

January 11, 2023

The Clark-Shawnee Local Board of Education met in a regular session on January 11, 2023, at Shawnee Middle and High School, 1675 East Possum Road, Springfield, OH 45502. The meeting was called to order at 6:30 p.m. by President DeHart.

APPOINTMENT OF TREASURER PRO TEMPORE (2023-1332)

Mr. DeHart moved to appoint Mr. Brian Masser as Treasurer Pro Tempore for January 11, 2023, Regular Meeting.

Mr. Galbreath Seconded the motion.
Ayes: Garrett, Page, DeHart, Galbreath.
The President declared the motion carried.

ROLL CALL

Those answering the roll by Mr. Masser:

Dr. Page
Mr. DeHart
Mr. Galbreath
Mrs. Garrett

Also present: Mr. Brian Kuhn, Superintendent
Mr. Brian Masser, Asst. Superintendent

All stood and recited the Pledge of Allegiance.

ACCEPTANCE OF THE AGENDA AND ADDENDUM (2023-1333)

Dr. Page moved to accept the agenda and addendum with corrections.
Mrs. Garrett Seconded the motion.
Ayes: DeHart, Galbreath, Garrett, Page.
The President declared the motion carried.

ORGANIZATIONAL MEETING (2023 - 1334)

Mr. DeHart nominated Mr. Brian Kuhn, Superintendent, as chairperson to conduct the election of officers.

Mrs. Garrett Seconded the motion.

Ayes: Galbreath, Garrett, Page, DeHart.

Mr. Brian Kuhn, Superintendent, elected as Board Chair.

ELECTION OF BOARD PRESIDENT (2023-1335)

Mr. Kuhn opened the floor for nominations for Board President.

Mr. David DeHart was nominated for Board President.

No other nominations were made.

Election for Mr. DeHart.

Ayes: Garrett, Page, Galbreath.

Abstain: DeHart.

Mr. Kuhn closed the floor.

ELECTION OF BOARD VICE PRESIDENT (2023-1336)

Mr. Kuhn opened the floor for nominations for Board Vice President.

Mr. Benjamin Galbreath was nominated for Board Vice President.

No other nominations were made.

Election for Mr. Galbreath.

Ayes: Page, DeHart, Garrett.

Abstain: Galbreath.

Mr. Kuhn closed the floor.

BOARD MEMBER POSITIONS FOR 2023

Board President, Mr. David DeHart

Board Vice President, Mr. Benjamin Galbreath

BOARD MEMBER APPOINTMENTS FOR 2023

Athletic Council Representative, Mrs. Michelle Garrett
Delegate to the OSBA Conference, Mr. David DeHart
Alternate Delegate to the OSBA Conference, Mrs. Judith Pierce
Legislative Liaison, Mr. Benjamin Galbreath
Student Achievement Liaison, Dr. Susan Page

REQUESTS AND CONCERNS OF THE GENERAL PUBLIC

None

ACCEPTANCE OF CONSENT CALENDAR – FINANCIAL (2023 - 1337)

Mrs. Garrett moved to approve the following:

- 1. Signing of the Minutes of the Previous Meeting**
- 2. 2022-2023 Tax Budget Hearing**
- 3. Real Estate Advance Resolution**

Whereas it is required by Ohio Revised Code 321.34 to apply for advances of revenues collected and due; now therefore be it resolved that the Clark-Shawnee Local Board of Education hereby directs the treasurer to apply to the Clark County Auditor's Office for advances of the revenue collected and due the Clark-Shawnee Local School District.

- 4. Transfer request from 599-9022 to 572-9022 in the Amount of \$1915.20**
- 5. Acceptance of Donations–Shawnee MS Washington D.C. Trip**
 - Young's Dairy–\$250.00
 - Bill Marine Auto Center–\$250.00
 - Sunbelt Rentals–\$250.00
 - Merchant's National Bank–\$1,000.00
 - Gallery Homes Real Estate–\$250.00

Dr. Page Seconded the motion.

Ayes: DeHart, Galbreath, Garrett, Page.

