

Family and Community Engagement Activities	Ongoing	BLT and DLT subcommittees and team - monitor engagement and support

Section 8: Expectations and Supports for Learners and Schools

An important component of ESSA (Every Student Succeeds Act), as indicated in *Ohio's Plan to Raise Literacy Achievement*, January 2025, is the foundation for evidence-based educational programming, practices, and activities. Unless specifically stated, evidence-based practices and levels can be found in the practice guides provided by the "What Works Clearinghouse" from the Institute of Educational Sciences.

Section 8 Part A: Strategies to Support Learners

1. IMPLEMENTATION OF LEADERSHIP TEAMS FOR SHARED DATA-DRIVEN DECISION MAKING (Goal #2)

Ohio's Plan to Raise Literacy Achievement (2025) specifically identifies the concept of shared leadership as one of the five strands in Ohio's Theory of Action for Language and Literacy Development. In addition, the Ohio Leadership Advisory Council (OLAC) states that leadership is an essential practice that must occur coherently and across all levels of the district. The research behind OLAC's work is significant (reference *Ohio's Leadership Development Framework).* The Ohio Improvement Process (OIP) is a recommended framework for leadership teams to plan for continuous improvement across all levels and subjects. While Norton City Schools have not been required to follow the OIP Process, our priorities have been to create our own shared leadership framework. By doing this, we have a structure that will allow for decision making regarding core literacy instruction, interventions, and resources that come alongside the MTSS process.

2. CONTINUED IMPLEMENTATION AND REFINEMENT OF CORE LITERACY PROGRAMS GROUNDED IN EVIDENCE-BASED LANGUAGE AND LITERACY INSTRUCTIONAL STRATEGIES AND RESOURCES THAT SUPPORT STUDENT APPROPRIATE INTERVENTIONS EMBEDDED IN A MULTI-TIERED SYSTEM OF SUPPORTS (Goals #1 and #3)

To align with *Ohio's Plan*, our literacy plan recognizes the critical nature of ensuring that our staff has the knowledge, skills, and abilities to be effective stewards of literacy. To further support our plan, all administrators have completed the professional development modules for the Science of Reading in ODEW's LMS. By June of 2025, all staff members will have completed their required pathways as prescribed by the legislature. In addition to adhering to the law and *Ohio's Plan,* Norton City Schools recently adopted core instructional programs from the list of approved curriculum on ODEW's ReadOhio page. Our core programs include *Open Court Reading* in grades K-3, *Wonders* in grades 4-5, and *StudySync* for consistency in grades 6-12. See Appendix C for a compilation of the programs being used in grades K-5 that have been implemented and are under consideration as an intervention program. Unless otherwise stated, the following strategies have been pulled from Practice Guides in the "What Works Clearinghouse" (IES).

The 2019 revised Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, includes three key practices for educators, noting their level of evidential strength. They are listed below, and align with Norton's plan.

- *Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence) -* The district utilizes *Open Court Reading*'s foundational skills strand, which includes the development of phonemic awareness. Additionally, the *Heggerty Phonemic Awareness Curriculum* is utilized in core instruction in grades PK-1 and in intervention in K-2 as needed to ensure explicit instruction in this foundation of sound and word recognition.
- *Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)-* Norton City Schools utilizes *Open Court Reading*'s foundational skills strand in addressing this component of sound-symbol-word recognition. Additionally, the district utilizes *UFLI Foundations,* also part of Ohio's list of approved intervention programs, as an intervention in grades K-3.
- *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)- Open Court Reading* utilizes connected text in grades K-3 to support the development and strengthening of students' reading accuracy, fluency, and comprehension. *UFLI Foundations,* utilized as an intervention in grades K-3, also includes connected text within its lesson sequence.

Additionally included in the 2010 Practice Guide, *Improving Reading Comprehension in Kindergarten Through Third Grade*, are five evidence based practices that are embedded in *Open Court Reading.*

- *Teach students how to use reading comprehension strategies (strong evidence)*

- *Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence)*
- *Guide students through focused, high-quality discussion on the meaning of text (minimal evidence)*
- *Select texts purposefully to support comprehension development (minimal evidence)*
- *Establish an engaging and motivating context in which to reach reading comprehension (moderate evidence)*

In 2022, the Practice Guide *Providing Reading Intervention for Students in Grades 4-9* provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

- *Build students' decoding skills so they can read complex multisyllabic words (strong evidence)*
- *Provide purposeful fluency building activities to help students read effortlessly (strong evidence)*
- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate evidence)
- *Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence)*
    - Build students' world and word knowledge so they can make sense of the text
    - Consistently provide students with opportunities to ask and answer questions to better understand the text they read
    - Teach students a routine for determining the gist of a short section of text
    - Teach students to monitor their comprehension as they read

The IES Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (2008) guides professional learning for educators and has informed the selection of our core instruction and intervention resources. The key principles include:

- *Provide explicit vocabulary instruction (strong evidence).*
- *Provide direct and explicit comprehension strategy instruction (strong evidence).*
- *Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence).*
- *Increase student motivation and engagement in literacy learning (moderate evidence).*
- *Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (strong evidence).*

Norton City Schools utilizes *Wonders* (gr. 4-5) and *StudySync* (gr. 6-12) in core instruction. These resources utilize the first four of these principles. The district also has implemented interventions for struggling readers, with a certified staff member currently finishing certification as a literacy therapist through Neuhaus. The district is committed to continuing the further development and strengthening of core instruction and intervention practices to support adolescent readers.

Norton City Schools acknowledges that solid universal strategies and common resources are a necessity in our literacy plan, and the district continues to be engaged in the process of strengthening and refining these practices. Additionally, a carefully structured intervention system is necessary. This includes the need for a multi-tiered system of support (MTSS) that integrates academic, behavioral, social, and emotional interventions. The district is engaged in developing this through its shared leadership framework. As part of our intervention system, we are refining implementation of the following activities:

1. **Screening students for reading difficulties** at the beginning,middle, and end of the year, using Acadience.
2. **Differentiated reading instruction** based on students' reading levels, though evidence is limited.
3. **Provide daily intervention** (tier 2) for students below benchmark levels, meeting 3–5 times per week.
4. **Provide daily enrichment** (tier 2) for students above benchmark levels, meeting 3-5 times per week.
5. **Provide daily reinforcing instruction** for students at benchmark, meeting 3-5 times per week.
6. **Regular progress monitoring** of all students (K-3) to determine if further intervention (tier 3) is needed.
7. **Daily intensive instruction** for students making minimal progress in tier 2, despite limited research on best practices.

3. INVESTIGATE POSSIBLE OPTIONS FOR IMPLEMENTING A STUDENT-CENTERED COACHING MODEL (Goals #1 and #3)

Research indicates that instructional coaching as a framework for sustained, embedded professional development, produces positive results for teachers in respect to an increased foundation for both knowledge and practice. Students also benefit from this model. Increased literacy skills, especially among primary age students, English learners, and economically disadvantaged, result from student-centered coaching models. *Ohio's Plan to Raise Literacy Achievement (2025)* emphasizes the critical role of coaching in developing and supporting educators' capacity to deliver effective, evidence-based literacy instruction. The plan notes, "Research suggests that although

professional learning may increase teacher knowledge, ongoing and individualized support, often in the form of teacher coaching, can be even more effective for changing teachers' instructional practices" (p. 12, *Ohio's Plan to Raise Literacy Achievement 2025*).

Section 8 Part B: Ensuring Effectiveness and Improving Upon Strategies (Strategies to Support Adult Implementation)

Leadership Team Support

The newly created District and Building Leadership Teams were created out of need. We did not have a successful systemic framework for shared leadership and decision making practices. The teams will serve as a conduit for shared communication across the district. As the teams progress, more responsibilities will shift from central office administration to building principals and teacher based teams within the BLT and DLT structure. These committees will take more of a leadership role in determining professional learning opportunities, data collection and analysis, multi-tiered systems of support, and ongoing review and refinement of practices.

