



BERKSHIRE LOCAL LITERACY PLAN

Birth through Grade 12

DISTRICT/COMMUNITY SCHOOL/EARLY CHILDHOOD EDUCATION PROGRAM

NAME: Berkshire Local Schools

IRN: 047167

STEP UP TO QUALITY RATING (IF APPLICABLE): Gold Rating

ADDRESS: 14155 Claridon Troy Road, Burton, Ohio 44021

PLAN COMPLETION DATE: June 2026

LEAD WRITERS: Vanessa Povozaev, Ed.D., Director of Early Care and Workforce Programs; Sonya Morris, PK-12 Literacy Specialist

CONTENTS	
Section 1: Leadership Team, Stakeholders, Development Process and Plan for Monitoring Implementation	2
Section 1, Part A: Leadership Team Membership and Stakeholders	2
Section 1, Part B: Developing, Monitoring, and Communicating the Local Literacy Plan	4
Section 2: Alignment Between the Local Literacy Plan and Overall Improvement and Equity Efforts	9
Section 3: Needs Assessment	15
Section 3, Part A: Relevant Learner Performance Data	15
Section 3, Part B: Internal and External Factors Contributing to Underachievement in Reading	18
Section 3, Part C: Root Cause Analysis	20
Section 4: Literacy Vision and Mission Statement(s)	22
Section 5: Measurable Learner Performance Goals and Adult Implementation Goals	26

Section 6: Action Plan Map(s) for Action Steps	33
Section 7: Process for Monitoring Progress and Implementation of the Plan’s Strategies	40
Section 8: Expectations and Supports for Learners and Schools	41
Section 8, Part A: Strategies to Support Learners	41
Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies (Strategies to Support Adult Implementation)	42
Section 8, Part C: Staffing and Professional Development Plan	43
Appendices	45

Introduction

The Berkshire Local School District Literacy Plan serves as a comprehensive framework for ensuring that all students develop the language and literacy skills necessary to become successful learners, effective communicators, critical thinkers, and responsible citizens. Literacy is foundational to student success across all academic disciplines and is essential for college, career, military, and workforce readiness. Through this plan, Berkshire Local School District reaffirms its commitment to providing equitable access to high-quality literacy instruction and intervention through evidence-based practices, continuous improvement, and collaborative partnerships among educators, families, and the community.

The development of this plan was guided by **Ohio's Plan to Raise Literacy Achievement (OPRLA)** and informed by Berkshire's Strategic Plan, district needs assessments, student achievement data, literacy screening and diagnostic results, implementation data, and stakeholder feedback. The plan aligns with the district's mission to *encourage lifelong learning, inspire students' highest achievement, and prepare critical thinkers who embody leadership, character, and citizenship* while supporting the vision of becoming a premier school district recognized for dynamic student-centered learning, innovative pathways for future readiness, collaborative partnerships, and student success.

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

Section 1, Part A: Leadership Team Membership and Stakeholders

Name	Title/Role	Location	Email
------	------------	----------	-------

Dr Vanessa Povozahev	Director of Early Care and Workforce Programs	Berkshire Local	vanessa.povozahev@berkshireschools.org
Jon Franks	Principal	Berkshire High	jon.franks@berkshireschools.org
Mandy Randles	Principal	Berkshire Middle	mandy.randles@berkshireschools.org
Heather Giel	Principal	Berkshire Elementary	heather.giel@berkshireschools.org
Sonya Morris	PK-12 Literacy Specialist	Berkshire Local Schools	sonya.morris@berkshireschools.org
Kristen Hendl	Lead Speech and Language Pathologist PK-12	Berkshire Local	kristen.hendl@berkshireschools.org
Suzanne Fletcher	School Psychologist	Berkshire Local	suzanne.fletcher@berkshireschools.org
Heather Frank	School Psychologist	Berkshire Local	heather.frank@berkshireschools.org
Stephanie Franks	Gifted Coordinator, HS Social Studies Teacher	Berkshire Local	stephanie.franks@berkshireschools.org
Lynn Hunter	ELA Department Chair, HS ELA Teacher	Berkshire High	lynn.hunter@berkshireschools.org

