

Reading Achievement Plan

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by December 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans is expected to be longer than 25 pages. All sections of the plan must be completed.

DISTRICT OR COMMUNITY SCHOOL NAME:

Trotwood Madison City Schools

DISTRICT IRN: DISTRICT IRN: 048694

DISTRICT ADDRESS:

Trotwood Madison City Schools

3594 N. Snyder Road

Trotwood, Ohio 45426

PLAN COMPLETION DATE: December 15th, 2025

LEAD WRITERS:

Rachael Murdock, Director of Curriculum and School Improvement

Danielle Byrd, K-5 Curriculum Coordinator

Dr. Kurt Schulze, 6-12 Curriculum Coordinator

Ashley Anderson, Coordinator of Data, Educational Technology, and Assessment

Ohio's Language and Literacy Vision

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

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

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

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

Insert a list of all leadership team members, stakeholders, roles, and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Marlon Howard	Superintendent	District	marlonhoward@trotwood.k12.oh.us
Rachael Murdock	Director of Curriculum and School Improvement	District	rachaelmurdock@trotwood.k12.oh.us
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Ashley Anderson	Coordinator of Data, EdTech, and Assessment	District	ashleyanderson@trotwood.k12.oh.us
Tyrone Nadir	Executive Director of Student Services/SPED	District	TyroneNadir@trotwood.k12.oh.us
Cecily Bursey	Student Services Coordinator	District	cecilybursey@trotwood.k12.oh.us
Aisha Wilburn	PreK-5 SPED Coordinator	District	aishawilburn@trotwood.k12.oh.us
Eddie Sample	6-12 SPED Coordinator	District	eddiesample@trotwood.k12.oh.us
Tamara Rizzo-Sterner	Principal	Early Learning Center	tamararizzo@trotwood.k12.oh.us
Latosha Anderson-Caldwell	Instructional Coach	Early Learning Center	latoshaandersoncaldwell@trotwood.k12.oh.us
Lisa Welton	K-2 Literacy Coach	Early Learning Center	lisawelton@trotwood.k12.oh.us
Tracey Malory	Principal	Madison Park (2nd-3rd)	traceymallory@trotwood.k12.oh.us
Ella Jordan- Isaac	Assistant Principal	Madison Park (2nd-3rd)	ellaisaac@trotwood.k12.oh.us
Maya Dorsey	Instructional Coach	Madison Park (2nd-3rd)	mayadorsey@trotwood.k12.oh.us
Tabitha Hardin	Principal	Westbrook Village (4th-5th)	tabithahardin@trotwood.k12.oh.us
Marie Taylor	Assistant Principal	Westbrook	marietaylor@trotwood.k12.oh.us

		Village (4th-5th)	
Halie Baker	Instructional Coach	Westbrook Village (4th-5th)	haliebaker@trotwood.k12.oh.us
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Brittany Jones	Assistant Principal	Middle School	brittanyjones@trotwood.k12.oh.us
Dorinda Nusum	Instructional Coach	Middle School	dorindanusum@trotwood.k12.oh.us
Michael McCray	Principal	High School	michaelmccray@trotwood.k12.oh.us
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Chevonne Wood	Instructional Coach	High School	chevonnewood@trotwood.k12.oh.us
Candice Teague	ReadOhio Literacy Coach	Early Learning Center	candiceteague@trotwood.k12.oh.us
Rachel Underwood	K-5 EL Teacher	K-5 Buildings	rachelunderwood@trotwood.k12.oh.us
Toni Lindblade	Gifted Teacher	K-12 Buildings	tonilindblade@trotwood.k12.oh.us

SECTION 1, PART B: DEVELOPING, MONITORING, AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

Development of Plan

The TMCS Curriculum Team collaborated to develop the Reading Achievement Plan aligned to the district’s Strategic Plan (including vision and mission) and the district’s One Plan (including goals for student achievement) established by the Board of Education, the Superintendent, and the District Leadership Team. The plan was developed using K-12 ELA formative and summative data, focusing on trends from the last three years to drive decision making.

Monitoring of Plan

The TMCS Reading Achievement Plan will be monitored by the Curriculum Team, Building Administrators, and the District Leadership Team through building and district assessment data. Adjustments will be made based on data trends to ensure that the work stays centered on increasing student achievement. An annual review of the plan will be conducted with

revisions made based on District Goals, Ohio State Testing Data, and Ohio's Plan to Raise Literacy Achievement.

Communication of Plan

The TMCS Reading Achievement Plan will be communicated directly to the Board of Education, District Leadership Team, Principals, Instructional Coaches, and Teachers via email and ParentSquare messaging. It will be communicated with Families and Community Stakeholders via ParentSquare messaging and posting on the district website.

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school.

Trotwood-Madison City Schools' Reading Achievement Plan (RAP) is fully aligned with the district's strategic plan, state-required improvement efforts, and long-term academic goals. The district's strategic plan emphasizes high-quality instruction, data-driven teaching, strong instructional leadership, and the belief that every student can achieve at high levels. These commitments directly support and reinforce the literacy priorities outlined in this plan.

Alignment With District Goals

The RAP directly supports the district's measurable literacy goal of:

Using state report card data, all students in grades 3–10 attending TMCS will increase by 30% in reading/literacy proficiency by June 30, 2027.

This RAP provides the instructional systems, structures, and adult implementation strategies necessary to make progress toward that districtwide target. The analysis of K–3 foundational skills, OST ELA trends, and building-level literacy data informs the actionable goals and action steps in this plan.

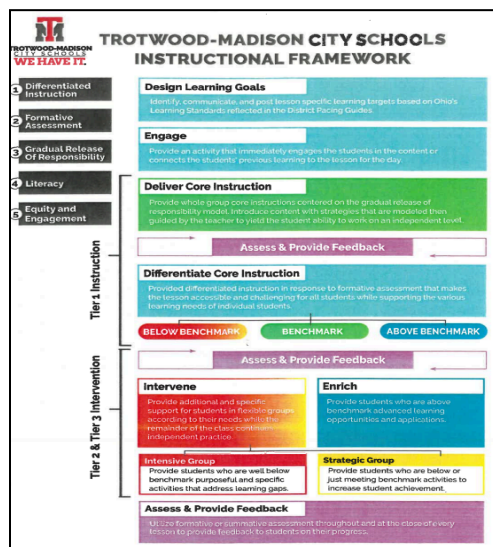
Alignment to District Strategic Priorities

The district's strategic plan emphasizes high-quality instruction, data-driven teaching, strong instructional leadership, and equitable opportunities for every student. The RAP directly supports these priorities by outlining K–12 literacy goals, improving Tier I instruction, strengthening intervention systems, and increasing the use of evidence-based practices aligned to the science of reading.

Alignment to District Initiatives

Several district initiatives directly reinforce the goals outlined in the RAP:

- **Writing Initiative (K–12):** Supports literacy development, comprehension, and vocabulary growth across all content areas.
- **K–3 Literacy Coach:** Ensures consistent foundational skills instruction and alignment between the Early Learning Center (PreK–1) and Madison Park Elementary (2–3).
- **State-Assigned ReadOhio Literacy Coach:** Provides structured literacy-focused coaching and professional learning for K–12 teachers.
- **Teacher Training in the Science of Reading (SOR):** All K–12 teachers participate in ODEW-provided SOR modules to strengthen instructional knowledge and practice.
- **Reading Specialists (1–2 per elementary building):** Continued investment in reading specialists increases targeted small-group instruction, intervention support, and RIMP implementation.
- **K–5 ELA Curriculum with Diversity, Equity, and Inclusion:** The district is implementing a curriculum that reflects culturally responsive and inclusive materials aligned to the science of reading.
- **Instructional Coaches in Every Building:** K–12 coaching support strengthens Tier 1 instruction, provides job-embedded PD, and ensures consistent implementation of district expectations.
- **Completion of RTFI for Each Elementary School:** The Reading Tiered Fidelity Inventory ensures fidelity to MTSS, evaluates system-level strengths, and identifies areas of need to guide literacy improvements.
- **TMCS Instructional Framework:** The framework supports teaching and learning (a graphic representation is below). The Foundations of the TMCS Instructional Framework are the Five Pillars of Instruction: Differentiated Instruction, Formative Assessment, Gradual Release of Responsibility, Literacy, and Equity and Engagement.



Alignment With Existing Improvement Structures

The RAP integrates with the district’s One Plan; District, Building, and Teacher Professional Learning Community (PLC) structures; data cycles; and HQIM implementation efforts. Screening, diagnostics, progress monitoring, and PLC data protocols are embedded within the district’s broader data-driven teaching framework. This ensures the RAP is not a standalone document but an extension of the district’s continuous improvement system.