Show Progress and Improve Upon Evidence-Based Strategies

Over the past two years, the district has implemented universal screening (Acadience) and continued use of ongoing progress monitoring in reading (NWEA MAP). The district has also begun implementing designated intervention periods in grades K-3 and 5-8, with plans to add grade 4 in the 2025-26 school year. TBTs, BLTs, and the DLT are observing gradually increasing scores as these initiatives are implemented.

The current data calendar will be updated to include district wide meeting topics that could include the following: universal screeners, diagnostics, progress monitoring, and statewide assessments (refer to the chart in section 7). Conservations will be structured and focus attention on areas that are not growing, as well as celebrating those that are.

For each noted evidence-based strategy, a fidelity check process needs to be developed, implemented, and refined to ensure that the core curriculum is being followed with fidelity and accessible to all, and that adult implementation is done with fidelity to the strategy and systems protocols. This will allow the selection of interventions for exceptional students to be based upon the learning needs of the children ("just in time" instruction vs. "just in case" instruction). Additionally, the core and intervention models can be modified and improved as needed based on systemic studies of practice.

Section 8 Part C: Staffing and Professional Development Plan

Refer to Appendix D for a detailed plan beginning with the 2025-2026 school year. The rationale for the items are included throughout the plan above, in particular the evidence based strategies and programming addressed in Section 8A.

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
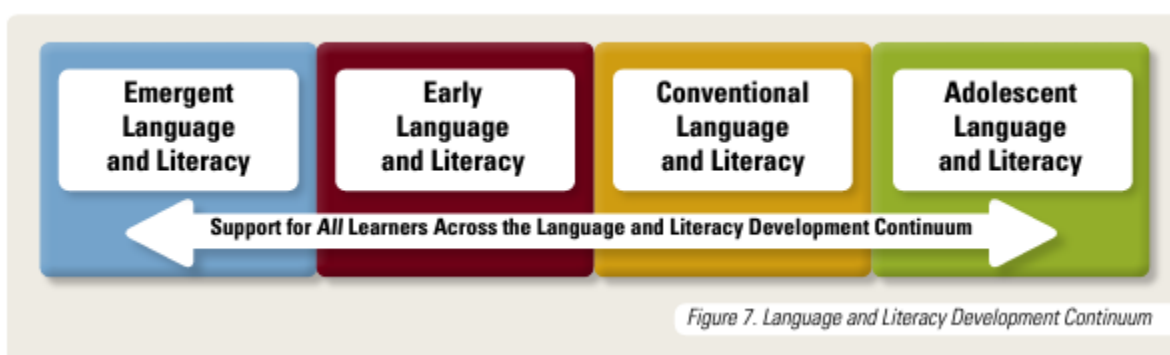
"Raising language and literacy achievement begins with the implementation of emergent skills to build the foundation for early communication and literacy. With adult support, all learners can engage in meaningful activities that develop skills as early as infancy and can continue developing skills throughout 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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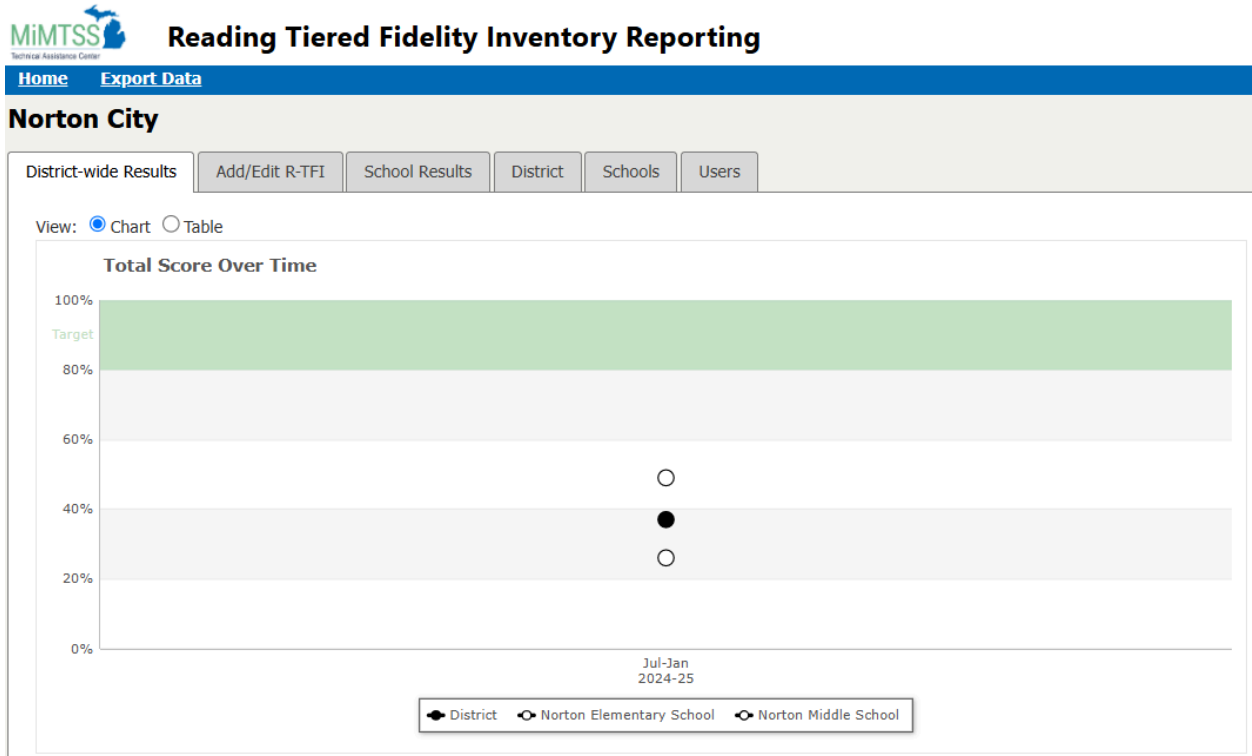
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Norton City Schools Local Literacy Plan

Appendix A: R-TFI Results - Elementary and Middle Schools
Inventories completed December 12, 2024, and January 10, 2025.