ACCEPTANCE OF CONSENT CALENDAR – PERSONNEL (2023-1338)

Dr. Page moved to approve the following:

Employment

Support Staff

To employ Mrs. Karla Cottenmyre as Aide for the 2022-2023 school year effective January 9, 2023. [Current Assignment: Shawnee ES]

Extension of Non-Paid Medical Leave

To approve Mr. Brian Kuhn's, Superintendent, recommendation of a thirty (30) day extension of non-paid medical leave for Mr. Glenn Castle effective January 1, 2023.

Mr. Galbreath seconded the motion.

Ayes: Galbreath, Garrett, Page, DeHart.

ACCEPTANCE OF CONSENT CALENDAR – ANNUAL ORGANIZATIONAL REQUIREMENTS/MISCELLANEOUS (2023-1339)

Mr. Galbreath moved to approve the following:

Board of Education Meeting Calendar

Establishment of date, time, and location of regular meetings.

February 21, 2023 - 6:30 PM	Shawnee MS/HS Media Center
March 21, 2023 - 6:30 PM	Shawnee ES
April 18, 2023 - 6:30 PM	Shawnee MS/HS Media Center
May 16, 2023 - 6:30 PM	Shawnee MS/HS Media Center
June 20, 2023 - 6:30 PM	Clark-Shawnee Administrative Office
July 18, 2023 - 6:30 PM	Clark-Shawnee Administrative Office
August 15, 2023 - 6:30 PM	Clark-Shawnee Administrative Office
September 19, 2023 - 6:30 PM	Shawnee MS/HS Media Center
October 17, 2023 - 6:30 PM	Shawnee MS/HS Media Center
November 21, 2023 - 6:30 PM	Shawnee ES
December 12, 2023 - 6:30 PM	Shawnee MS/HS Media Center
January 9, 2024 - 6:30 PM	Shawnee MS/HS Media Center

Bond for Superintendent and Treasurer

To approve a resolution fixing the bond for the Treasurer (O.R.C.3313.25) and Superintendent. The bond is set at \$550,000 for the period of May 1, 2023 through April 30, 2024.

Purchasing Agent

To authorize the Superintendent as purchasing agent for the Clark-Shawnee Local School District during the calendar year 2023.

Title IX Compliance Officers

To appoint Assistant Superintendent Brian Masser and Principal Amanda Shaffer as Title IX Compliance Officers for the Clark-Shawnee Local School District during the 2023 calendar year.

Authorization to Employ Personnel

To authorize the Superintendent to fill personnel vacancies as needed throughout each month and report to the Board of Education at the next meeting.

Approval of the 2023-2024 District Calendar

To approve Mr. Brian Kuhn's, Superintendent, recommendation to approve the 2023-2024 District Calendar as presented during the public hearing held on November 17, 2022. [Reference Exhibit A]

Shawnee Elementary School Reading Improvement Plan for the 2022-2023 school year

To approve Mr. Brian Kuhn's, Superintendent, recommendation of the approval of the Shawnee Elementary School Reading Improvement Plan for the 2022-2023 school year as required by Ohio Revised Code 3301.0715(G). [Reference Exhibit B]

Recommendation: To approve the Shawnee Elementary School Reading Improvement Plan for the 2022-2023 school year.

Mrs. Garrett Seconded the motion.

Ayes: Garrett, Page, DeHart, Galbreath.

EXECUTIVE SESSION (2023-1340)

Mr. DeHart moved to go into Executive Session to consider the investigation of complaints against a public employee at 7:24 pm.


Mr. Galbreath Seconded the motion.

Ayes: Page, DeHart, Galbreath, Garrett.

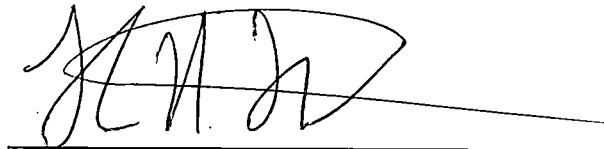
Mr. DeHart declared the board out of Executive Session at 7:51 pm.

ADJOURNMENT

Mrs. Garrett moved to adjourn the meeting at 8:02 p.m.
Dr. Page Seconded the motion.
Ayes: DeHart, Galbreath, Garrett, Page.