Overall Alignment

By connecting the district’s strategic priorities, literacy initiatives, and monitoring structures, the RAP ensures a cohesive K–12 approach to improving early literacy, adolescent literacy, writing, intervention systems, and overall reading achievement. The RAP serves as the literacy roadmap that operationalizes the district’s goal of significantly increasing proficiency and supporting improved reading outcomes for every student.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

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

- *The Kindergarten Readiness Assessment,*
- *Ohio’s State Test for English language arts assessment for grades 3-8,*
- *K-3 Reading diagnostics (include subscores by grade level),*
- *The Ohio English Language Proficiency Assessment (OELPA)*
- *The Alternate Assessment for Students with Significant Cognitive Disabilities and*
- *Benchmark assessments, as applicable.*

Trotwood-Madison City Schools conducted a comprehensive analysis of multiple K–12 literacy data sources, including the Kindergarten Readiness Assessment (KRA), K–3 reading diagnostics, DIBELS 8 benchmark assessments, Ohio’s State Test (OST) in English Language Arts for grades 3–8 and ELA II, the Ohio English Language Proficiency Assessment (OELPA), the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), and college/career readiness assessments (ACT/SAT). Multi-year trends reveal persistent early literacy gaps, limited proficiency growth, and a need for stronger Tier I instruction, targeted intervention systems, and aligned foundational reading practices across all grade levels.

KRA Data: Over the past three years, the district has demonstrated significant improvement in kindergarten readiness

Kindergarten Readiness Assessment (KRA)				
Score Category	Score Range Description	23-24	24-25	25-26
Demonstrating Readiness (overall score range 270-298)	Meaning they are entering kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction.	19.8%	17.1%	43.11%
Approaching Readiness (overall score range 258-269)	Will need support to be able to engage with kindergarten-level instruction.	29.9%	37.3%	24.55%
Emerging Readiness (overall score range 202-257)	Will need significant support to engage in kindergarten-level instruction.	50.3 %	45.6%	30.54%

Analysis:

While the 2025–26 cohort shows notable improvement, over 56% of incoming kindergartners continue to enter below full readiness. This indicates persistent gaps in early literacy and numeracy skills, vocabulary, and oral language development prior to kindergarten entry.

K-3 Reading Diagnostic: The following tables show the percentage of students who scored as “On Track” according to the cut scores on alternative assessments for the Third Grade Reading Guarantee established by ODEW, mClass DIBELS 8, NWEA ELA.

Note: In the 24-25 SY, K-3 used MAP ELA for Reading Diagnostic assessments. For the 23-24 SY, K-1 used Acadience Early Literacy Assessment.

K-1 Reading Diagnostic Acadience On-Track	
	23-24
Grade	Fall
Kindergarten	53%
1st grade	41%

K-1 Reading Diagnostic DIBELS 8 On-Track		
	24-25	25-26
Grade	Fall	Fall
Kindergarten	20%	34%
1st grade	40%	33%

2nd -3rd Reading Diagnostic NWEA MAP ELA			
<small>*N/A indicates a different assessment was administered.</small>			
	23-24	24-25	25-26
Grade	Fall	Fall	Fall
Kindergarten	N/A	18%	N/A
1st grade	N/A	25%	N/A
2nd grade	19%	14%	29%
3rd grade	17%	12%	25%

Key Findings:

- Kindergarten On-Track: Increased from 20% (2024–25) to 34% (2025–26).
- Grade 1 On-Track: Slight decrease from 40% to 33%.
- Grade 2 (MAP ELA): Increased from 14% to 29% on-track.
- Grade 3 (MAP ELA): Improved from 12% to 25% on-track

Analysis:

While the proportion of students meeting benchmarks is improving, the majority of students in grades K–3 remain off track for reading proficiency. The data indicate that many students struggle with foundational reading components—particularly phonemic awareness, decoding, and fluency—which impede growth in comprehension and vocabulary.

mClass DIBELS 8 Benchmark Data: The percentage of students scoring below or well below benchmark remains high across grade levels, especially in early literacy measures.

Please Note TMCS used Acadience prior to 2024 SY, and moved to mClass DIBELS 8 2024 SY.

K-6 DIBELS 8 Data					
Percentage of students who scored <u>Well Below</u> or <u>Below</u> Benchmark					
24-25				25-26	Trend
Grade	Fall	Winter	Spring	Fall	Fall to Fall
Kinder	81%	59%	42%	66%	Improvement
First	61%	53%	36%	67%	Substantial improvement during the school year of 24-25. Slight regression(Fall 25)
Second	69%	62%	58%	57%	Improvement
Third	68%	58%	59%	58%	Improvement
Fourth	66%	60%	73%	62%	Improvement
Fifth	66%	66%	61%	69%	Slight regression (Fall 25)
Sixth				82%	Not enough data history

K-1 DIBELS 8 Data- Letter Naming Fluency						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	82%	53%	36%	63%		
First	53%	47%	34%	63%		

K-1 DIBELS 8 Data- Phoneme Segmentation Fluency						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	68%	42%	38%	53%		
First	47%	22%	9%	47%		

K-3 DIBELS 8 Data- Nonsense Word Fluency (NWF), Correct Letter Sounds (CLS)						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	83%	63%	45%	74%		
First	50%	47%	29%	59%		
Second	65%	58%	49%	50%		

Third	66%	55%	53%	55%	
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K-3 DIBELS 8 Data- Nonsense Word Fluency (NWF), Words Read Correctly (WRC)						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	95%	72%	53%	93%		
First	57%	41%	29%	64%		
Second	66%	56%	52%	55%		
Third	68%	59%	49%	61%		

K-3 DIBELS 8 Data-Oral Reading Fluency (ORF), Accuracy (Advance Phonics & Word Attack Skills)						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring

First	71%	77%	56%	84%	
Second	69%	52%	41%	55%	
Third	68%	38%	19%	66%	
Fourth	52%	24%	22%	48%	
Fifth	54%	31%	21%	53%	
Sixth				58%	

K-3 DIBELS 8 Data-Oral Reading Fluency (ORF), Accurate and Fluency Reading						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	24-25			25-26		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
First	70%	64%	50%	77%		
Second	68%	65%	67%	55%		
Third	65%	63%	63%	62%		
Fourth	66%	60%	73%	61%		
Fifth	66%	65%	61%	69%		
Sixth				83%		

Subskill Analysis:

- **Letter Naming Fluency K-1):** 63% of kindergarteners & First graders are below benchmark (Fall 2025–26)
- **Phoneme Segmentation Fluency:** 53% of kindergarteners below benchmark (Fall 2025–26)
- **Nonsense Word Fluency**

- **(CLS):** Across grades K–3, 50%–74% of students remain below benchmark in phonics skills.
- **(WRC):** Across grades K–3, 55%–93% of students remain below benchmark in phonics skills.
- **Oral Reading Fluency**
 - **(Accuracy):** Across grades 1–6, 48%–84% of students remain below benchmark, signaling limited automaticity and decoding proficiency.
 - **(Fluency):** Across grades 1–6, 55%–83% of students remain below benchmark, signaling limited automaticity and decoding proficiency.

Interpretation:

These results reflect significant needs in phonemic awareness, decoding, and automaticity. Students are entering the primary grades without secure foundational reading skills, which impacts fluency and comprehension in later grades.

NWEA Measures of Academic Progress (MAP) 2nd-10th Grade Lo & Lo Average						
	23-24		24-25		25-26	
Grade	Fall	Spring	Fall	Spring	Fall	Spring
2nd Grade	58%	53%	70%	56%	54%	
3rd Grade	72%	48%	60%	51%	54%	
4th Grade	56%	48%	59%	58%	55%	
5th Grade	62%	58%	64%	54%	57%	
6th Grade	70%	66%	66%	71%	62%	
7th Grade	62%	65%	66%	61%	66%	
8th Grade	64%	65%	67%	52%	64%	
9th Grade	67%	60%	65%	30%	54%	
10th Grade	60%	55%	51%	41%	44%	
11th Grade	42%	41%	52%	36%	52%	
12th Grade	67%	40%	56%	N/A	42%	

Analysis

Interpretation:

Grades 2-5 (Elementary)

- **Grade 2-3:** Trend data shows a high percentage (60%-70%) of students entering below grade level in the fall (23-24). Fall of 25 indicated a downward trend, with 54% of students below grade level.
- **Grade 4-5:** data trend remains the same across the years, with no sustained downward trend.

This suggests that foundational reading gaps are not being fully remediated before students exit Grade 3, impacting later comprehension and fluency.

Grades 6-8 (Middle School)

- **Grades 6-8:** 60%+ of students in Low/Low Average in most years.
- Improvements are inconsistent and not sustained year to year, indicating that interventions may be short-term rather than cumulative.

Grades 9-12 (High School)

- Grade 9 shows a dramatic Spring dip (30%) followed by a rebound, suggesting assessment timing or cohort variability.
- Grades 10-12 consistently show students below benchmark (Fall 23-Spr.25).
- Grade 9-12: Fall of 25 shows a downward trend of students below grade-level.

This pattern indicates that reading deficits persist into secondary grades, limiting access to grade-level content across disciplines.

High percentages of students remain in the Low/Low Average bands

- Across most grades, 50% or more of students are consistently identified as Low or Low Average.
- This trend is evident in both elementary and secondary grades, indicating systemic literacy challenges rather than isolated grade-level issues.