Tier 1

100%

Target

80%

60%

40%

20%

0%

Jul-Jan 2024-25

- District
- Norton Elementary School
- Norton Middle School

Tier 2

100%

Target

80%

60%

40%

20%

0%

Advanced Tiers

100%

Target

80%

60%

40%

20%

0%

Jul-Jan 2024-25

- District
- Norton Elementary School
- Norton Middle School

Tier 3
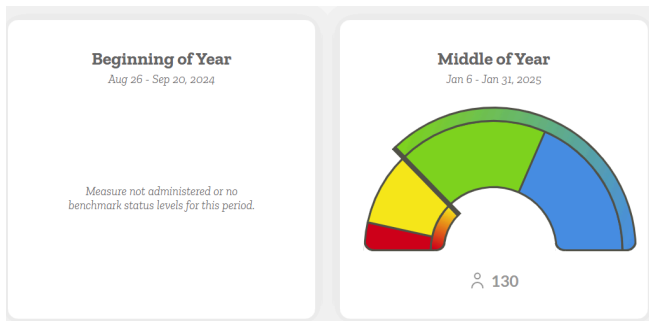
100%

Target

80%

60%

40%

20%

0%
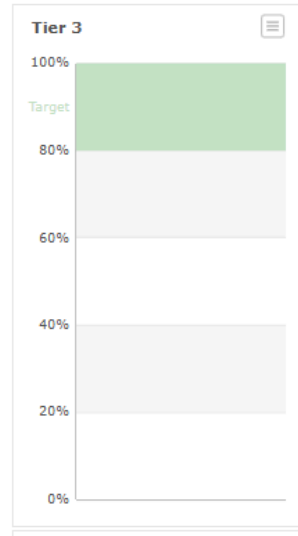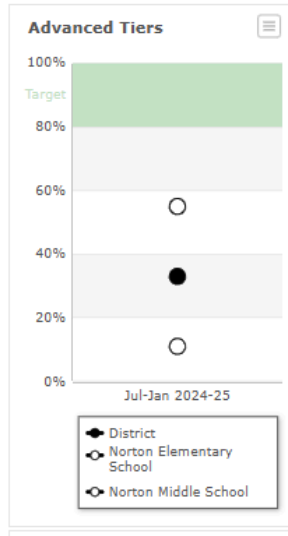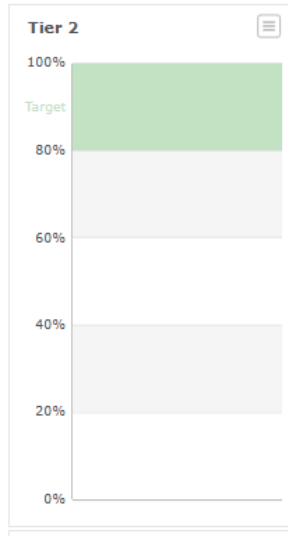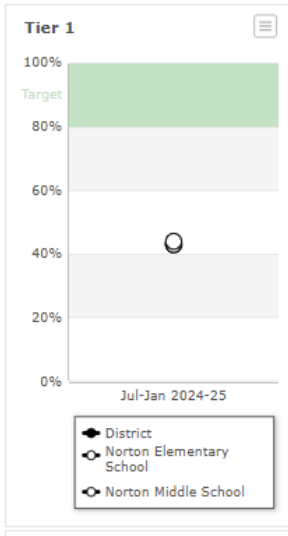
Kindergarten Subscore Data:

Kindergarten First Sound Fluency 2024-25
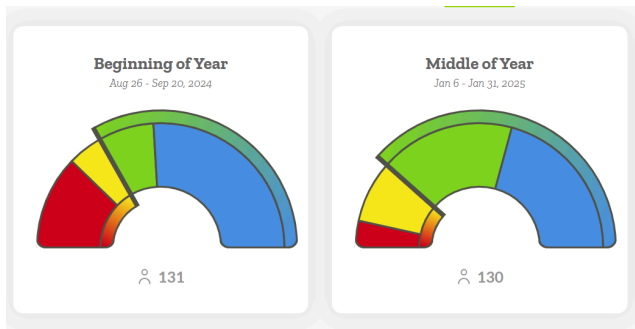
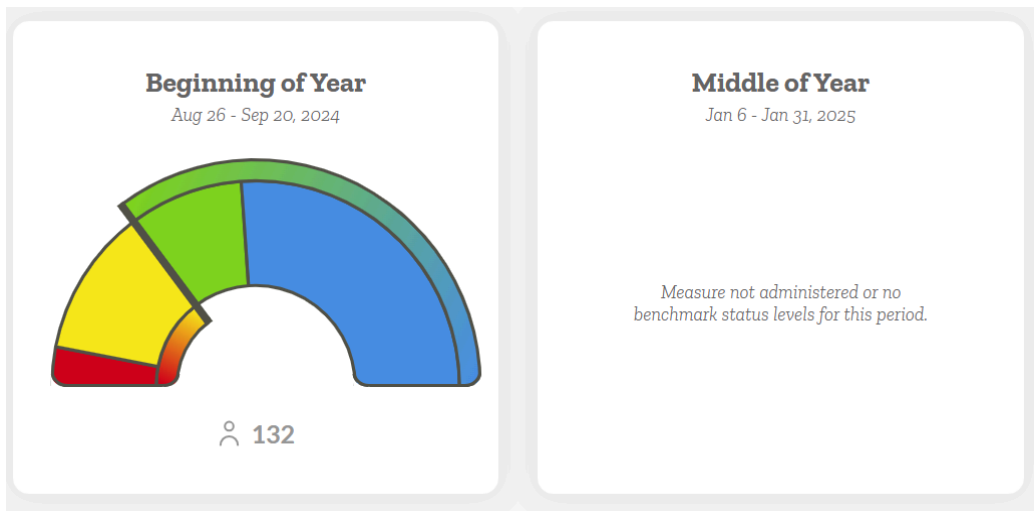Kindergarten Phoneme Segmentation Fluency 2024-25
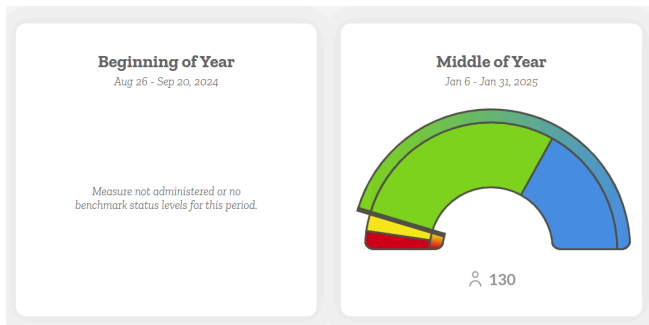
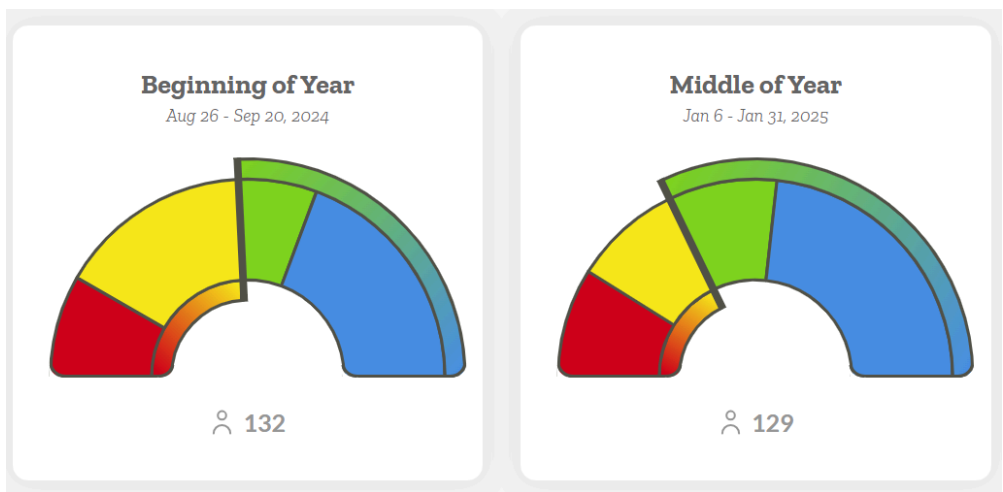Kindergarten Nonsense Word Fluency - Correct Letter Sounds
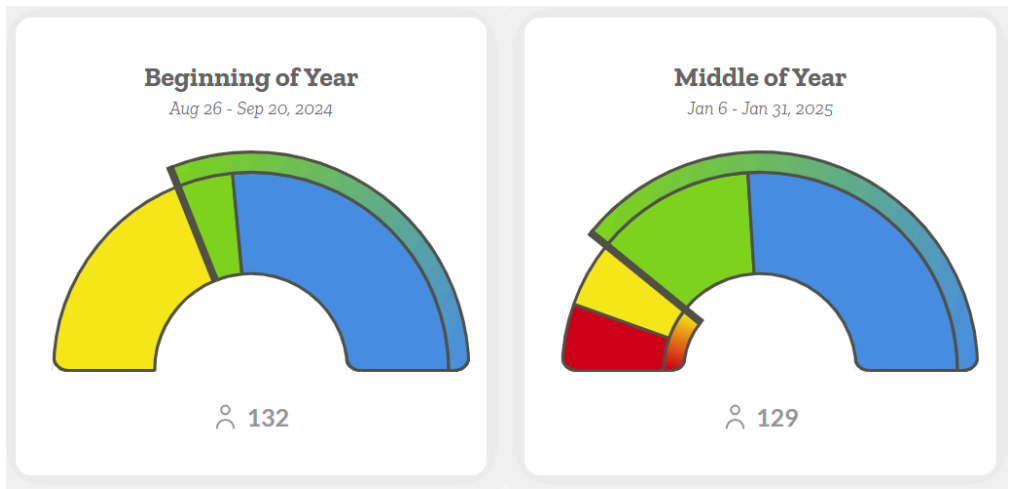
First Grade Subscore Data