President



Treasurer

2023-2024

Clark-Shawnee Local District Calendar

178	Instruction Days
1	Waiver Day
2	Conf. Days
3	Teacher Workdays
184	Total Days

M T W TH F

August, 2023

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
<21	<22	[23]	<u>24</u>	25
28	29	30	31	

September, 2023

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October, 2023

2	3	[4]	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	o27
30	31			

November, 2023

		[1]	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December, 2023

				1
4	5	6	7	8
11	12	13	14	15
18	19	o20	21	22
25	26	27	28	29

Parent-Teacher Conferences

PreK & KDG: 11/9, 11/14, 3/7, & 3/12
 Grades 1-6: 10/12, 10/17, 2/8, & 2/13
 Grades 7-8: 9/28, 11/30, & 2/15
 Grades 9-12: 9/28 & 2/15

First Grading Period- Sept. 1 – Oct. 27

1st quarter – 46 days

Aug. 21-22 Teacher Workdays
 Aug. 23 Waiver Day
 Aug. 24 First Day of School for Students
 Sept. 4 Labor Day (No School)
 Oct. 4 Virtual Day

Second Grading Period- Oct. 30 - Jan. 12

2nd quarter – 41 days 1st semester- 87 days

Nov. 1 Virtual Day
 Nov. 20-21 Conf. Make-up Days-No School
 Nov. 22-24 Thanksgiving Break
 Dec. 20 Early Release Day
 Dec. 21-Jan. 2 Christmas Break
 Jan. 12 End of 1st Semester

Third Grading Period- Jan. 16 – March 22

3rd quarter – 48 days

Jan. 15 MLK Day (No School)
 Jan. 24 Virtual Day
 Feb. 14 Virtual Day
 Feb. 19 Presidents Day (No School)
 March 13 Virtual Day

Fourth Grading Period- March 26 – May 30

4th quarter – 43 days 2nd semester- 91 days

March 25-29 Spring Break
 May 27 Memorial Day—No School
 May 30 Last Student Day/Early Release
 May 31 Teacher workday

- First/Last Day for Student
- ◊ End of Grading Period
- [] Virtual/Waiver Day
- o Early Release Day
- ☐ No School
- < Teacher Workday – no school for students

If 5 calamity days are used, time will be made up as follows:

- 3 Virtual Learning Days
- Days may be added to the end of the school year

M T W TH F

January, 2024

1	2	3	4	5
8	9	10	11	o12
15	16	17	18	19
22	23	[24]	25	26
29	30	31		

February, 2024

			1	2
5	6	7	8	9
12	13	[14]	15	16
19	20	21	22	23
26	27	28	29	

March, 2024

				1
4	5	6	7	8
11	12	[13]	14	15
18	19	20	21	o22
25	26	27	28	29

April, 2024

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May, 2024

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	o30	<31

June, 2024

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Local Literacy Plan

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

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

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

K-12: A focus on achievement and alignment to Ohio's Learning Standards for English Language Arts grades K-12.

EARLY CHILDHOOD PROVIDER/LEA:

IRN: 046284

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE): 046284.032201

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STAR

ADDRESS: CLARK-SHAWNEE ELEMENTARY

1841 E. POSSUM, SPRINGFIELD, OHIO 45502

LEAD CONTACT: MR. KYLE PHELPS, CAMPUS PRINCIPAL

CEO/SUPERINTENDENT: MR. BRIAN KUHN

DATE: 06/07/2023 (LAST DAY OF SCHOOL YEAR)

SUMMARY AND ACKNOWLEDGEMENTS

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

This local literacy plan has been developed using feedback and input from our Building Leadership Team (BLT). These professionals serve as leaders for our grade level teams, as well as departments within our building. The development of this plan utilizes our funding from Title 1 Federal Programming, funds from the District's General Fund, and funds from the Principal Fundraising account, as well as funding provided by our Parent and Teacher Organization (PTO). Our team participated in self-reflection to understand what are our current practices, assessments, and interventions we use within our classrooms. This reflection process gave our planning team an honest look at the current state of our literacy programming. Our school being in our second year as a building and slowing of Covid, has given our staff an optimistic approach to our Literacy Plan. We feel that our early intervention planning and new diagnostic (NWEA MAP) will provide our students and staff the best opportunity to make ample growth as a building within the measured literacy proficiency scores.

CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

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

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

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

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

Leadership Team Membership

Name	Title/Role	Organization	Email
Kyle Phelps	Campus Principal	Clark-Shawnee Elementary	kyle.phelps@cslocal.org
Amanda Shaffer	Preschool-2nd Principal	Clark-Shawnee Elementary	amanda.shaffer@cslocal.org
Christopher Campbell	3rd-6th Principal	Clark-Shawnee Elementary	christopher.campbell@cslocal.org
Alicia Anstine	Kindergarten BLT member	Clark-Shawnee Elementary	alicia.anstine@cslocal.org
Jill Tincher	1st Grade BLT Member	Clark-Shawnee Elementary	jill.tincher@cslocal.org
Wendy Shaffer	2nd Grade BLT Member	Clark-Shawnee Elementary	wendy.shaffer@cslocal.org
Teresa Balcerek	3rd Grade BLT Member	Clark-Shawnee Elementary	teresa.balcerek@cslocal.org
Jane Hanson	4th Grade BLT Member	Clark-Shawnee Elementary	jane.hanson@cslocal.org
Allison Williams	5th Grade BLT Member	Clark-Shawnee Elementary	allison.williams@cslocal.org

Name	Title/Role	Organization	Email
Amy Haerr	6th Grade BLT Member	Clark-Shawnee Elementary	amy.haerr@cslocal.org
Ashley Hill	Specials Department BLT Member	Clark-Shawnee Elementary	ashley.hill@cslocal.org
Kelly Hale	Intervention Specialist BLT Member	Clark-Shawnee Elementary	kelly.hale@cslocal.org

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

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

This local literacy plan has been developed with the input from our Building Leadership Team (BLT). Each intervention and assessment has structured progress monitoring/benchmarking to measure achievement and growth for all of our students. Communication of this plan will be handled and disseminated by our administration team, as well as our BLT members. Classroom teachers will share academic information about their students with stakeholders within structured meeting times.

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

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

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

- *This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.*

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

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

- *This plan is needed to provide structure to our school to focus on our internal programming. Our Building Leadership Team participated in the reflection process. We identified the weaknesses and strengths of our building. As we analyzed our literacy approach, we were able to identify better ways to service our students and provide strong research based interventions utilizing our current staff.*

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

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

- *Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);*
 - *Ohio's Early Learning Assessment*
 - *Child Outcome Summary (for special need students)*
- *Kindergarten Readiness Assessment:*
 - *Average score for the Building:*
 - *Overall-263.8*
 - *SF-267*
 - *LL-262*
 - *MA-265*
 - *PD-266*
- *Ohio's State Tests in English language arts-Spring 2022 (grades 3-8);*
 - *3rd Grade ELA- 59.6% proficient*
 - *4th Grade ELA- 62% proficient*
 - *5th Grade ELA- 71.3% proficient*
 - *6th Grade ELA- 55% proficient*
- *Ohio's State Tests in other content areas-Spring 2022 (grades 3-8);*
 - *3rd Grade Math- 55.8% proficient*
 - *4th Grade Math- 83.5% proficient*
 - *5th Grade Math 62.8% proficient*
 - *5th Grade Science 73.1% proficient*

- o *6th Grade Math- 59.7% proficient*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
 - o *Acadience Learning (Dibels)-Kindergarten, 1st Grade (assessed fall, winter, and spring)*
 - o *NWEA MAP Growth Reading-2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade (assessed fall, winter, and spring)*
- *Any other assessments, as applicable (curriculum-based measures).*
 - o *Fountas and Pinnell, Benchmark Assessment System (BAS)-Kindergarten, 1st Grade, 2nd Grade, 3rd Grade*
 - o *DSA, Heggerty, CORE (identifying for at risk students/progress monitoring with IS), PAST*

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

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

These factors have been identified as contributing to the underachievement in literacy within our building:

- o *Students missing days of instruction due to the global pandemic, Covid-19*
- o *Teachers/Staff missing days of instruction due to the global pandemic, Covid-19*
- o *Title-1 Tutors being reassigned to be substitute coverage within our building, therefore missing intervention sessions with assigned students*
- o *Intervention specialists being reassigned to be substitute coverage within our building therefore missing intensive tier-3 instruction.*
- o *Merger of three community schools into one Elementary Building*
- o *Co-curricular programs offered during instructional intervention times in the school day*
- o *3rd grade teaching team is self-contained, rather than departmentalized*
- o *Lack of technological resources in K-2.*
- o *Language barriers and lack of ELL resources/services.*