NWEA MAP ELA data indicate that a significant proportion of students across grades 2-12 continue to perform in the Low or Low Average ranges, with many grade levels showing declines from fall to spring and inconsistent improvement across years. These patterns suggest that foundational literacy gaps are not being sufficiently addressed early and persist into secondary grades. The data underscore the need for more consistent Tier 1 literacy instruction, targeted interventions across all grade bands, and stronger use of assessment

data to drive instructional adjustments.

Ohio's State Test (OST) in English Language Arts

Percentage of students scoring as proficient or above on the ELA OST:

Grade	22-23	23-24	24-25	Trend
Grade 3	38	39.9	38	Flat
Grade 4	17.1	39	30.8	Increase then decline
Grade 5	36.9	39.3	41.9	Slight upward trend
Grade 6	19.1	17.3	13.8	Decline
Grade 7	29.7	20.8	26.3	Fluctuating
Grade 8	20.3	15.5	19.3	Decline
ELA II	23.2	29.5	32.2	Gradual improvement

Percentage of students scoring in the limited range on the ELA OST:

Grade	22-23	23-24	24-25
Grade 3	40	36.8	36.3
Grade 4	61	40.8	47.8
Grade 5	34.6	32.4	32.6
Grade 6	55.2	47.4	51.7

Grade 7	41.2	50.8	45.8
Grade 8	54.5	59.9	59.7
ELA II	41.4	39	30.1

Percentage of students scoring in the Basic range on the ELA OST:

Grade	22-23	23-24	24-25
Grade 3	21.6	22.9	25.7
Grade 4	21.9	18.3	20.9
Grade 5	27.8	27.5	23.8
Grade 6	25.7	34.2	32.2
Grade 7	29.1	27.2	27.1
Grade 8	25.2	22.7	21
ELA II	28.9	27.5	36.6

Subscore Analysis on the 2025 ELA OST:

Grade	Subscore 1 Informational Text			Subscore 2 Literary Text			Subscore 3 Writing		
	Below Prof.	Near Prof.	Above Prof.	Below Prof.	Near Prof.	Above Prof.	Below Prof.	Near Prof.	Above Prof.
Grade 3	46%	33%	21%	43%	49%	8%	41%	39%	21%
Grade 4	50%	25%	25%	61%	31%	8%	49%	18%	33%
Grade 5	49%	33%	18%	43%	36%	21%	39%	22%	38%

Grade 6	67%	24%	9%	64%	30%	7%	76%	19%	5%
Grade 7	57%	31%	12%	61%	27%	11%	60%	22%	18%
Grade 8	68%	23%	9%	59%	34%	7%	59%	26%	15%
ELA II	54%	30%	15%	48%	38%	14%	60%	18%	22%

***Numbers from the CRS not the state report card**

Analysis:

Although incremental gains are evident in some grades, fewer than half of students across grades 3–8 meet proficiency expectations. The steepest declines occur in grades 6–8, suggesting that foundational reading weaknesses persist and compound over time.

Subscore Analysis (2025 OST): Across grades 3–8, the majority of students scored below proficiency in all three strands:

- Informational Text: 46–68% below proficiency
- Literary Text: 43–64% below proficiency
- Writing: 39–76% below proficiency

These results indicate Writing proficiency is particularly low across all grade levels, and informational text comprehension is a consistent districtwide challenge.

Students Scoring “Limited” on OST

High percentages of students remain in the Limited range, particularly in grades 4, 6, and 8:

- Grade 4: 47.8% limited (2024–25)
- Grade 6: 51.7% limited (2024–25)
- Grade 8: 59.7% limited (2024–25)

This data highlights the urgency for intensive reading interventions, progress monitoring, and explicit instruction in comprehension and fluency strategies.

The Ohio English Language Proficiency Assessment (OELPA)

The Ohio English Language Proficiency Assessment (OELPA)			
	22-23	23-24	24-25
Performance Levels	Spring	Spring	Spring
Emerging	30% (8 Students)	40% (18 Students)	38% (29 Students)

The Ohio English Language Proficiency Assessment (OELPA)

	22-23	23-24	24-25
Performance Levels	Spring	Spring	Spring
Progressing	59% (16 Students)	53% (24 Students)	57% (43 Students)
Proficient	11% (3 Students)	7% (3 Students)	5% (4 Students)

Percentage of students scoring in the limited range on the ELA AASCD:

Grade	22-23	23-24	24-25
Grade 3	No Students Tested	100% (1 Student)	No Students Tested
Grade 4	100% (2 Students)	No Students Tested	100% (1 Student Tested)
Grade 5	No Students Tested	100% (1 Student)	100% (1 Student Tested)
Grade 6	No Students Tested	0%	100% (1 Student Tested)
Grade 7	No Students Tested	100% (2 Students)	No Students Tested
Grade 8	100% (1 Student)	100% (1 Student)	100% (3 Students Tested)
ELA II	33% (1 Student)	100% (1 Student)	No Students Tested

Percentage of students scoring in the Basic range on the ELA AASCD:

Grade	22-23	23-24	24-25
Grade 3	No Students Tested	0%	No Students Tested
Grade 4	0%	No Student Tested	0%
Grade 5	No Students Tested	0%	0%
Grade 6	No Students Tested	0%	0%
Grade 7	No Students Tested	0%	No Students Tested
Grade 8	0%	0%	0%
ELA II	67% (2 Students)	0%	No Students Tested

OELPA results indicate that the majority of English Learners remain at the Emerging or Progressing levels.

AASCD results show:

- Students consistently score in the Limited range in nearly all tested grades.
- Very few students achieve scores in the Basic range.
- No students have scored in the Proficient range in Spring 2023, 2024, or 2025
- One 6th Grade Student Scored Accomplished in Spring of 2024

State-Funded College and Career Readiness Assessments

Districts can choose between administering the SAT or ACT to juniors each spring. The data below reflects a change in vendor selection between 2023 and 2024.

	SAT		ACT		
	Spring 22	Spring 23		Spring 24	Spring 25
Number of Test Takers	119	182	Number of Test Takers	179	215
Reading &	412	406	Reading	13.4	14.8

Writing	(200-800)	(200-800)		(1-36)	(1-36)
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The remediation free score for SAT Reading & Writing is 480; the remediation free score for ACT Reading is 22.

District ACT and SAT results show that very few students meet remediation-free benchmarks. These results confirm that reading comprehension, academic vocabulary, and complex text analysis continue to be areas of concern for high school students.

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

Insert *internal* and *external* factors believed to contribute to low reading achievement in the school district or community school.

Internal factors

- **Inconsistent implementation of high-quality instructional materials (HQIM) in grades 6–12.** Although the district has adopted materials aligned to the Science of Reading, teachers do not consistently use the provided resources or instructional routines as intended due to turnover and limited monitoring of fidelity.
- **Inconsistent data-driven instructional adjustments.** While student data is collected and reviewed regularly, teachers do not consistently make actionable instructional changes (e.g., regrouping, adjusting pacing, reteaching, targeting skills) based on diagnostic and progress-monitoring results.
- **Inconsistent rigorous Tier 1 literacy instruction across K–12.** Instructional practices vary and are not consistently aligned to evidence-based practices such as explicit modeling, systematic foundational skills instruction, and structured vocabulary and comprehension routines.
- **High staff turnover in grades 6–8 ELA.** The low number of returning teachers disrupts instructional continuity and contributes to inconsistent implementation of curriculum and instructional practices.
- **Multiple building transitions across elementary grades (PreK–1, 2–3, 4–5).** Frequent transitions disrupt instructional continuity and make it difficult to align expectations, interventions, teacher collaboration, and literacy progression.

External Factors:

- **Low preschool retention from PreK to Kindergarten** limits early literacy continuity, with only 37.1% of kindergarten students having attended Trotwood preschool. Many kindergarteners enter school without prior exposure to district foundational skills routines or early learning expectations.
- **Significant readiness gaps upon kindergarten entry** impact early literacy outcomes. Only 19% of kindergarteners demonstrate readiness on the KRA, while 50.3% enter at the emerging level. MAP data shows 21% score in the “Lo” range for foundational skills, and only 17% are “On Track” for the Third Grade Reading Guarantee.
- **High economic disadvantage (99%)** affects access to early learning opportunities, literacy materials, and educational enrichment outside of school.
- **Low attendance (87.58%) and high chronic absenteeism (45.7%)** reduce students’ time in foundational skills instruction, intervention, and grade-level ELA learning.
- **High student mobility (14.7%)** disrupts continuity of instruction and reduces consistent exposure to the district’s literacy curriculum and intervention supports.
- **Limited community resources due to a median household income of \$46,442** impact families’ access to early childhood programs, enrichment activities, and literacy supports.
- **A high percentage of single-parent households (64%)** may reduce the amount of time and resources available for consistent at-home reading support.
- **Community poverty rate of 25%**, significantly higher than the state(13%) and national(11%) averages, contributes to reduced readiness and limited literacy-rich environments for children prior to entering school.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

This K–12 root cause manifests differently across grade bands, as reflected in the following grade-level problem statements, which identify specific skill gaps and instructional challenges at each stage of the literacy continuum.