First Grade Phoneme Segmentation Fluency

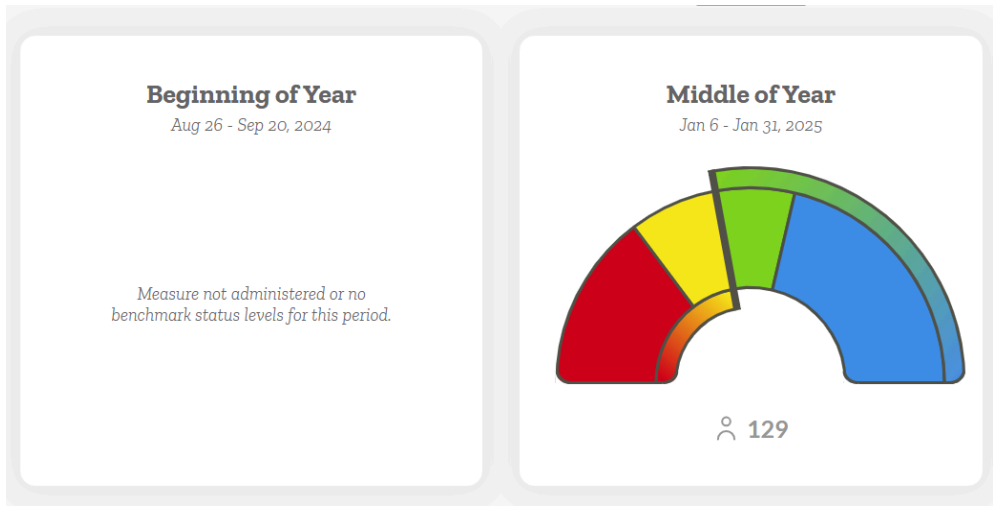First Grade Nonsense Word Fluency - Correct Letter Sounds

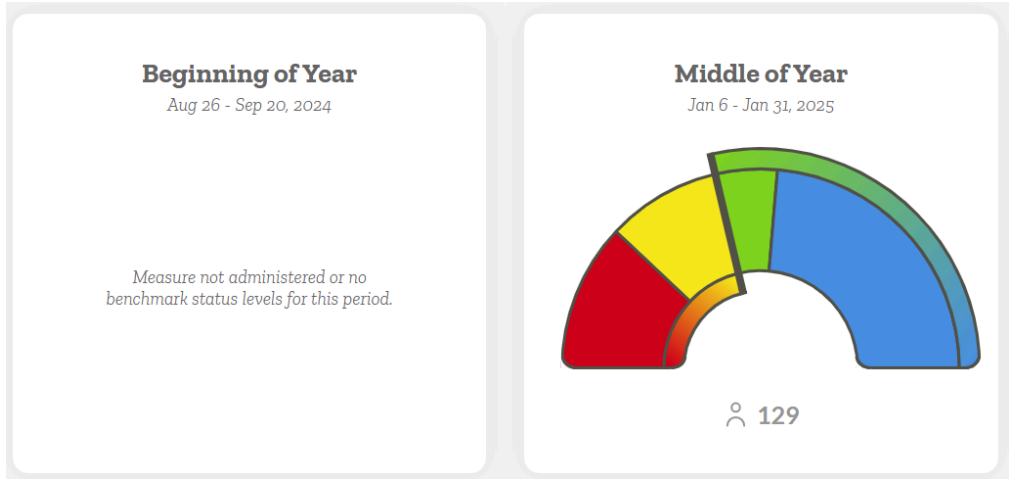## First Grade Nonsense Word Fluency - Whole Words Read

Beginning of Year
Aug 26 - Sep 20, 2024

👤 132

Middle of Year
Jan 6 - Jan 31, 2025

👤 129

First Grade Oral Reading Fluency - Words Correct

Beginning of Year
Aug 26 - Sep 20, 2024

Measure not administered or no benchmark status levels for this period.

Middle of Year
Jan 6 - Jan 31, 2025

👤 129

First Grade Oral Reading Fluency - Accuracy

Beginning of Year
Aug 26 - Sep 20, 2024

Measure not administered or no benchmark status levels for this period.

Middle of Year
Jan 6 - Jan 31, 2025

👤 129

Second Grade Subscore Data

Nonsense Word Fluency - Correct Letter Sounds

Nonsense Word Fluency - Whole Words Read
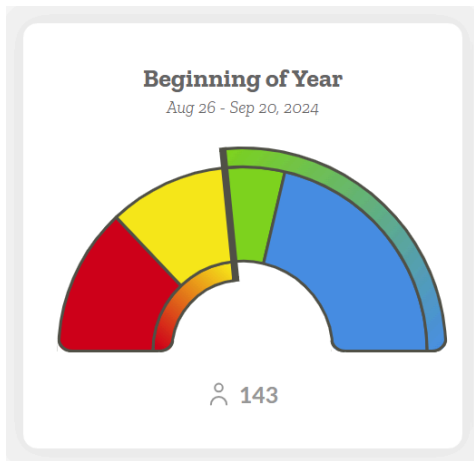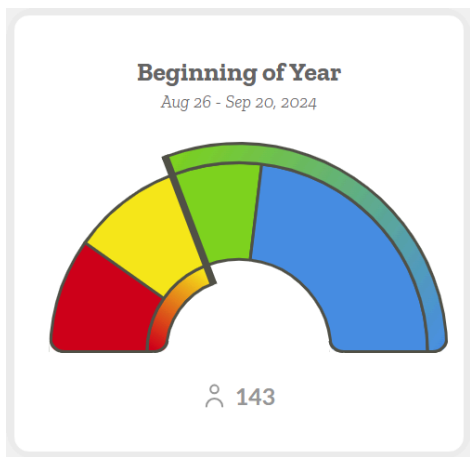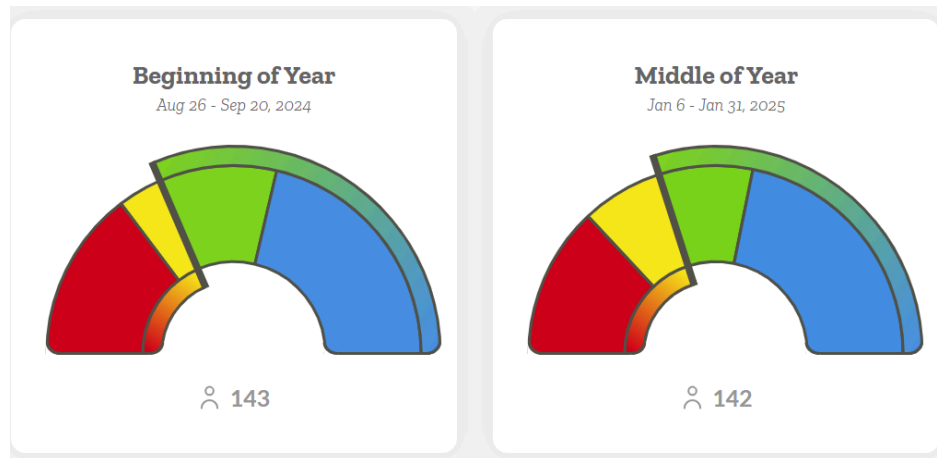
Second Grade Oral Reading Fluency - Words Correct

Beginning of Year
Aug 26 - Sep 20, 2024

👤 143

Middle of Year
Jan 6 - Jan 31, 2025

👤 142

Second Grade Oral Reading Fluency - Accuracy

Beginning of Year
Aug 26 - Sep 20, 2024

👤 143

Middle of Year
Jan 6 - Jan 31, 2025

👤 142

Second Grade Oral Reading Fluency - Retell (Word Count)

Beginning of Year
Aug 26 - Sep 20, 2024

👤 121

Middle of Year
Jan 6 - Jan 31, 2025

👤 138

Second Grade Oral Reading Fluency - Retell Quality

Beginning of Year
Aug 26 - Sep 20, 2024

Measure not administered or no benchmark status levels for this period.