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

The mission for the educators of Clark-Shawnee Elementary is to provide each child with an education that is rigorous, challenging, and developmentally appropriate. Our highly qualified staff provide screenings (Dibels) to students in grades Kindergarten and 1st grade. The goal for our screening process is to identify at-risk students that will benefit from intense, highly researched based interventions. As our team provides interventions (LLI, Reading recovery), our staff will progress monitor the growth of each student and make instructional decisions that best fit the needs of these students. These interventions focus on word recognition and early stages of language comprehension. Our literacy mission utilizes a multi-tiered system of supports to better support our youngest learners and continues into 2nd and 3rd grade with intense support from our Tutoring teams, leaning into LLI programming to focus on language comprehension. These targeted supports help develop reading comprehension skills for our students. This literacy mission for our building aligns with our District Smart Goal of 75% proficiency on state ELA assessment (3rd grade).

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Goal #1:

Grade level teams in grades Kindergarten through 1st grade will analyze Acadience Learning assessment data to determine groups of students that will benefit from intervention services provided by Title 1 tutors, building tutors, and reading specialist teachers.

Goal #2:

Grade level teams in 2nd through 4th grade will analyze NWEA MAP Growth Reading assessment data to determine the groups of students that benefit from intervention services provided by Title 1 tutors, building tutors, and reading specialist teachers. (focused interventions for 5th & 6th Grade ELA & Math)

Goal #3:

Grade level teams in 2nd through 6th grade will analyze NWEA MAP Growth Reading assessment data to guide their instructional plans within their classrooms. These plans will focus on low achieving skills for the entire class, academically group students for common learning paths, allow for teachers to see growth in individual students from the benchmarks throughout the year (fall, winter, spring).

Goal #4:

Classroom teachers will conduct the Benchmark Assessment System (BAS) with the students in the classroom. This assessment will be conducted twice this school year (winter and spring). Using the assessment data collected, teachers will strategically construct reading groups and provide instruction that is developmentally appropriate for these groups of students.

SECTION 6: ACTION PLAN MAP(S)

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

Goal #1 Action Plan Map

Goal Statement: Grade level teams in grades Kindergarten through 1st grade will analyze Acadience Learning assessment data to determine groups of students that will benefit from intervention services provided by Title 1 tutors, building tutors, and reading specialist teachers.

Evidence-Based Practice: Acadience Learning

	Action Step 1	Action Step 2	Action Step 3
Components	Screening of K-1 students	Provide interventions to students based on score reports/progress monitor students growth	
1. Timeline	30 days within the start of school	Fall-winter-Spring	
2. Lead Person(s)	Tutoring team	Tutoring team, classroom teachers	
3. Resources Needed	Acadience documentation booklets	Tutoring hours, space, instructional resources.	
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Provide Acadience Learning training to our tutoring team	Tutors implements instructional decisions made by classroom teachers, based on results from Acadience Learning assessment	
5. Measure of Success	Growth reports provided by	Growth reports provided by Acadience Learning	

Acadience
Learning

6. Check-In/Review Date Fall 2022 Winter/Spring 2023

SECTION 6: ACTION PLAN MAP(S)

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

Goal #2 Action Plan Map

Goal Statement: NWEA MAP Growth-Reading (Tutoring Services)

Evidence-Based Practice: Leveled Literacy Intervention (LLI)

	Action Step 1	Action Step 2	Action Step 3
Components	NWEA MAP Growth Reading Assessments (Grades 2-6)	Progress monitor NWEA MAP Growth Reading Assessments (Grades 2-6)	End of year NWEA MAP Growth Reading Assessments (Grades 2-6)
7. Timeline	Fall 2022	Winter 2023	Spring 2023
8. Lead Person(s)	Classroom Teachers/Admin team/tutors	Classroom Teachers/Admin team/tutors	Classroom Teachers/Admin team/tutors
9. Resources Needed	NWEA MAP assessment LLI System	NWEA MAP Assessment LLI System	NWEA MAP Assessment LLI System
10. Specifics of Implementation (training, coaching, system structures, implementation)	Training Tutoring team to use the LLI system	Grade level teams analyzing MAP Growth reports to decide tutoring needs	Grade level teams analyzing MAP Growth reports to decide tutoring needs

support and leadership structures)	Grade level teams analyzing Growth reports to decide tutoring needs		
11. Measure of Success	Growth Reports for 1st Benchmark	Growth Reports for students, benchmark LLI Progress Monitoring	Growth Reports-End of year, growth measures LLI Progress Monitoring
12. Check-In/Review Date	Fall 2022	Winter 2023	Spring 2023