Problem Statement: K-12

Across all grade levels, a significant percentage of students in Trotwood-Madison City Schools are not meeting grade-level reading expectations, as evidenced by district and state assessments. Persistent gaps in foundational literacy skills, reading fluency, and comprehension indicate that students are not making sufficient progress toward grade-level proficiency, resulting in continued underperformance across the K–12 continuum.

K-12 Root Cause:

Across all grade levels, the central root cause is the inconsistent implementation of high-quality, data-driven literacy instruction, compounded by variable teacher capacity, uneven intervention fidelity, and external factors such as low readiness and absenteeism. These systemic issues collectively limit students' progress toward grade-level reading proficiency throughout the K–12 continuum.

Problem Statement: Kindergarten

63% of students in Kindergarten score below proficiency in Letter Naming Fluency as measured by DIBELS Letter Naming Fluency.

53% of students in Kindergarten score below proficiency in Phoneme Segmentation Fluency as measured by DIBELS PSF.

Root Cause:

Inconsistent implementation of Tier 1 phonics instruction, limited fidelity to curriculum materials, variable teacher capacity, and insufficient intervention time have resulted in foundational reading skill gaps for beginning readers.

Problem Statement: First & Second

59% of First grade students score below proficiency in Nonsense Word Fluency as measured by DIBELS NWF-CLS.

63% of First Grade students score below proficiency in Letter Naming Fluency as measured by DIBELS LNF.

50% of Second Grade students score below proficiency in Nonsense Word Fluency as measured by DIBELS NWF-CLS.

Students know letter & letter sounds but struggle with blending

Root Cause:

Inconsistent use of research-based reading practices and data-informed differentiation, coupled with limited teacher capacity in phonics instruction and low expectations, have led to weak decoding and blending skills among early elementary students.

Problem Statement: Third

Students are below proficiency in DIBELS, ELA MAP and OST ELA

Root Cause:

Limited fluency practice, inconsistent instructional pacing and instructional pivoting, and ineffective use of assessment data have prevented students from developing the reading fluency and comprehension skills necessary to perform at grade level.

Problem Statement: 4th-5th

The majority of the students are not performing on graded-level on DIBELS, MAP, and the OST.

Root Cause:

A lack of consistent Tier 1 instructional practices, insufficient differentiation during the literacy block, and varied teacher capacity have hindered students' ability to achieve grade-level reading proficiency.

Problem Statement: 6th-8th

The majority of the students are not performing on grade-level in DIBELS (6th only), MAP, and the OST

Root Cause:

Gaps in vocabulary and background knowledge, combined with uneven instructional rigor and effective teaching strategies, have led to persistent reading comprehension challenges and low performance across middle school grades.

Problem Statement: 9-12

Students are not performing at grade level. This is based on OST and MAP scores.

Root Cause:

Inconsistent application of high-quality instructional strategies, insufficient guided practice, and lack of small group instruction have collectively undermined students' ability to master complex literacy skills required for high school success.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound.

Overarching K–12 Learner Performance Goal

By May 2029, Trotwood-Madison City Schools will increase the percentage of students scoring Proficient or above on the Ohio State Test (OST) in English Language Arts by 30 percentage points across all tested grade bands (Grades 3–5, 6–8, and ELA II), as measured by OST statewide results.

K–3 Early Literacy Performance Goal

By May 2029, Trotwood-Madison City Schools will increase the percentage of students in Kindergarten through Grade 3 meeting or exceeding benchmark expectations on DIBELS 8 early literacy measures (PSF, LNF, NWF-CLS, NWF-WRC, ORF Accuracy/Fluency) by 10 percentage points annually, resulting in a minimum total gain of 40 percentage points from the 2024–2025 baseline.

This includes progress for all students and accelerated progress for students on Reading Improvement and Monitoring Plans (RIMPs).

Grades 4–12 Literacy Performance Goal

By May 2029, Trotwood-Madison City Schools will increase the percentage of students in Grades 4–12 demonstrating on-grade-level reading proficiency by 10 percentage points annually, as measured by DIBELS 8 (Grades 4–6) and/or NWEA MAP Reading (Grades 3–12).

Adult Implementation Goals

Adult Implementation Goal 1 — Curriculum & Instruction

Fidelity (K–12)

By May 2029, 100% of K–12 ELA teachers will implement the district’s newly adopted core literacy curricula (UFLI Foundations in K–3, the myPerspectives in 6–12) with at least 85% fidelity, as measured by classroom walkthroughs, coaching cycles, and fidelity checklist. Grades K-5 adopted & implemented McGraw-Hill Wonders (2023) as a HQIM in the 22-23 school year.

Adult Implementation Goal 2 — Data-Based Decision Making & Intervention Systems (K–12)

Continuing through May 2029, all K–12 teachers will participate in weekly PLC/data meetings and use DIBELS 8 (K–6), NWEA MAP (3–12), UFLI mastery checks (K–3), and district assessments to:

1. Continue to progress monitor students on a RIMP and provide target intervention.
2. Use short-cycle assessment data (K–12) to adjust instruction on a regular basis.

Section 5: Action Plan Map(s) for Action Steps

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

Goal # 1 Action Map-Overarching Goal
Goal Statement: By May 2029, Trotwood-Madison City Schools will increase the percentage of students scoring Proficient or above on the Ohio State Test (OST) in English Language Arts by 30 percentage points across all tested grade bands (Grades 3–5, 6–8, and ELA II), as measured by OST statewide results.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Strengthen early literacy instruction (PreK–Grade 2) and vertically align foundational reading skills through Grade 5 to ensure students enter Grade 3 on track and build the foundational comprehension, vocabulary, and fluency skills necessary for success on the OST.	Strengthen core ELA instruction and text-based writing across Grades 3–12 to improve comprehension, analysis, and evidence-based responses aligned to OST expectations.	Implement districtwide K–12 ELA data cycles through structured Professional Learning Communities (PLCs) to monitor student performance, analyze instructional effectiveness, and make timely adjustments to instruction and intervention.
Timeline	Ongoing through May 2029	Ongoing through May 2029	Beginning Fall 2025-Ongoing through May 2029
Lead Person(s)	K-5 Curriculum Coordinator Elementary Principals Literacy/Instructional Coaches PreK–5 Teachers	Curriculum Dept. Building Principals ELA Teachers (Grades 3–12) Instructional Coaches	Curriculum Dept. District-PLC Building Principals Building- PLC Leaders K-12 ELA Teachers Instructional Coaches

<p>Resources Needed</p>	<p>Evidence-based literacy curricula and instructional resources (e.g., UFLI, Wonders)</p> <p>Vertically aligned foundational skills scope and sequence (PreK–5)</p> <p>DIBELS 8 and other diagnostic/benchmark assessments</p> <p>Professional development time and coaching supports</p>	<p>Standards-aligned ELA curricula and pacing guides</p> <p>Text-based writing frameworks, exemplars, and common rubrics</p> <p>Common formative assessments (CFAs) and interim assessments</p> <p>Professional learning and PLC meetings</p>	<p>Benchmark and common formative assessments</p> <p>OST item analysis tools and released items</p> <p>PLC data protocols and documentation tools</p> <p>Scheduled collaborative PLC time</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Implement consistent, explicit early literacy instruction in PreK–Grade 2 with a focus on phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Vertically align foundational reading expectations and instructional practices through Grade 5 to ensure continuity and coherence as students transition into tested grades.</p> <p>Provide ongoing professional development and instructional coaching to support fidelity of implementation and alignment across</p>	<p>Implement consistent instructional routines for close reading, text-dependent questioning, and writing to sources across all grade bands.</p> <p>Align writing instruction to OST item types, including constructed and extended responses.</p> <p>Use common rubrics and scoring protocols to calibrate expectations and scoring across classrooms and buildings.</p> <p>Provide professional development and coaching focused on lesson internalization,</p>	<p>Use existing K–12 PLC structures as the formal districtwide ELA data-cycle process.</p> <p>PLCs will meet on a consistent cycle (e.g., every week) to review benchmark, CFA, writing, and OST-aligned assessment data.</p> <p>During PLC meetings, teams will analyze data to identify trends, determine skill gaps, and target reteaching opportunities aligned to priority ELA standards.</p> <p>PLC teams will document instructional</p>

	<p>classrooms and buildings.</p> <p>Use screening and progress monitoring data to identify early literacy gaps and provide timely instructional adjustments and targeted support.</p> <p>Monitor instructional consistency and alignment through walkthroughs, coaching feedback, and PLCs.</p>	<p>instructional rigor, and alignment to Ohio’s ELA standards.</p> <p>Ensure Tier 1 instruction reflects the depth, complexity, and language demands of OST expectations.</p>	<p>decisions, reteaching plans, and student groupings and revisit these actions in subsequent meetings to monitor impact.</p> <p>Instructional coaches and administrators will support PLC implementation by facilitating data discussions, ensuring fidelity to protocols, and monitoring follow-through.</p> <p>District leaders will monitor PLC consistency and effectiveness across buildings to ensure sustained progress toward OST proficiency goals.</p>
Measure of Success	<p>Increased percentage of students meeting early literacy benchmarks by the end of Grade 2 and entering Grade 3 on track.</p> <p>Decreased number of students requiring intensive intervention in Grade 3.</p> <p>Positive trends in Grade 3–5 OST ELA proficiency over time, reflecting stronger foundational skills.</p>	<p>Improved student performance on CFAs, interim assessments, and text-based writing tasks.</p> <p>Increased percentage of students scoring Proficient or above on OST ELA across grade bands.</p> <p>Increased consistency in ELA instructional practices across buildings.</p>	<p>Documented instructional adjustments following each PLC cycle.</p> <p>Improved student performance on interim and common assessments.</p> <p>Sustained annual growth toward the 30-percentage-point OST proficiency increase.</p>
Description of Funding	General Fund, Title I, Title II, curriculum and professional	General Fund, Title I, Title II, curriculum and professional	General Fund, Title I, curriculum and professional

	development budgets.	development budgets.	development budgets.
Check-in/Review Date	Quarterly: October, January, March, and End-of-Year (May).	Quarterly: October, January, March, and End-of-Year (May).	