Middle of Year
Jan 6 - Jan 31, 2025

👤 138
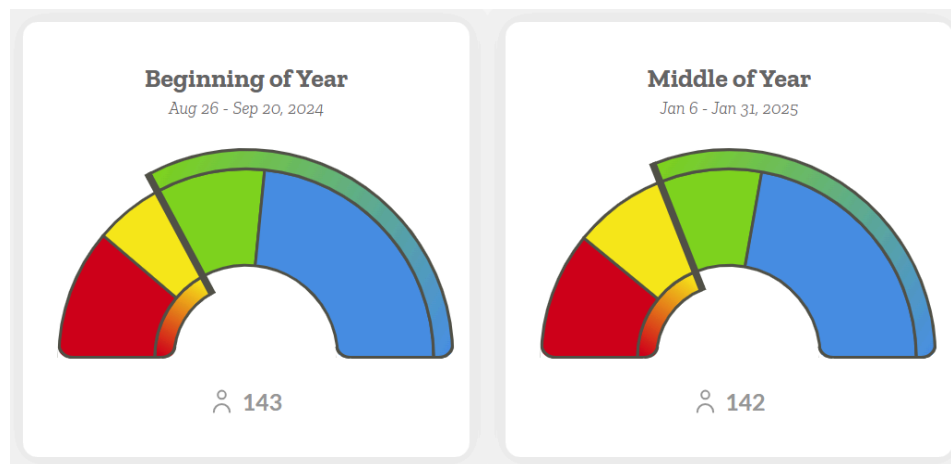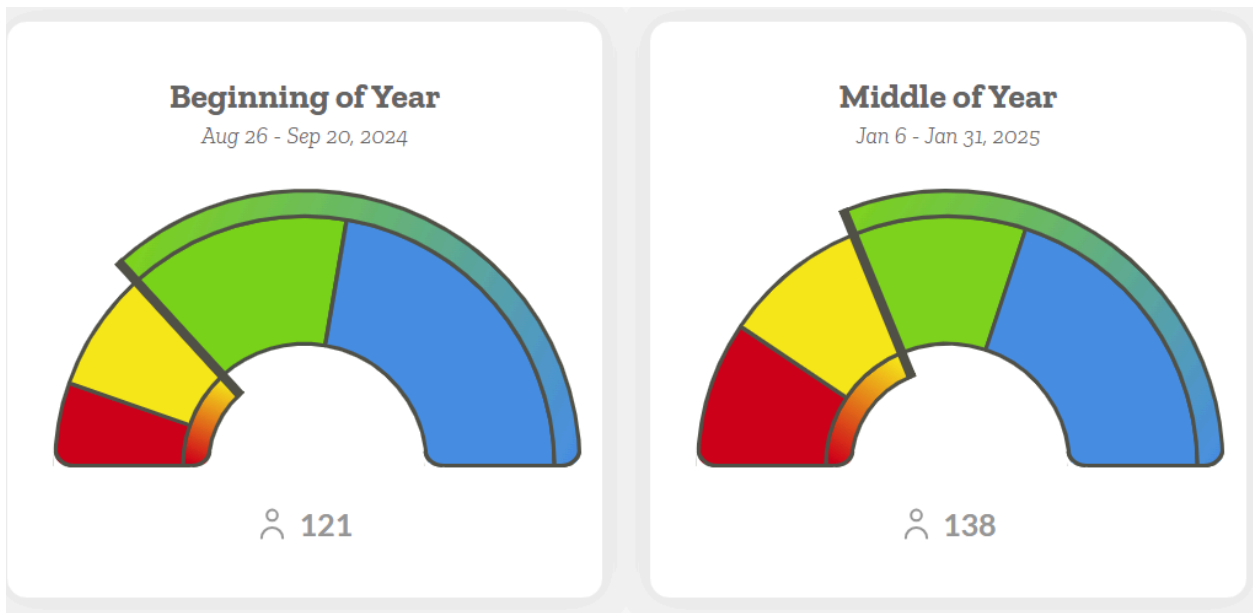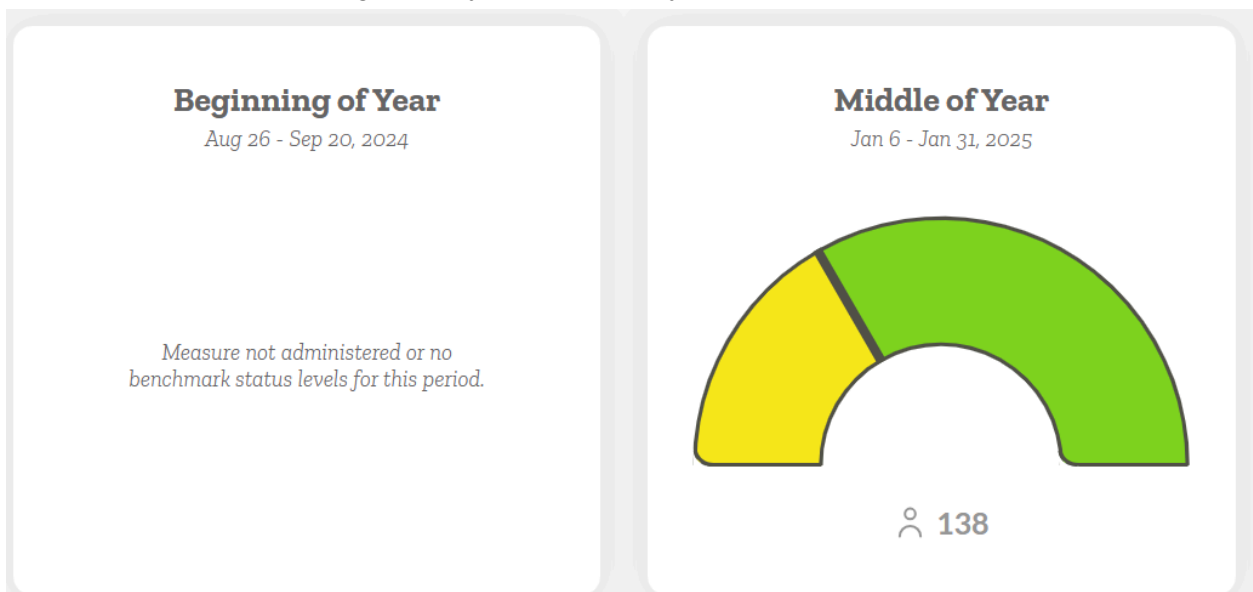
Third Grade Subscore Data