SECTION 6: ACTION PLAN MAP(S)

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

Goal #3 Action Plan Map

Goal Statement: NWEA MAP Growth-Reading (Instructional Planning)

	Action Step 1	Action Step 2	Action Step 3
Components	NWEA MAP Growth Reading Assessments (Grades 2-6)	Progress monitor NWEA MAP Growth Reading Assessments (Grades 2-6)	End of year NWEA MAP Growth Reading Assessments (Grades 2-6)
13. Timeline	Fall 2022	Winter 2023	Spring 2023
14. Lead Person(s)	Classroom Teachers/Admin team	Classroom Teachers/Admin team	Classroom Teachers/Admin team
15. Resources Needed	NWEA MAP assessment/Training to operate	NWEA MAP Assessment	NWEA MAP Assessment

	assessment system	Professional Development-Growth Reports	
16. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Beginning of the year training for NWEA MAP Admin team supporting teachers during assessment times.	Professional Development for staff to gain knowledge of how to analyze and interrupt Growth Reports	
17. Measure of Success	Growth Reports for 1st Benchmark	Growth Reports for students, benchmark	Growth Reports-End of year, growth measures
18. Check-In/Review Date	Fall 2022	Winter 2023	Spring 2023

SECTION 6: ACTION PLAN MAP(S)

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

Goal #4 Action Plan Map

Goal Statement: Classroom teachers will conduct the Benchmark Assessment System (BAS) with the students in the classroom. This assessment will be conducted twice this school year (winter and spring). Using the assessment data collected, teachers will strategically construct reading groups and provide instruction that is developmentally appropriate for these groups of students.

Evidence-Based Practice: Benchmark Assessment System (LLI)

	Action Step 1	Action Step 2	Action Step 3
Components	Conduct BAS assessment in grades k-3	Conduct BAS assessment in grades k-3	
19. Timeline	Winter 2023	Spring 2023	
20. Lead Person(s)	Classroom Teachers	Classroom Teachers	
21. Resources Needed	BAS Kits	BAS Kits	
22. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Teachers have received training on BAS kits on how to use the assessment kits	Teachers have received training on BAS kits on how to use the assessment kits	
23. Measure of Success	Growth from the Spring 2022 assessment 1-2 levels of growth	Growth from the Spring 2022 assessment 1-2 levels of growth	
24. Check-In/Review Date	Winter 2023	Spring 2023	

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

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

Goal 1: Acadience Learning

Acadience Learning has a reporting website. After each assessment cycle, classroom teachers will enter assessment data into the data portal. These scores are shared with stakeholders throughout the year.

Goal 2: NWEA MAP (Tutoring)

NWEA has a reporting website. After the testing window is closed, teachers are able to access several reports. Teachers can see individual reports, classroom reports, and grade level reports can be shared with each team. These reports can be printed and shared with families during meetings, NWEA has a specific "Family Report" that makes information available and easy to share.

Goal 3: NWEA MAP (Instructional Planning)

NWEA has a reporting website. After the testing window is closed, teachers are able to access several reports. Teachers can see individual reports, classroom reports, and grade level reports can be shared with each team. These reports can be printed and shared with families during meetings, NWEA has a specific "Family Report" that makes information available and easy to share.

Goal 4: Benchmark Assessment System (BAS)-Instructional Planning

The Benchmark Assessment System will be conducted twice this school year (Winter/Spring). Our district has created internal reports systems to document growth of our students from year to year. This assessment data is shared with stakeholders during academic meetings.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

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

Programs that are implemented in our building that promote literacy development:

-Leveled Literacy Intervention-Groups of 3 to 4 students meet with members of our reading support team for 30 minutes

-Reading Recovery:1st grade students that are identified as students to receive Reading Recovery receive 16-20 weeks of 1 on 1 instruction for periods of 30 minutes.