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

How the Team Developed the Plan (Evidence-Based Language and Literacy)

The Berkshire Local School District Literacy Leadership Team developed this plan through a comprehensive review of district literacy data and current instructional practices. The team analyzed multiple sources of student achievement data, including the Reading Tiered Fidelity Inventory (RTFI), Kindergarten Readiness Assessment (KRA), mCLASS/DIBELS literacy screening data, progress monitoring results, Ohio State Test performance, End-of-Course assessments, and longitudinal achievement trends. The team also reviewed implementation data related to Science of Reading training, curriculum implementation, MTSS processes, and intervention effectiveness. Through this analysis, the district identified strengths, gaps, and priority areas for improvement to ensure all students have access to evidence-based literacy instruction aligned with Ohio's Plan to Raise Literacy Achievement.

Ohio's Plan to Raise Literacy Achievement (OPRLA) serves as the framework for Berkshire Local School District's literacy improvement efforts. The district's goals, implementation strategies, and monitoring systems along with Ohio's Plan to Raise Literacy Achievement (OPRLA) serve as the foundation for Berkshire Local School District's literacy improvement efforts. The district's goals, implementation strategies, and monitoring systems align with the priorities identified in OPRLA, including evidence-based language and literacy practices, effective implementation, and enabling conditions that support literacy success for all learners.

Specifically, this plan supports the key components of OPRLA through:

- Evidence-based language and literacy instruction
- Structured Literacy practices
- Shared leadership and continuous improvement
- Multi-Tiered Systems of Support (MTSS)
- Educator capacity building
- Family partnerships
- Community collaboration
- Data-based decision making

The district recognizes that improving literacy outcomes requires more than high-quality instruction alone. Success depends on the effective implementation of evidence-based practices within supportive systems that foster collaboration, continuous improvement, and equitable opportunities for all learners. Therefore, this plan establishes a comprehensive approach that integrates student achievement goals, adult implementation goals, professional learning, family engagement, and community partnerships.

Data Summary

Initial analysis revealed several key trends:

- Early literacy screening data indicates a significant percentage of students continue to require additional support in foundational literacy skills.

- State assessment data demonstrates achievement gaps across grade levels and student subgroups.
- Growth measures show inconsistent progress among students receiving interventions.
- Fidelity data identified opportunities to strengthen implementation of structured literacy practices and intervention systems.
- Staff professional learning has increased district capacity in the Science of Reading, creating a strong foundation for continued improvement.

Additional disaggregated data and subgroup analyses will be included throughout the needs assessment section of this plan to further inform goals and action steps.

How the Team Will Monitor the Plan (Effective Implementation)

The Literacy Leadership Team will monitor implementation and outcomes through a continuous improvement cycle focused on fidelity, student performance, and educator capacity. Monitoring will occur through:

- Annual administration of the Reading Tiered Fidelity Inventory (RTFI).
- Universal screening and progress monitoring using district-approved assessment tools.
- Analysis of benchmark, formative, and summative assessment data.
- Review of Ohio State Test and End-of-Course assessment results.
- Monitoring student growth and intervention effectiveness.
- Building-level MTSS and Teacher-Based Team data reviews.
- Classroom observations and instructional walkthroughs focused on structured literacy practices.
- Professional development implementation checks and coaching feedback.

The District Leadership Team, Building Leadership Teams, and Literacy Committee will review implementation data quarterly and make adjustments as needed to ensure the plan remains responsive and effective.

How the Team Will Communicate the Plan

Berkshire Local Schools recognizes that successful literacy improvement requires collaboration among educators, families, community partners, and district leaders. Progress toward literacy goals will be communicated through:

- Board of Education presentations and reports.
- District Leadership Team meetings.
- Building Leadership Team meetings.
- Teacher-Based Team data discussions.
- Professional learning sessions and staff meetings.
- District newsletters and website updates.

- Family engagement events and parent communications.
- Community presentations and stakeholder updates.