Third Grade Oral Reading Fluency - Words Correct
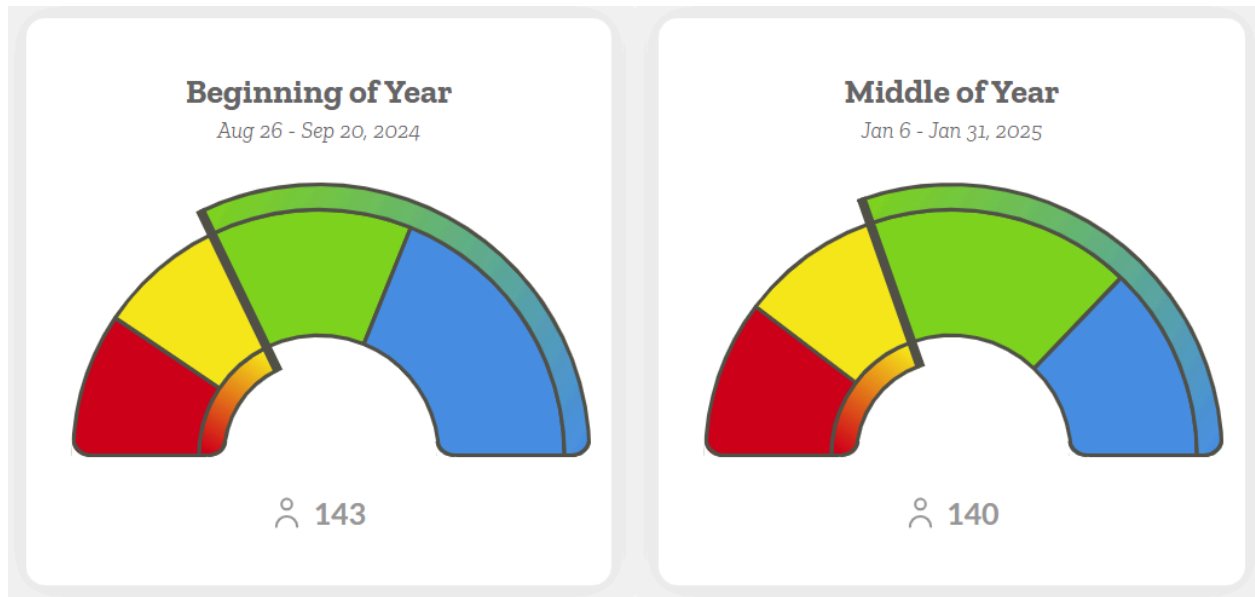
Beginning of Year	Middle of Year
Aug 26 - Sep 20, 2024	Jan 6 - Jan 31, 2025
143	140

Third Grade Oral Reading Fluency - Accuracy

Beginning of Year	Middle of Year
Aug 26 - Sep 20, 2024	Jan 6 - Jan 31, 2025
143	140

Third Grade Oral Reading Fluency - Retell (Word Count)

Beginning of Year	Middle of Year
Aug 26 - Sep 20, 2024	*Jan 6 - Jan 31, 2025*
137	139

Third Grade Oral Reading Fluency Retell Quality
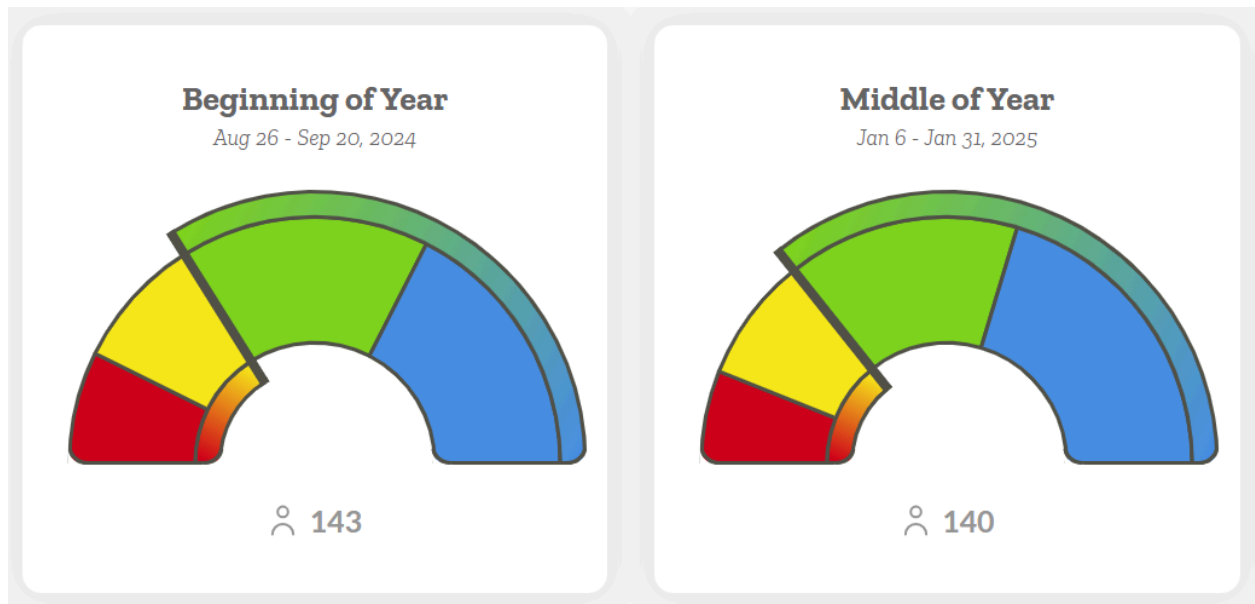
Beginning of Year	Middle of Year
Aug 26 - Sep 20, 2024	*Jan 6 - Jan 31, 2025*
137	139
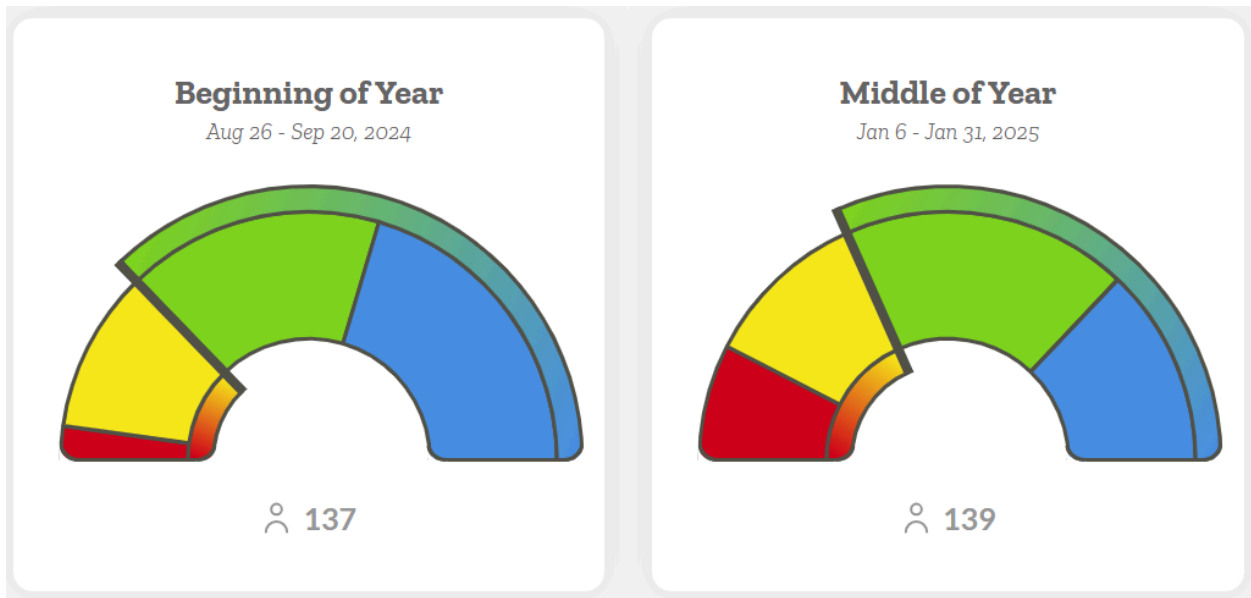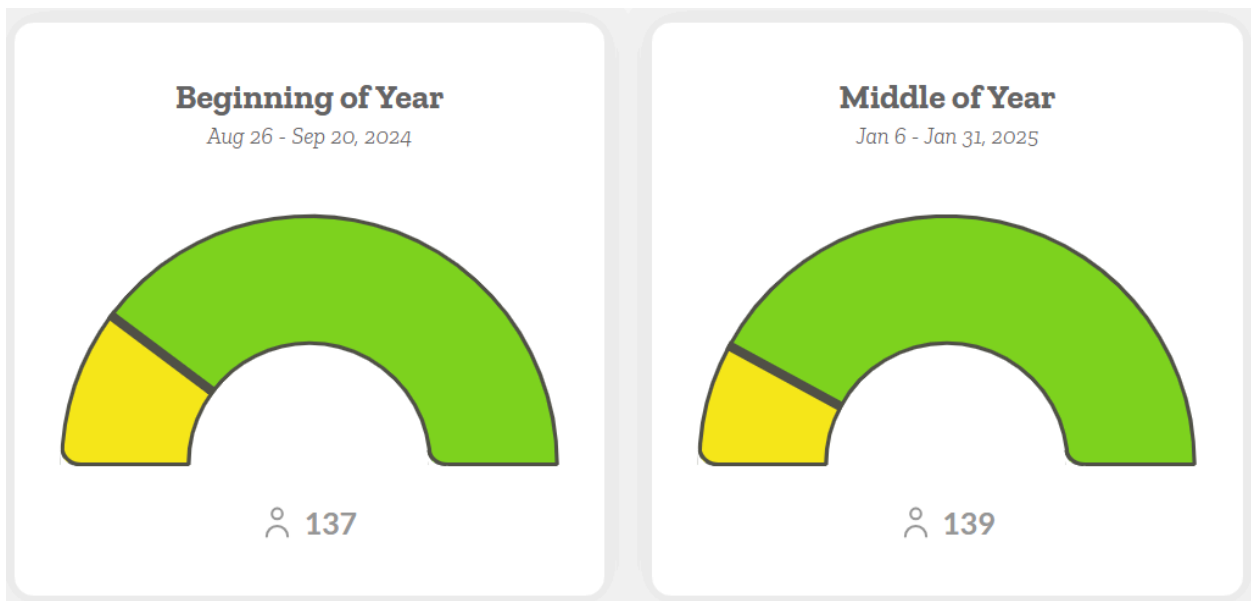
Third Grade Maze