Goal # 2 Action Map-K-3 Literacy Performance
<p>Goal Statement: By May 2029, Trotwood-Madison City Schools will increase the percentage of students in Kindergarten through Grade 3 meeting or exceeding benchmark expectations on DIBELS 8 early literacy measures (PSF, LNF, NWF-CLS, NWF-WRC, ORF Accuracy/Fluency) by 10 percentage points annually, resulting in a minimum total gain of 40 percentage points from the 2024–2025 baseline.</p> <p>This includes progress for all students and accelerated progress for students on Reading Improvement and Monitoring Plans (RIMPs).</p>

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Strengthen explicit, systematic phonological awareness and phonics instruction.	Strengthen daily decoding, word-reading routines, and connected-text fluency practice.	Implement districtwide K–3 literacy data cycles every 6 weeks to drive instruction, targeted intervention, and RIMP progress monitoring using DIBELS 8 and short-cycle assessments.
Timeline	Ongoing through May 2029	Ongoing through May 2029	Ongoing through May 2029
Lead Person(s)	K–5 Curriculum Coordinator Building Principals Literacy Coaches Classroom Teachers	K–5 Curriculum Coordinator Building Principals Literacy Coaches Classroom Teachers	K–5 Curriculum Coordinator Building Principals Literacy Coaches Reading Specialist Classroom Teachers
Resources Needed	UFLI Foundations materials, PA/phonics manipulatives	UFLI decodable texts aligned to phonics patterns,	DIBELS 8 benchmark and progress

	(Elkonin boxes, tiles), DIBELS 8 probes, coaching cycles, progress monitoring schedule	high-frequency word lists, fluency protocols, small-group materials, assessment calendar	<p>monitoring tools</p> <p>Amplify mCLASS reports, UFLI diagnostics, Exact Path, and short-cycle assessments</p> <p>Data protocols and error-analysis templates</p> <p>Time scheduled for grade-level data meetings</p> <p>RIMP templates and guidance</p> <p>Coaching support for instructional adjustments</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Implement daily PA/phonics routines with explicit modeling, guided practice, and cumulative review.</p> <p>Use UFLI scope and sequence consistently across K–3.</p> <p>Literacy & instructional coaches model lessons, provide coaching cycles, and implementation walkthroughs .</p> <p>Weekly mastery checks; biweekly progress monitoring for students on RIMPs.</p>	<p>Daily blending routines (chunking and sound-by-sound reading).</p> <p>Schedule 10–15 minutes of protected connected-text reading using controlled decodable texts.</p> <p>Systematic high-frequency word instruction aligned to phonics patterns.</p> <p>Biweekly DIBELS ORF progress monitoring for students not on track.</p> <p>Coaching support and classroom</p>	<p>Establish a districtwide 6-week literacy data cycle calendar aligned to DIBELS progress monitoring windows.</p> <p>Facilitate structured grade-level data meetings after each cycle to review:</p> <p>DIBELS accuracy, fluency, PSF, LNF, NWF-CLS, NWF-WRC</p> <p>Short-cycle assessment results and classroom observations</p>

	<p>Continue weekly building-level data meetings to review growth and adjust instruction.</p>	<p>walkthroughs with feedback loops.</p>	<p>Growth of students on RIMPs and those below benchmark</p> <p>Use data protocols to determine student needs, adjust phonics/decoding instruction, and regroup students for WIN/intervention blocks.</p> <p>Update RIMP goals, interventions, and progress monitoring frequencies based on student response.</p> <p>Literacy/instructional coaches support teachers in planning instructional adjustments, modeling lessons, and analyzing error patterns.</p> <p>Principals and district leaders track implementation fidelity and ensure consistent follow-through across buildings.</p>
<p>Measure of Success</p>	<p>Increase in DIBELS 8 PSF, LNF, and NWF (CLS/WRC) scores meeting benchmark by 10% annually.</p> <p>Lesson fidelity checks reach 85% or higher across K–3.</p>	<p>Annual 10% increase in students meeting ORF Accuracy and Fluency benchmark.</p> <p>Improvement in word-reading automaticity (NWF-WRC).</p>	<p>Students meet or exceed annual 10% gains toward DIBELS benchmarks.</p> <p>Increased accuracy in targeted intervention for not-on-track students.</p>

	Reduction in the number of students requiring intensive PA/phonics intervention.	Increased time on text and quality of corrective feedback during observations.	<p>Instructional adjustments documented and implemented after each 6-week cycle.</p> <p>Improved growth for RIMP students demonstrated through biweekly progress monitoring.</p> <p>Evidence of consistent districtwide use of data protocols and error-analysis routines.</p>
Description of Funding	General Fund, Title I, and curriculum resources budget.	General Fund, Title I, and curriculum resources budget.	Title I, and district general funds for coaching & assessments.
Check-in/Review Date	Quarterly: October, January, March, and End-of-Year (May).	Quarterly: October, January, March, and End-of-Year (May).	6-week intervals after each data cycle: September, October, December, February, April, and May (End-of-Year).

Goal # 3 Action Map- 4-12 Literacy Performance

Goal Statement: By May 2029, Trotwood-Madison City Schools will increase the percentage of students in Grades 4–12 demonstrating on-grade-level reading proficiency by 10 percentage points annually, as measured by DIBELS 8 (Grades 4–6) and/or NWEA MAP Reading (Grades 3–12).

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Strengthen Tier I reading instruction by establishing consistent, evidence-based literacy structures across all grade levels to ensure fidelity and alignment with research-based instructional practices.	Implement explicit vocabulary instruction strategies across all content areas to strengthen students’ academic language and reading comprehension	Continue to Integrate structured writing tasks that require analysis of texts across English Language Arts, Science, and Social Studies to reinforce comprehension and critical thinking skills.
Timeline	Ongoing through May 2029	Ongoing through May 2029	Ongoing through May 2029
Lead Person(s)	K–5 Curriculum Coordinator 6-12 Curriculum Coordinator Building Principals Literacy Coaches Instructional Coaches Classroom Teachers	K–5 Curriculum Coordinator 6-12 Curriculum Coordinator Building Principals Literacy Coaches Instructional Coaches Classroom Teachers	K–5 Curriculum Coordinator 6-12 Curriculum Coordinator Building Principals Literacy Coaches Instructional Coaches Classroom Teachers
Resources Needed	Science of Reading-aligned instructional materials, professional development modules, observation and fidelity tools,	Professional development sessions, comprehension strategy toolkits, instructional coaching cycles	Writing-to-learn strategy guides, exemplar text sets, rubrics aligned to state standards

	progress monitoring assessments		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Refine PLCs for teachers to analyze student reading data, share best practices, and refine instructional approaches based on assessment outcomes.</p> <p>Enhance PLCs for teachers to analyze student reading data, share best practices, and refine instructional approaches based on assessment outcomes.</p>	<p>Provide districtwide professional development on evidence-based vocabulary instruction methods.</p> <p>Incorporate vocabulary instruction checkpoints in PLC meetings to analyze student work and adjust instruction based on assessment data.</p>	<p>Conduct summer and mid-year professional development on explicit comprehension strategy instruction. - Provide monthly coaching sessions for teachers led by literacy coaches. -</p> <p>Establish an instructional leadership team to monitor implementation fidelity through classroom observations and data reviews.</p> <p>Integrate reading strategy instruction into lesson planning templates across content areas.</p>
Measure of Success	<p>Higher teacher self-efficacy and instructional consistency across classrooms, confirmed through surveys and PLC documentation.</p> <p>Improved student performance on reading benchmarks such as DIBELS 8 and NWEA MAP Reading assessments.</p>	<p>Increased student performance on vocabulary subtests and comprehension items in NWEA MAP Reading.</p> <p>Classroom observations showing consistent use of vocabulary instruction strategies</p>	<p>Improved student performance on written responses and constructed reading tasks.</p> <p>Increased alignment between reading and writing instruction</p>
Description of Funding	General Fund, Title I, Title II, and	General Fund, Title I, Title II, and	General Fund, Title I, Title II, and

	curriculum resources budget.	curriculum resources budget.	curriculum resources budget.
Check-in/Review Date	Quarterly: October, January, March, and End-of-Year (May).	Quarterly: October, January, March, and End-of-Year (May).	Quarterly: October, January, March, and End-of-Year (May).