Regular communication will ensure transparency, foster shared ownership, celebrate successes, and maintain alignment between literacy initiatives and district improvement efforts. The district will use feedback from stakeholders to continuously strengthen implementation and support literacy achievement for all learners.

Success Statement

Berkshire Local Schools believes that sustainable literacy improvement occurs when evidence-based language and literacy practices are implemented with fidelity within a supportive and collaborative system.

Evidence-Based Language and Literacy × Effective Implementation × Enabling Context = Improved Literacy for All

This equation will serve as the foundation for decision-making, implementation, monitoring, and continuous improvement throughout the literacy plan.

Plan Development

Berkshire has developed a comprehensive literacy plan using a data-driven approach led by the District Leadership Team (DLT) and the Literacy Committee. Utilizing a variety of data sources, including the Reading Tiered Fidelity Inventory (RTFI), the Kindergarten Readiness Assessment (KRA), Reading Diagnostic Screeners, Progress Monitoring Data, Ohio State Tests, and longitudinal data, the team conducted a thorough analysis to identify areas for improvement.

In alignment with Ohio's Plan to Raise Literacy Achievement, the district has shifted its instructional methodology to the Science of Reading through extensive professional development in grades pre-K through 12. Administration received targeted training on the Science of Reading. In addition, all intervention and literacy specialists completed intensive training using AIM Pathways to Proficient Reading, Wilson Reading, and/or Science of Reading Pathways.

As required by State law, all preschool through twelfth grade staff and administrators have been trained in the Science of Reading to ensure they possess the necessary knowledge and skills to implement high-quality instruction in literacy. The district used the RTFI to identify instructional gaps and align curricular materials and strategies with evidence-based literacy practices. This work led to the development of targeted literacy interventions and progress monitoring practices that support students at all levels of reading proficiency.

Incorporating a Multi-Tiered System of Supports (MTSS) further supports students, providing differentiated instruction and intervention based on targeted skills and regular student data analysis. MTSS coordinators at each building level collaborate with district leaders and State Support Team 4 (SST4) to align processes and improve achievement. Through these efforts, the district aims to enhance literacy outcomes, promote equitable learning opportunities, and ensure all students receive the support they need to become proficient readers.

Plan Monitoring

Berkshire Local School District has begun implementing a comprehensive monitoring system to track progress in the literacy plan, utilizing multiple data sources and feedback systems:

- **Reading Tiered Fidelity Inventory:** The district will utilize the RTFI yearly to identify areas of improvement and track the success of implemented strategies. It will serve as a living document, regularly reviewed and adjusted based on data insights.
- **Assessment Data:** Ongoing assessments, including formative and summative evaluations, will provide critical insights into student literacy performance. This data will help educators identify trends, adjust instruction, and implement targeted interventions.
- **Student Growth Data:** By analyzing student growth data over time, the district can measure the effectiveness of instructional strategies and interventions. This information will help determine if students are making adequate progress and guide instructional adjustments.
- **Universal Screener:** The district will administer universal screeners to identify students at risk for reading difficulties early in the learning process. These screenings will inform intervention efforts and ensure timely support for struggling learners.
- **Graduation Data:** Tracking graduation rates and literacy-related coursework completion will help evaluate the long-term impact of the literacy plan. This data will provide insights into whether early literacy interventions contribute to overall academic success.
- **State Tests:** Results from Ohio State Tests will serve as a benchmark for measuring student proficiency and literacy progress across grade levels. These standardized assessments will help identify achievement gaps and areas requiring additional support.
- **Teacher Feedback:** Educator input will be gathered through surveys, meetings, and professional learning communities to assess the effectiveness of instructional strategies and literacy interventions. Teachers' firsthand observations will guide continuous improvements in literacy instruction.
- **Development and Monitoring:** Berkshire Local School District will monitor the literacy plan through ongoing review of student achievement data, implementation fidelity measures, universal screening results, progress monitoring data, Ohio State Test performance, student growth measures, and teacher feedback. Data will be reviewed regularly by district and building leadership teams to evaluate effectiveness, identify areas for improvement, and make adjustments to instruction and intervention practices. This continuous improvement process will ensure the literacy plan remains data-driven, responsive, and focused on improving outcomes for all learners. BLS has identified stages of implementation across grade bands to ensure professional learning and coaching supports are aligned to educator needs. Preschool through Grade 2 is in the **Ongoing Implementation** stage, characterized by full curriculum implementation, continuous coaching, and reflective practices. Grades 3-5 are in the **Initial Implementation** stage, focused on building educator capacity following the adoption of High-Quality Instructional Materials (HQIM). Grades 6-8 and 9-12 are in the **Installation** stage, emphasizing foundational training, immersion in structured literacy practices, and systems development. Professional development and coaching support will be differentiated based on these implementation stages and delivered through workshops, job-embedded coaching, professional learning communities, collaborative team structures, and leadership support to ensure effective implementation of evidence-based literacy practices.