Beginning of Year
Aug 26 - Sep 20, 2024

143

Middle of Year
Jan 6 - Jan 31, 2025

139

Norton City Schools Local Literacy Plan

Appendix C: K-12 ELA Resources

K-5 ELA Resources aligned to LIteracy Components 2024-25

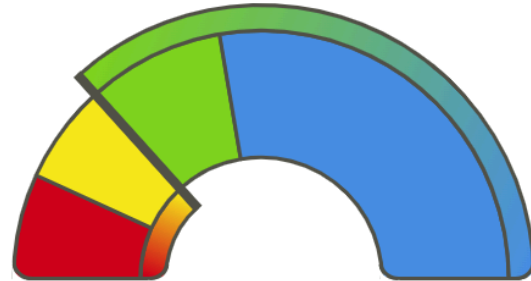|	Component		K	1	2	3	4	5
W O R D R E C O G N I T I O N	Phonological Awareness/Phonemic Awareness	Core Curriculum	-Open Court Foundational Skills Strand -Heggerty Phonemic Awareness Curriculum			Advanced PA practice implicit in other literacy elements; no Tier 1 explicit instruction. Foundational PA needs addressed through intervention, including use of Heggerty (Primary) in grade 2 and Kilpatrick in grade 3 and up		
	Preliminary Sight-word recognition through orthographic mapping	Assessments	-FSF/PSF (K-1 Acadience) -KRA (K) -Heggerty Assessments (K-1) -Phonological Awareness Screening Test (PAST) -Acadience Diagnostics		-NWF (2) & ORF (Acadience) -Heggerty Screener Assessment Phonological Awareness Screening Test (PAST) -Acadience Diagnostics		ORF (Acadience) - students with RIMPs Phonological Screening Test (PAST)	
	Decoding (Phonics/Advanced Phonics) Sight-word lexicon development/Automaticity of high-frequency words	Core Curriculum	Open Court Foundational Skills Strand				Wonders Phonics, Word Analysis	
		Assessments	-KRA (K) -NWF (Acadience K-1) -Open Court assessments -Acadience Diagnostics		-NWF (2) & ORF (Acadience) Open Court -Acadience Diagnostics		ORF - students with RIMPs	
L A N G C O M P	Vocabulary Knowledge Background Knowledge Language Structures Verbal Reasoning Literacy Knowledge	Core Curriculum	Open Court Reading				Wonders	
		Assessments	-KRA (K) -Acadience ORF (1) -NWEA MAP (1)		Acadience ORF (2+) & Maze (3+) NWEA MAP Acadience Diagnostics (CFOL) as needed			
	Fluency: Implications of Hollis Scarborough's Reading Rope suggest that fluency is a result of strategic and automatic application of a variety of skills at increasingly sophisticated levels. Due to this, fluency is not included as a separate instructional component.							
	Writing	Curriculum	Open Court Reading				Wonders	

			Open Court Reading		
Handwriting Resources	Curriculum				

Grades 6-12 ELA Resources aligned to LIteracy Components 2024-25

	Component		**6**	**7**	**8**	**9**	**10**	**11**	**12**
W O R D R E C O G N I T I O N	Phonological Awareness/Phonemic Awareness	Core Curriculum							
	Preliminary Sight-word recognition through orthographic mapping	Assessments	Acadience Benchmarks						
			Acadience Diagnostics (as needed) PAST Core Literacy Library: Assessing Reading Multiple Measures (as needed)						
	Decoding (Phonics/Advanced Phonics) Sight-word lexicon development/Automaticity of high-frequency words	Core Curriculum							
		Assessments	Acadience Diagnostics (as needed) Core Literacy Library: Assessing Reading Multiple Measures (as needed)						
L A N G C O M P	Vocabulary Knowledge Background Knowledge Language Structures Verbal Reasoning Literacy Knowledge	Core Curriculum	StudySync Academic Vocabulary Activities Morphology (Word Form) Etymology (Word Form) Orthographic Mapping						
		Assessments	NWEA MAP Reading OST: English Language Arts Acadience Diagnostics (CFOL) as needed			Ohio's End-of-Course Exam: ELA II SAT/ACT Acadience Diagnostics (CFOL) as needed			
Fluency: Implications of Hollis Scarborough's Reading Rope suggest that fluency is a result of strategic and automatic application of a variety of skills at increasingly sophisticated levels. Due to this, fluency is not included as a separate instructional component.									
	Writing	Curriculum	StudySync						
	Handwriting Resources	Curriculum							

Norton City Schools Local Literacy Plan

Appendix D: Professional Development Plan

Professional Development Plan

PART A

Goal #1: By May 2029, all student subgroups in grades KG-3 will end the year at or above benchmark on the Acadience Reading Composite Score, with an annual goal of an increase of 5% or greater from the Spring 2024 baseline scores: KG =75%, 1=58%, 2=60%, 3=75%.	

Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program:

Core Curriculum: Open Court (K-3), Wonders (4-5), StudySync (6-12)

Assessment/Progress Monitoring: Acadience Reading

Reading Intervention Materials: Heggerty, UFLI, additional TBD

Evidence-Based Practices: See Section 2 Alignment of Local Literacy Plan and Overall Improvement

Data from Needs Assessment Informing Goal: See Section 3 Learner Performance Data in the Literacy Plan

PD Description and Activities	Begin/End Dates
1. Train teachers on how to use Acadience Reading data to monitor student progress, identify students at risk, and adjust instruction accordingly.	2025-2026
2. Conduct a thorough analysis of Acadience Reading data, disaggregated by student subgroups. Identify specific areas of strength and weakness for each grade level and subgroup.	2025 - 2029 Ongoing
3. Provide comprehensive professional development on the implementation of the intervention resources chosen from the ODEW approved list.	2025-2026

Goal #1: By May 2029, all student subgroups in grades KG-3 will end the year at or above benchmark on the Acadience Reading Composite Score, with an annual goal of an increase of 5% or greater from the Spring 2024 baseline scores: KG =75%, 1=58%, 2=60%, 3=75%.