Goal # 4 Action Map- Adult Implementation
Goal Statement: By May 2029, 100% of K–12 ELA teachers will implement the district’s adopted core literacy curricula (UFLI Foundations in K–3, the myPerspectives in 6–12) with at least 85% fidelity.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	Provide responsive, ongoing professional learning and coaching aligned to teacher needs and curriculum expectations.	Establish a Systematic Monitoring and Feedback Process for Curriculum Implementation
Timeline	Ongoing through May 2029	Ongoing through May 2029
Lead Person(s)	K–5 Curriculum Coordinator 6-12 Curriculum Coordinator Building Principals Literacy Coaches Classroom Teachers	K–5 Curriculum Coordinator 6-12 Curriculum Coordinator Building Principals Literacy Coaches Classroom Teachers
Resources Needed	Coaching schedules and observation tools Digital resource library with model lessons and instructional videos Fidelity rubrics and teacher reflection tools Collaborative planning and coaching debriefs	Fidelity checklists, walkthrough templates, data tracking system, coaching logs, PLC meeting protocols
Specifics of Implementation (Professional	Establish instructional coaching cycles that provide teachers with targeted, just-in-time feedback	Develop and implement a standardized fidelity monitoring

<p>development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>and modeling based on classroom observations and student data.</p> <p>Integrate job-embedded professional development into weekly PLCs to address emerging needs and reinforce effective instructional practices.</p> <p>Use fidelity monitoring data to identify trends and plan differentiated support sessions for grade-level teams and individual teachers.</p> <p>Provide micro-learning opportunities (short, focused training sessions) on key components of UFLI Foundations and myPerspectives as teachers encounter new units or instructional challenges.</p> <p>Develop a support network of coaches and lead teachers to offer peer mentoring and share successful strategies across schools.</p>	<p>system to track curriculum use across grade levels and schools.</p> <p>Conduct regular classroom walkthroughs and coaching observations to gather data on instructional practices and curriculum alignment.</p> <p>Analyze fidelity data in quarterly leadership meetings to identify trends, celebrate strengths, and plan targeted support.</p> <p>Use PLC discussions to review feedback, address instructional challenges, and share successful implementation strategies.</p> <p>Provide teachers with timely feedback and follow-up coaching to reinforce effective instructional practices.</p>
<p>Measure of Success</p>	<p>Documentation of coaching cycles and follow-up support sessions for all K–12 ELA teachers.</p> <p>Increased fidelity scores on curriculum implementation rubrics each semester.</p> <p>Improved teacher self-assessment scores reflecting confidence in curriculum delivery.</p> <p>Growth in student literacy achievement aligned with consistent curriculum use.</p>	<p>Documented improvement in curriculum fidelity scores each semester.</p> <p>Data from walkthroughs and checklists showing consistent use of program components across classrooms.</p> <p>Improved literacy outcomes on district and state assessments as curriculum fidelity increases.</p>

Description of Funding	General Fund, Title I, Title II, and curriculum resources budget.	General Fund, Title I, Title II, and curriculum resources budget.
Check-in/Review Date	Monthly	Monthly

Goal # 5 Action Map-Adult Implementation

Goal Statement: Continuing through May 2029, all K–12 teachers will participate in weekly PLC/data meetings and use DIBELS 8 (K–6), NWEA MAP (3–12), UFLI mastery checks (K–3), and district assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	<p>Teachers will continue to progress monitor students identified on Reading Improvement and Monitoring Plans (RIMPs) using DIBELS 8, NWEA MAP, and UFLI mastery checks (K–3).</p> <p>Teachers will provide targeted, evidence-based interventions aligned with identified skill deficits and document progress toward literacy goals.</p>	All K–12 teachers will enhance their use of short-cycle assessment data to make real-time instructional adjustments.
Timeline	Ongoing through May 2029	Ongoing through May 2029
Lead Person(s)	K–5 Curriculum Coordinator 6–12 Curriculum Coordinator Building Principals Literacy Coaches Instructional Coaches Classroom Teachers	K–5 Curriculum Coordinator 6–12 Curriculum Coordinator Building Principals Literacy Coaches Instructional Coaches Classroom Teachers
Resources Needed	UFLI mastery checks (K–3), intervention lesson materials, RIMP progress monitoring forms, digital data tracking systems, and professional development resources on targeted intervention strategies	Formative assessment tools, data analysis protocols, PLC meeting guides, professional development materials on data-driven instruction, and instructional planning resources

Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Teachers will conduct regular progress monitoring for all students on RIMPs using established assessment schedules (biweekly or as determined by student need).</p> <p>Teachers will conduct regular progress monitoring for all students on RIMPs using established assessment schedules (biweekly or as determined by student need).</p>	<p>Enhance weekly PLC/data meetings where teachers analyze short-cycle assessment results and plan instructional adjustments for upcoming lessons.</p> <p>Principals and instructional leaders will monitor fidelity of data use through classroom observations, participation in PLCs, and review of lesson plans demonstrating responsive instruction.</p>
Measure of Success	<p>All students on RIMPs have documented progress monitoring data updated at required intervals. Increased percentage of RIMP students meeting growth targets on DIBELS 8 and NWEA MAP Reading assessments.</p>	<p>Teachers consistently use short-cycle assessment data to modify instruction, as evidenced by PLC agendas, lesson plans, and walkthrough data.</p> <p>Increased student mastery of grade-level reading standards demonstrated through formative and summative assessment results. Reduction in learning gaps across subgroups due to timely instructional adjustments informed by ongoing data analysis.</p>
Description of Funding	<p>General Fund, Title I, and curriculum resources budget.</p>	<p>General Fund, Title I, and curriculum resources budget.</p>
Check-in/Review Date	<p>Weekly PLC Meetings</p>	<p>Weekly PLC Meetings</p>

Section 6: Process for Monitoring Progress and Implementation of the Plan’s Strategies

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

Trotwood-Madison City Schools will monitor progress toward the Reading Achievement Plan (RAP) goals through a **systematic, districtwide process** that examines both **student performance data** and **adult implementation fidelity**. Monitoring is embedded within existing PLC structures, assessment cycles, and instructional leadership practices to ensure consistent implementation and timely instructional adjustments.

Evidence Collected and Frequency

Student Performance Data

- **DIBELS 8 (K–6):** Universal screening (fall, winter, spring) and biweekly progress monitoring for students on RIMPs
- **NWEA MAP Reading (Grades 3–12):** Fall, winter, and spring benchmark
- **UFLI Foundations mastery checks (K–3):** Weekly
- **Short-cycle assessments (K–12):** Ongoing throughout instructional units
- **Ohio State Test (OST) ELA:** Annual summative outcomes
- **RIMP documentation:** Ongoing monitoring and updates

Adult Implementation Data

- Curriculum fidelity checklists (UFLI K–3; core ELA Grades 4–12)
- Instructional walkthroughs and coaching observations
- PLC agendas, data protocols, and instructional action plans

Monitoring Process and Roles

- **Weekly PLC/Data Meetings (K–12):**
Teachers analyze assessment data to identify trends, target reteaching, adjust instruction, and monitor RIMP progress.
- **Six-Week Data Cycles (K–3):**
Grade-level teams review DIBELS data to evaluate foundational skill growth and intervention effectiveness.
- **Coaching and Walkthroughs:**
Literacy and instructional coaches provide modeling, feedback, and support to ensure fidelity of implementation.
- **Leadership Review:**
Building and district leaders review student and implementation data quarterly to

monitor consistency and effectiveness across schools.

Response When Learners Are Not Progressing

When data indicate insufficient progress:

- Instructional adjustments are made to Tier I and intervention instruction
- Intervention intensity, grouping, or strategies are revised
- RIMP goals and progress monitoring schedules are updated
- Targeted coaching and professional learning are provided
- Leadership teams review trends and allocate additional supports as needed

Continuous Improvement

Monitoring results inform ongoing instructional improvement, coaching priorities, and professional development. This ensures the RAP remains responsive, data-driven, and aligned to evidence-based literacy practices, supporting sustained progress toward district literacy goals.

Section 7: Expectations and Supports for Learners and Schools

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS

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

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

***Under Ohio Revised Code 3313.6028(C), beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists.*

Evidence-Based Literacy Strategies:

Trotwood-Madison City Schools will implement a cohesive set of evidence-based literacy

strategies across all grade levels to address identified learner needs, accelerate growth, and improve K-12 reading outcomes. These strategies are grounded in the science of reading, aligned to the district’s diagnostic and performance data, and intentionally designed to support all students, including those on Reading Improvement and Monitoring Plans (RIMPs). The district will prioritize practices that are systematic, explicit, and implemented with high fidelity.

1. Implement High-Quality Core Instruction Grounded in Structured Literacy

The district will continue to strengthen Tier I instruction through the use of evidence-based foundational reading practices, including explicit and systematic instruction in phonological awareness, phonics, decoding, encoding, oral language, fluency, vocabulary, and comprehension.