Plan Communication

The Berkshire Local School District Literacy Plan will be communicated through a strategic and multi-tiered approach to ensure all educators, stakeholders, and community members remain informed and engaged. The district will utilize various communication channels tailored to each audience:

- **Board of Education:** The literacy plan and progress updates will be shared with the Board of Education to ensure transparency, accountability, and alignment with district goals.
- **Public:** To engage the broader community, the district will share the literacy plan through public meetings, newsletters, the district website, and social media platforms. These efforts will help inform residents about literacy initiatives and encourage community support.
- **District Leadership Team (DLT):** The DLT will receive regular, detailed reports on the implementation and impact of the literacy plan. Meetings will be held to analyze data, discuss challenges, and refine strategies to ensure alignment with district goals.
- **Building Leadership Teams (BLT):** Each school's BLT will receive targeted training and updates on the literacy plan's progress. These teams will be responsible for communicating key elements of the plan to staff and ensuring its effective implementation at the building level.
- **Teacher-Based Teams (TBT):** Teachers will engage in collaborative discussions within their TBTs to review data, share best practices, and refine instructional approaches aligned with the literacy plan. Professional development sessions and staff meetings will reinforce these efforts.
- **Parents:** Families will be informed about the literacy plan through parent-teacher conferences, newsletters, school websites, and family engagement events. The district will provide resources and guidance on how parents can support literacy development at home. Through these targeted communication efforts, Berkshire Local Schools aims to foster collaboration, ensure accountability, and create a shared commitment to improving literacy outcomes across the district.

Success

Evidence-Based Language and Literacy × Effective Implementation × Enabling Context = Improved Literacy for All

This equation serves as the foundation of Berkshire Local School District's literacy improvement efforts. The district's literacy plan is grounded in the Science of Reading and Structured Literacy practices and is supported through ongoing professional learning, implementation monitoring, and collaborative leadership structures. Resources, guidance documents, and implementation supports will be maintained through district literacy toolkits and department websites to ensure consistent access for staff and stakeholders.

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

The Berkshire Local Literacy Plan is aligned to Ohio's Plan to Raise Literacy Achievement and the Science of Reading. The District Leadership Team developed the plan through a review of literacy achievement data, implementation fidelity measures, needs assessments, and stakeholder feedback. The plan aligns literacy goals, instructional practices, intervention systems, professional learning, and family engagement efforts within the district's overall continuous improvement process.

Berkshire's literacy framework reflects Ohio's Theory of Action and is organized around five interconnected strands:

- Shared Leadership
- Multi-Tiered System of Supports (MTSS)
- Educator Capacity
- Family Partnerships
- Community Collaboration

Together, these strands create the conditions necessary to implement evidence-based literacy practices with fidelity and improve literacy outcomes for all learners.

The district's Theory of Action is aligned to Appendix B of Ohio's Plan to Raise Literacy Achievement and serves as the foundation for literacy planning, implementation, monitoring, and continuous improvement.