-Orton-Gillingham-Explicit method of teaching reading, writing, and spelling. This approach of instruction can be completed one on one or in small groups.

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

Leveled Literacy Intervention (LLI) ESSA Tier: Strong- LLI is a small-group tutoring model taught by literacy specialists to struggling readers. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between “independent level” texts and more challenging “instructional level” texts, which students may also take back to their classrooms or homes. This intervention mode of instruction allows for larger amounts of students to be serviced while keeping the instructional practices within the readiness of the students in the groups. This intervention pairs with our English Language Arts Curriculum, Fountas and Pinnell. In addition, this intervention allows for our tutoring team to service more students that have similar skill sets.

Reading Recovery ESSA Tier: Strong-Specially trained teachers provide these lowest achieving students daily 30-minute lessons that include fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading. There are two possible outcomes, both positive: students either reach average levels of reading and writing within 20 weeks, or if they do not respond well, they can then be more reliably referred on for additional testing and possible placement in a more intensive instructional setting. This intervention is one of the most intense programs, servicing the lower achieving students in 1st. This timeline allows for students to “recover” and have ample time before the high stakes third grade ELA assessments. This intervention allows our reading specialist teachers to meet with low performing students that have been identified through various assessments and data points. This intervention is conducted during 1st grade and allows for the student to continue to “recover” up to the Spring 3rd grade ELA assessment.

Orton–Gillingham is an evidence-based teaching approach specifically designed to help struggling readers by explicitly teaching the connections between letters and sounds. Students are then taught in small groups with others at similar skill levels. Instructors follow a highly structured approach that teaches skills in a particular order. This order is based on an understanding of how children naturally develop language. This model of instruction allows for students to be serviced in groups to build foundational understanding of letters and sounds.

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

Leveled Literacy Intervention (LLI)-This program focuses on building comprehension skills for younger students. Our tutors that implement this program will meet with students to read literature that is developmentally appropriate for their skill set. Each book/lesson has guided questions and prompts to measure progress of the students.

Reading Recovery-This program focuses on providing tier 3 intervention to students that have been identified as the lowest performing individuals. 1st grade students work on students developing word sense and using these explicitly taught skills and applying the skills to reading texts.

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

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

Our district has participated in various opportunities for Professional Development with a highly-training professional from Fountas and Pinnell. Teachers participated in learning how to use various parts of the English language arts curriculum as well how to implement the Benchmark Assessment System.

Our school has partnered with NWEA to implement MAP Growth Assessment for Math and Reading for the 2022-2023 school year. Within this programming, NWEA will send a trainer to meet with our 2nd-6th teachers to learn about different reports and how to analyze their reports to guide their instructions as well as building tutoring groups.

Our district is in the beginning stages of training our staff to screen students and provide interventions to students that show tendencies of being dyslexic. This training will be provided by the Clark County ESC and will take place during the summer of 2023 and fall of 2023.

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

This year will be our first year to show comparisons and growth using BAS from Fountas and Pinnell. Our district's implementation has been halted by Covid-19 as well as moving into our new school building during the 2021-2022 school year.

NWEA is a new program for our school year, 2022-2023. Moving forward we will be able to compare students' growth from school year to school year. As well as compare grade level achievement and growth from year to year. As we "track" our students, we will be able to identify students that may be considered "at-risk" academically and then focus interventions toward that student population.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

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

Fall 2022:

- Teachers view instructional videos of how to proctor the assessment for NWEA MAP Growth. These four videos gave our staff members knowledge of how to set up the assessment, run reports, and start to use data to guide their instruction.

Winter/Spring 2023:

- Teachers will attend a Professional Development meeting during our Virtual Day in January. This Professional Development meeting will be conducted by a representative from NWEA. This training will focus on analyzing "Student Reports", "Classroom Reports", and the "Learning Continuum". This training will encourage the use of student data to drive instructional decisions and develop tutoring groups for additional interventions.
- Teachers and departments in the building will meet together to discuss their Grade Level English Language Arts Curriculum Maps. These Curriculum Maps guide instructional units for our staff, allow for teachers to review content, pacing, learning targets, and common assessments.

APPENDICES

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