How this supports RIMP students:

Students with reading deficits receive consistent access to the same structured literacy routines as their peers, reducing instructional variability and ensuring that RIMP interventions align with core instruction for improved transfer and mastery.

2. Use Universal Screening and Frequent Progress Monitoring to Guide Instruction

Teachers will use Amplify mCLASS DIBELS 8 and NWEA MAP to screen students, diagnose skill gaps, and monitor progress at least every 2–4 weeks for students on RIMPs. Instructional decisions will be informed by real-time assessment data, enabling targeted intervention.

How this supports RIMP students:

Progress monitoring data drives individualized goal-setting and intervention adjustments to ensure reading plans address each student’s skill deficits.

3. Provide Tier II and Tier III Interventions Using Evidence-Based Programs

Students identified as off-track or at risk will receive small-group or one-on-one intervention tailored to their needs using programs such as UFLI Foundations, WIN/WIN+ (Walk-to-Intervention), Rewards, Amplify Boost Reading, and Edmentum Exact Path.

How this supports RIMP students:

RIMP plans identify the specific skill gaps and prescribe an intervention matched to the student’s needs, with frequency and duration aligned to state requirements. Programs are evidence-based and aligned to core instruction, increasing the likelihood of accelerated growth.

4. Strengthen Instructional Practices Through Professional Learning and Coaching

Teachers and interventionists will engage in ongoing curriculum-aligned professional development, and job-embedded instructional coaching. Coaches will model lessons, assist with data analysis, support intervention fidelity, and monitor student outcomes.

How this supports RIMP students:

Professionally supported teachers are more consistent and accurate in delivering skill-based intervention and progress monitoring, increasing RIMP effectiveness.

5. Implement a Walk-to-Intervention Model for Targeted Skill-Based Support

Buildings will use WIN (What I Need) intervention blocks to regroup students across classrooms for targeted skill instruction. This allows for daily intervention aligned to diagnostic data in phonics, fluency, vocabulary, and comprehension.

How this supports RIMP students:

Ensures RIMP students receive intervention at the right level with staff trained to deliver the needed skill-based instruction.

6. Integrate Short-Cycle Assessments to Monitor Mastery of Grade-Level Standards

Ohio's Authoring Tool short-cycle assessments, along with curriculum-embedded checks for understanding, will be used to track mastery of foundational reading and ELA standards.

How this supports RIMP students:

Short-cycle data identifies whether students receiving RIMP interventions are able to apply early literacy skills to grade-level reading tasks, enabling timely instructional adjustments.

7. Ensure Instructional Materials and Technology Support Reading Development

Technology-supported interventions such as Amplify Boost Reading and Edmentum Exact Path provide adaptive practice, reinforcing skills taught in core and intervention settings. Materials used across classrooms mirror evidence-based routines to promote consistency.

How this supports RIMP students:

Students on RIMPs receive additional skill practice aligned to their individual reading plans, increasing time on task and reinforcement of targeted skills.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

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

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

Trotwood-Madison City Schools will ensure that the evidence-based strategies described in Section 7 Part A are implemented effectively, monitored systematically, and continuously improved. Adult implementation will be supported through professional learning, coaching, progress monitoring, and fidelity checks, all aligned to an integrated Multi-Tiered System of Support (MTSS) and ongoing data-based decision-making.

1. Ensuring Effectiveness

The district will provide structured support to ensure staff can implement evidence-based literacy practices with accuracy and consistency. Key components include:

- **High-quality professional development:** Teachers, interventionists, and administrators will participate in training aligned to structured literacy, UFLI Foundations, mPerspectives, mCLASS/DIBELS 8 administration, short-cycle assessment use, and the WIN Walk-to-Intervention model.
- **Instructional coaching and modeling:** Building-based literacy & instructional coaches will support teachers through training, modeling, co-teaching, observation cycles, and individualized feedback. Coaches will focus on strengthening Tier I core instruction and supporting effective delivery of Tier II and Tier III interventions.
- **Curriculum-aligned supports:** Teachers will receive pacing guides, intervention protocols, and progress monitoring guidance to reinforce consistent implementation across classrooms and grade levels.

2. Showing Progress (Measuring and Monitoring Adult Implementation)

Adult implementation will be monitored using data to ensure ongoing progress:

- **Fidelity checks:**
 - UFLI Foundations lesson implementation checklist
 - WIN intervention data tracking
 - mCLASS/DIBELS 8 administration fidelity checks

- Coaching observation forms aligned to district priorities
- **Instructional walkthroughs:** Administrators, Building leadership PLC members, and coaches will conduct monthly walkthroughs using a district-developed look-for tool aligned to evidence-based practices.
- **Data team meetings:**
Grade-level PLCs and building PLCs, along with Principal data chats will meet monthly to review:
 - DIBELS progress monitoring data
 - NWEA MAP benchmark data
 - Short-cycle assessment results
 - RIMP student growth and intervention effectiveness
- **Professional learning evaluation:** PD sessions will include exit tickets, skill implementation expectations, and follow-up observations & coaching to confirm transfer of learning into classroom practice.

These monitoring mechanisms help the district understand not only whether strategies are being implemented, but whether staff practices are improving instructionally over time.

3. Improving Upon Strategies Used in the Prior Two Years

The district will strengthen and refine literacy practices by building on lessons learned from the past two school years:

- **Strengthened vertical alignment in K-5 instructional practices:**
The district identified inconsistencies in how foundational reading skills were taught across grades. This year, Trotwood-Madison is implementing a more vertically aligned K-5 literacy instructional framework grounded in structured literacy, along with a K-3 Literacy Coach. Grade-level teams and coaches now collaborate to ensure that phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension routines progress coherently from kindergarten through grade five. This includes aligned lesson structures, common use of evidence-based practices, consistent terminology, and cross-grade expectations for mastery.
- **Enhanced alignment of Tier I and intervention:**
Previous years showed variability in the connection between core and intervention

practices. The district now ensures that Tier I structured literacy routines (e.g., phonics, decoding, fluency) directly align with Tier II programs such as UFLI Foundations, Rewards, and Exact Path.

- **More consistent monitoring of progress monitoring data:**

The district has now implemented a K–3 literacy coach, alongside the ReadOhio Literacy Coach, to support accurate probe administration and provide coaching to help staff analyze data and make timely instructional adjustments. This ensures that data is consistently collected, reviewed, and acted upon, addressing previous inconsistencies in monitoring and responsiveness.

- **Strengthening of the WIN model:**

Based on prior feedback, buildings improved group placement processes, implemented walk-to-intervention for 2nd and 4th graders to strengthen support for students as they transition between grade-banded buildings.

- **Improved use of short-cycle assessments:**

The district increased use of short-cycle assessments to provide more immediate feedback on skill and standard mastery, allowing teachers to adjust instruction more quickly.

Integration with MTSS, Universal Design for Learning(UDL), and Data-Based Decision-Making

The strategies in Section 7 Part A are embedded within the MTSS framework that includes:

- **Tier I:** High-quality, universally designed structured literacy instruction.
- **Tier II:** Targeted small-group intervention delivered during WIN and aligned to diagnostic data.
- **Tier III:** Intensive intervention using programs designed for significant and persistent reading deficits.

Data-based decision-making is central to MTSS implementation & UDL, providing the why, what, and how to offer, flexible learning & supportive learning environment. Teachers use DIBELS, MAP, short-cycle assessments, and classroom formative data to group students, select interventions, adjust instruction, and monitor RIMP progress.

Support for Educators Implementing Evidence-Based Practices

Educators receive support through:

- Job-embedded coaching
- Lesson modeling and co-teaching
- Professional learning communities (PLCs) focused on literacy data
- Clear intervention protocols and training
- Access to assessment data dashboards

These supports ensure that adult implementation remains strong and consistent across classrooms and buildings.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district addresses the Science of Reading in the professional development plan.

Under [Ohio law](#), all teachers, administrators, speech-language pathologists, and school psychologists are required to complete training in the Science of Reading.

Professional Development Plan

Part A

Complete the table below to provide a plan for each professional development goal; copy table as needed.