Theory of Action for Berkshire Local School District

Strands of Action	If Berkshire Local School District...	Then...	Then...	Then...
Leadership	Invests in building the capacity of leaders and systems to promote evidence-based language and literacy instruction for all learners.	Through shared instructional leadership, the district will identify and implement proven, evidence-based practices to provide reading instruction and interventions to all learners.	More learners, including disadvantaged ones, will become proficient readers.	More disadvantaged learners will graduate ready for college, careers, and/or independent living.

Multi-tiered System of Supports	Creates a coherent multi-tiered system of supports network at the district, school, and classroom levels to provide continuous support for implementing evidence-based instruction,	The district will thoroughly implement multi-tiered systems of support, with fidelity, so all learners receive appropriate academic and behavioral supports.	Improved academic and behavioral supports will lead to targeted interventions and promote closing achievement gaps for students performing below benchmark.	
Educator Capacity	Builds the capacity of: - Birth to kindergarten-entry educators to develop emergent literacy skills, and - Preschool to grade 5 teachers to deliver high-quality reading instruction and data-driven interventions, and - Middle school and high school educators to deliver high-quality reading instruction and data-driven interventions across content areas, and - All educators to implement culturally responsive instructional practices.	All learners, including disadvantaged ones, will have access to high-quality instruction with interventions designed to meet their individual needs.		
Family Partnerships	Promotes continuous family engagement and family partnerships to support language and literacy development.	Families will be better equipped, more engaged partners in their children’s language and literacy development.		
Community Collaboration	Coordinates local community partnerships among agencies providing services to learners to support language and literacy development.	More learners will experience language-rich, literacy-based environments outside school.		

The Berkshire Local Literacy Plan is intentionally aligned with the district's mission, strategic priorities, Graduate Profile, Continuous Improvement Plan (CCIP), Ohio Improvement Process (OIP), Multi-Tiered System of Supports (MTSS), and Ohio's Plan to Raise Literacy Achievement. Literacy is foundational to student success and directly supports Berkshire's mission of maximizing each student's potential as an individual and responsible citizen.

How does this plan fit into our overall district plan, strategic goals, and Graduate Profile?

The Local Literacy Plan serves as a core component of Berkshire's overall improvement framework. Strong literacy skills support all areas of learning and are essential to developing the competencies identified in the Berkshire Graduate Profile, including communication, critical thinking, collaboration, creativity, innovation, and civic responsibility. The plan supports district strategic goals by improving student achievement, strengthening educator capacity, increasing equitable access to high-quality instruction, and preparing students for success in college, careers, and life.

Does this plan connect to community improvement efforts and collaborative initiatives?

Yes. The Literacy Plan aligns with Berkshire's commitment to family engagement, community partnerships, and collaborative decision-making. The district works closely with families, community organizations, regional educational partners, and State Support Team 4 to strengthen literacy outcomes. Community partnerships, early childhood programs, and family literacy supports help extend literacy learning beyond the classroom and create language-rich environments that support student success.

How was the plan developed?

The District Leadership Team developed the plan through a comprehensive needs assessment process utilizing multiple sources of data and stakeholder input. Existing district improvement plans, literacy initiatives, and implementation efforts were reviewed to ensure alignment and coherence across all systems.

What data and information informed the plan?

The Literacy Leadership Team reviewed and analyzed multiple data sources, including:

- Ohio School Report Card data
- Secure Data Center reports
- Universal screening and diagnostic assessments
- Classroom and progress monitoring data
- Decision Framework results
- Ohio Improvement Process (OIP) data
- Existing building and district improvement plans
- MTSS implementation data
- Local demographic and census information
- Stakeholder feedback and needs assessments

These data sources were analyzed by grade level and student subgroups to identify trends, strengths, areas of need, and opportunities for improvement.

How does the plan align with other district improvement efforts?

Berkshire utilizes a "One Needs Assessment, One Plan" approach to continuous improvement. The Local Literacy Plan is integrated with district and building improvement plans, MTSS implementation, dyslexia supports, school-wide reading plans, early literacy initiatives, professional learning systems, and the district CCIP. This alignment ensures that resources, leadership structures, implementation supports, and monitoring systems work together toward common goals rather than operating as separate initiatives.