4. Train teachers on utilizing Acadience Reading data to inform the use of differentiation in structured literacy practices, including in Tier 1 and Tier 2.	2026-2027

Resources Required:

- District provided PD days and additional release time - substitute coverage
- Vendor training on adopted core instructional materials and newly adopted intervention program
- Continued support from SST8 and our ESC ELA consultant

Staff and/or External Vendor Providing Professional Development:

- Professional development provided by McGraw Hill for core materials (Open Court Reading, Wonders, and StudySync)
- Professional development from the adopted intervention program
- SST8 and Educational Service Center consultants
- Curriculum Director, MTSS Coordinator, Student Services Director

Adult Implementation Data Used to Monitor Goal:

- Staff Attendance at provided professional development activities
- PLC/BLT/DLT meeting agenda/minutes

Student Outcomes Data Used to Monitor Goal:

- Students' Acadience scores

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Goal #2: By May 2029, all student subgroups in grades 1-8 will end the year at or above their growth projection on the NWEA MAP Reading Assessment, with an annual goal increase of 5% or greater from the Fall 2024 baseline scores: 2=48%, 3=72%, 4=50%, 5=66%, 6=36% , 7=46%, 8= 46%

Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program:

Core Curriculum: Open Court (K-3), Wonders (4-5), StudySync (6-12)

Assessment: NWEA MAP (Measures of Academic Progress) in Reading

Reading Intervention Materials: Heggerty, UFLI, additional TBD

Evidence-Based Practices: See Section 2 Alignment of Local Literacy Plan and Overall Improvement

Data from Needs Assessment Informing Goal:

See Section 3 Learner Performance Data in the Literacy Plan

PD Description and Activities	Begin/End Dates
1. Train teachers on how to use MAP data to differentiate instruction and provide targeted support to meet individual student needs, including: ● Implementing flexible grouping strategies based on student skill levels. ● Providing individualized interventions and enrichment activities. ● Using a variety of instructional strategies to address different learning styles.	2025-2026
2. Train teachers on how to read, interpret, and use data from NWEA MAP assessments to note students' current level of achievement and growth over time.	2026-2027
3. Provide professional development on effective strategies for accelerating student growth in reading.	2027-2029

Staff and/or External Vendor Providing Professional Development:

● SST8 and Educational Service Center consultants

Goal #2: By May 2029, all student subgroups in grades 1-8 will end the year at or above their growth projection on the NWEA MAP Reading Assessment, with an annual goal increase of 5% or greater from the Fall 2024 baseline scores: 2=48%, 3=72%, 4=50%, 5=66%, 6=36% , 7=46%, 8= 46%

- Curriculum Director, MTSS Coordinator, Student Services Director, Building Administrators

Adult Implementation Data Used to Monitor Goal:
- Staff Attendance at provided professional development activities
- PLC/BLT/DLT meeting agenda/minutes

Student Outcomes Data Used to Monitor Goal:
- Students' MAP scores and students' growth projections

Goal #3: By May 2029, all students in grades 3-HS will end the year at or above the proficient score (700) on their English Language Arts state assessments, thus closing the achievement gap in subgroups.

Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program:

Core Curriculum: Open Court (K-3), Wonders (4-5), StudySync (6-12)

Assessment: Ohio State Tests in English Language Arts (gr. 3-8), Ohio End-of-Course Exam in ELA II

Reading Intervention Materials: Heggerty, UFLI, additional TBD

Evidence-Based Practices: See Section 2 Alignment of Local Literacy Plan and Overall Improvement

Data from Needs Assessment Informing Goal:

See Section 3 Learner Performance Data in the Literacy Plan

PD Description and Activities	Begin/End Dates
1.Curriculum Mapping/Audit: Review the current ELA curriculum to ensure alignment with state standards and identify any gaps or areas needing strengthening.	2025-2027
2. Assessment Literacy: Develop teachers' understanding of state ELA assessments, including the format, scoring, and performance expectations. Train teachers on how to use assessment data to inform instruction and provide feedback to students.	2026-2027
3. Development of common assessments across grade levels in ELA	2027-2028

Resources Required:
- District provided PD days and additional release time - substitute coverage

Goal #3: By May 2029, all students in grades 3-HS will end the year at or above the proficient score (700) on their English Language Arts state assessments, thus closing the achievement gap in subgroups.
● Continued support from SST8 and our ESC ELA consultant ● Staff materials for implementation of a writing framework
Staff and/or External Vendor Providing Professional Development: ● Educational Service Center consultants ● Curriculum Director, MTSS Coordinator
Adult Implementation Data Used to Monitor Goal: ● Staff Attendance at provided professional development activities ● PLC/BLT/DLT meeting agenda/minutes
Student Outcomes Data Used to Monitor Goal: ● Students' OST/EOC scores and students' growth (value-added), including writing subscore ● Students' scores on district-developed common assessments (2028-2029)

PART B

The professional development plan aligns with ESSA's six criteria for high-quality professional learning in the following ways:

- **Sustained**: The plan spans multiple years (2025-2029), ensuring ongoing professional learning rather than a one-time workshop. Training sessions, data analysis, curriculum mapping, and instructional improvements are implemented progressively to reinforce and deepen educators' knowledge over time.

- **Intensive**: Each professional development activity focuses on specific elements such as utilizing Acadience and NWEA MAP data, implementing targeted reading interventions, aligning ELA curriculum, and strengthening writing instruction. This targeted approach ensures a deep understanding of key instructional strategies.

- **Collaborative**: The plan engages educators in Professional Learning Communities (PLCs), Building Leadership Teams (BLTs), and District Leadership Teams (DLTs). Collaboration also includes district staff, external vendors, and consultants working together to analyze data, develop instructional strategies, and implement interventions.

- **Job-Embedded**: Professional learning is integrated into daily instructional practices through training on assessment interpretation, differentiated instruction, structured literacy practices, and curriculum alignment. Support from potential instructional coaches, consultants, and leadership teams ensures continuous application in real classrooms.

- **Data-Driven**: The professional development activities are informed by real-time data, including Acadience Reading scores, NWEA MAP growth projections, and Ohio State ELA assessment results. Teachers are trained to analyze and use this data to guide instruction, monitor progress, and adjust teaching strategies to meet student needs.

- **Classroom-focused:** This plan ensures that training directly impacts instructional practices and student learning in real classroom settings:
  - **Application of Learning**: Teachers will receive hands-on training on how to use Acadience Reading and NWEA MAP data to monitor student progress, identify at-risk students, and adjust their instruction accordingly. This ensures that assessment data informs classroom decision-making in real time.
  - **Instructional Strategies**: The plan provides professional development on evidence-based literacy practices, including structured literacy, differentiation strategies, and targeted interventions (e.g., Heggerty, UFLI, and yet to be purchased). These practices are directly applicable to daily instruction.
  - **Curriculum Alignment**: Training in curriculum mapping and assessment literacy ensures that classroom instruction aligns with state standards and best practices, reinforcing consistency and effectiveness across grade levels.

By integrating professional development into daily teaching practices, curriculum implementation, and assessment-driven instruction, the plan ensures that learning is not abstract but immediately relevant and applicable to improving student outcomes.

This structured and strategic approach ensures that professional learning directly supports student achievement goals and fosters continuous instructional improvement.