Goal #1: Strengthen Structured Literacy Instruction and Fidelity of Core Reading Programs (K–5)	
Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program: UFLI Foundations (K–3) (Tier 1, Tier 2, Tier 3), aligned foundational reading practices through Grade 5	
Data from Needs Assessment Informing Goal: District DIBELS 8 data indicate that 50–93% of students in grades K–3 score below benchmark in foundational reading skills including phonemic awareness, decoding, and fluency. Root cause analysis identifies inconsistent implementation of Tier 1 instruction and variable teacher capacity in structured literacy practices.	
PD Description and Activities	Begin/End Dates

1. UFLI Foundations Implementation Training: Teachers will participate in initial and refresher training on UFLI Foundations instructional routines, lesson structure, and mastery checks, with an emphasis on explicit phonics, decoding, and cumulative review.	Fall 2025 – Spring 2029
2. Job-Embedded Coaching Cycles: Literacy coaches will model lessons, conduct observation-feedback cycles, and support teachers in refining instructional delivery and pacing aligned to UFLI fidelity expectations.	Fall 2025 – Spring 2029
3. PLC-Based Lesson Internalization and Vertical Alignment Sessions: Grade-level and cross-grade PLCs will analyze student data, align foundational skill expectations, and plan instruction to ensure continuity from PreK–Grade 5.	Fall 2025 – Spring 2029
Resources Required: UFLI Foundations materials, DIBELS 8 reports, pacing guides, fidelity checklists, coaching schedules, PLC time	
Staff and/or External Vendor Providing Professional Development: K–5 Curriculum Coordinator, Literacy Coaches, Building Principals, ReadOhio Literacy Coach	
Adult Implementation Data Used to Monitor Goal: UFLI fidelity checklists, coaching observation notes, walkthrough data, PLC documentation	
Student Outcomes Data Used to Monitor Goal: DIBELS 8 benchmark and progress monitoring data, UFLI mastery checks, RIMP growth data	

Goal #2: Improve Data-Driven Instruction and Progress Monitoring Practices (K–12)	
Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program: DIBELS 8, NWEA MAP Reading, UFLI Mastery Checks, Ohio Authoring Tool short-cycle assessments	
Data from Needs Assessment Informing Goal: District data show inconsistent instructional adjustments despite regular assessment administration. Root cause analysis identifies limited use of data to drive regrouping, reteaching, and intervention decisions across grade levels.	
PD Description and Activities	Begin/End Dates

1. PLC Data Protocol Training: Teachers will be trained to use district-adopted PLC data protocols to analyze assessment data, identify trends, and plan instructional responses.	Fall 2025 – Spring 2029
2. Assessment Literacy and Error Analysis Sessions: Coaches and administrators will support teachers in interpreting DIBELS, MAP, and short-cycle assessment results to identify skill-specific gaps and instructional next steps.	Fall 2025 – Spring 2029
3. RIMP Progress Monitoring and Documentation: Training Staff will receive targeted training on aligning interventions, progress monitoring frequency, and documentation requirements for students on Reading Improvement and Monitoring Plans.	Annual
Resources Required: Assessment calendars, data protocols, progress monitoring tools, RIMP templates	
Staff and/or External Vendor Providing Professional Development: Curriculum Coordinators, Data Coordinator, Literacy & Instructional Coaches, Building Principals	
Adult Implementation Data Used to Monitor Goal: PLC agendas, data analysis artifacts, intervention plans, coaching feedback logs	
Student Outcomes Data Used to Monitor Goal: DIBELS 8 progress monitoring, MAP Reading growth, RIMP goal attainment	

Goal #3: Strengthen Literacy Instructional Practices in Grades 4–12	
Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program: myPerspectives ELA curriculum, text-based writing strategies, explicit vocabulary instruction	
Data from Needs Assessment Informing Goal: OST and MAP data show fewer than half of students in grades 4–12 meet proficiency expectations, with particular weaknesses in vocabulary, comprehension, and written responses to text.	
PD Description and Activities	Begin/End Dates

1. Text-Based Writing and Comprehension Training- Teachers will engage in professional learning focused on close reading, text-dependent questioning, and writing to sources aligned to OST expectations.	Fall 2025 – Spring 2029
2. Vocabulary Instruction Across Content Areas-PD will focus on explicit vocabulary routines embedded within ELA, science, and social studies instruction.	Fall 2025 – Spring 2029
3. Instructional Coaching and Walkthrough Feedback-Coaches will support lesson internalization, instructional rigor, and alignment to grade-level standards.	Fall 2025 – Spring 2029
Resources Required: Curriculum materials, exemplar texts, writing rubrics, coaching tools	
Staff and/or External Vendor Providing Professional Development: 6–12 Curriculum Coordinator, Literacy Coaches, Instructional Coaches, Building Principals	
Adult Implementation Data Used to Monitor Goal: Walkthrough data, lesson plans, PLC documentation, teacher self-assessments	
Student Outcomes Data Used to Monitor Goal: OST ELA subscores, MAP Reading growth, writing task performance	

Note: Professional development will include classroom teachers, paraprofessionals, reading specialists, interventionists, instructional coaches, and building administrators.

Professional Development Plan

Part B: Alignment to ESSA High-Quality Professional Learning Criteria

The district’s professional development plan meets ESSA’s six criteria for high-quality professional learning in the following ways:

- Sustained: Professional learning occurs continuously throughout the school year and across multiple years through PLCs, coaching cycles, and recurring training.
- Intensive: PD is focused on discrete, high-impact literacy practices including structured literacy, progress monitoring, and text-based instruction.
- Collaborative: Teachers engage in grade-level, building-level, and district PLCs to

analyze data and refine instructional practice together.

- Job-Embedded: Coaching, walkthroughs, and PLC work are embedded into teachers' daily instructional responsibilities.
- Data-Driven: PD priorities are informed by DIBELS 8, MAP, OST, short-cycle assessments, and RIMP data to ensure responsiveness to student needs.
- Instructionally Focused: All professional learning is aligned to evidence-based literacy practices and directly supports classroom instruction and intervention implementation.

Addressing the Science of Reading in the Professional Development Plan

Trotwood-Madison City Schools addresses the Science of Reading through sustained, job-embedded professional development aligned to evidence-based literacy practices across all grade levels. All educators complete required Science of Reading training as mandated by Ohio law, and this foundational knowledge is reinforced through ongoing district professional learning, coaching, and PLC-based collaboration.

In grades K–3, professional development is grounded in structured literacy through the implementation of UFLI Foundations, with a focus on explicit, systematic instruction in phonological awareness, phonics, decoding, and fluency. Literacy coaches support accurate assessment administration and data-informed instruction using DIBELS 8 to ensure instructional decisions and interventions are aligned to student needs.

In grades 4–12, professional learning emphasizes the application of Science of Reading principles through explicit instruction in fluency, vocabulary, comprehension, and text-based writing across content areas. Ongoing coaching, PLC data analysis, and fidelity monitoring ensure that Science of Reading practices are consistently implemented and refined based on student performance data.

Through sustained training, coaching, and data-driven implementation, the district ensures that Science of Reading principles are embedded in daily instruction, intervention systems, and continuous improvement efforts to improve reading outcomes for all students, including those on Reading Improvement and Monitoring Plans.

Appendices

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

Amplify Boost Reading (K–2)

Boost Reading is an adaptive digital program that builds foundational literacy skills through personalized practice and targeted feedback. It supports decoding, phonics, vocabulary, and comprehension while engaging students in mastery-based tasks.

Amplify mCLASS DIBELS 8 (K–6)

mCLASS DIBELS 8 is an Ohio-approved diagnostic screening and progress-monitoring tool that provides reliable data on foundational reading skills. It helps educators identify risk levels, monitor growth, and personalize instruction for students on Reading Improvement and Monitoring Plans (RIMPs).

Edmentum ELA Exact Path (Grades 3–12)

Exact Path is an adaptive learning platform that provides individualized reading pathways based on diagnostic data. It targets specific skill gaps across reading domains and delivers lessons, practice, and progress-monitoring to support remediation and accelerate growth.

Foundational Skills

Core early reading skills including phonemic awareness, phonics, fluency, and decoding that support comprehension development.

NWEA ELA MAP Growth (2nd–12)

MAP Growth is a nationally normed, adaptive assessment that measures students' reading achievement and growth over time. It provides detailed insights into student strengths and areas of need, informing teacher instruction, goal-setting, and progress monitoring.

Ohio Authoring Tool – Short Cycle Assessments (Grades 3–12)

The Ohio Authoring Tool allows teachers to create standards-aligned short-cycle assessments that measure mastery of reading, writing, and language standards. These quick-turn assessments provide timely feedback that supports instructional adjustments and drives data-informed decision-making.

PLC (Professional Learning Community)

A collaborative team structure in which educators regularly analyze data, plan instruction, and monitor student progress.

Progress Monitoring

Ongoing assessment used to evaluate student response to instruction or intervention and guide instructional adjustments.

REWARDS Intermediate and Secondary (Grades 4–8)

REWARDS is an intervention designed to improve accuracy, fluency, and comprehension for struggling readers. It explicitly teaches multisyllabic word reading strategies, helping students decode grade-level text more efficiently and increasing overall reading confidence.

UFLI Foundations (K–3 all Tiers) (Grades 4–5 Tier 2 & Tier 3)

UFLI is a structured literacy program grounded in the science of reading. It provides systematic, explicit instruction in phonemic awareness, phonics, decoding, and high-frequency word recognition. Materials ensure consistent instructional routines and strong foundational reading skills for early learners.

Walk-to-Intervention (Grades 2–4)

Walk-to-Intervention is a schoolwide, tiered intervention block in which students are grouped by specific reading skill needs. During this protected time, all staff deliver targeted instruction using evidence-based practices to accelerate growth and provide timely support aligned to UFLI placement assessment and DIBELS 8 data.

WIN (What I Need) ELA Intervention (K–8)

WIN is a dedicated intervention block designed to provide small-group, targeted literacy support based on individual student needs. Instruction focuses on specific skill deficits—including phonics, fluency, vocabulary, and comprehension—using data from diagnostics and progress monitoring to ensure precise, timely intervention aligned to UFLI placement assessment and DIBELS 8 data.