How does the plan support Ohio's literacy priorities?

The plan is aligned to Ohio's Plan to Raise Literacy Achievement and the Science of Reading. Specifically, it supports Ohio's vision for:

- Evidence-based literacy instruction
- Structured Literacy practices
- Learning standards alignment
- Assessment and progress monitoring systems
- Quality preschool and early literacy programming
- Third Grade Reading Guarantee requirements
- Dyslexia identification and intervention
- Systemic continuous improvement processes

The district incorporates the Simple View of Reading and evidence-based literacy practices to ensure instruction addresses both word recognition and language comprehension, leading to improved reading outcomes for all students.

Continuous Improvement Process

The Literacy Plan follows Berkshire's continuous improvement cycle:

Identify Needs → Research → Plan → Implement → Monitor → Reflect → Adjust

This process allows the district to continuously evaluate implementation and student outcomes, making data-informed adjustments to improve effectiveness and sustainability.

Equation for Success

Berkshire's literacy work is guided by Ohio's Equation for Success:

Evidence-Based Language and Literacy × Effective Implementation × Enabling Context = Improved Literacy for All

This equation serves as the foundation for literacy planning, implementation, monitoring, and continuous improvement across the district.

Berkshire Local Schools has a mission of “maximizing each student’s potential as an individual and responsible citizen.” The philosophy of education leading the district focuses on academic excellence and a respect for learning. The district supports a comprehensive curriculum that cultivates skills, fosters intellectual curiosity, and exposure to a variety of disciplines as students develop as individuals and responsible citizens. The philosophy commits the district to develop educators through continuing professional development promoting a culture of growth in expertise of both content and strategies for effective instructional practices.

In addition, Berkshire Local Schools developed a Graduate Profile through professional and community collaboration as a part of the PRIME initiative. This profile stands as a guiding ideology for educational movement in the district. The Berkshire Graduate Profile is based on five pillars of development: critical thinking/problem solving, civic responsibility, communication, collaboration, and creativity/innovation. Our Local Literacy Plan supports the Graduate Profile in a wide range of development through building teacher capacity, not only in language courses, but also with regard to content area reading, writing, speaking, and listening. The professional development and support through instructional coaching bolsters educators’ ability to connect district initiatives like The Science of Reading, Structured Literacy Instruction, and Standards-Based Grading to student development of critical behaviors and understandings essential to grow as a literate individual. This plan will serve to ground instruction in research and evidence-based strategies to support all students in literacy K-12.

Finally, this literacy plan aligns with the Read Ohio initiative, Ohio’s Dyslexia Law, and Ohio’s Plan to Raise Literacy Achievement. Structured Literacy practices based on the Science of Reading guide decision-making for literacy curriculum, resources, and professional development. Both word recognition and language comprehension skills are addressed through the plan to ensure strong reading comprehension. All learners are represented through differentiated learning paths that allow for support, as well as enrichment, when student needs assessments show an area of strength or weakness.

The Berkshire Local Literacy Plan aligns with Ohio’s Theory of Action outlined in Ohio’s Plan to Raise Literacy Achievement in the following way:

- (A) **Shared Leadership** - Berkshire incorporates building level teams with representation from each grade level, specialists, and department heads, which meet monthly. Teacher-based teams meet weekly by grade level. In addition, the BLS Literacy Committee meets quarterly. In addition to the district shared leadership, Berkshire Local Schools works closely with the Regional State Support Team 4 to study best practices at quarterly meetings. Work with the SST4 provides coaching and support to administrators, literacy coaches, teachers and paraprofessionals to deepen their understanding of best practices in literacy instruction, as well as support our transition to structured literacy practices. This system of shared leadership offers the district a multi-faceted approach to evidence-based practices, clarity, support, and monitoring for accountability.
- (B) **MTSS Multi-Tiered Systems of Support** provides a framework for supporting staff on improvement efforts on student achievement (academic and behavior). MTSS ensures the district has benchmark monitoring systems so that school teams are empowered to address the varied, often complex needs of learners to include screening, progress monitoring, instructional decision making and communicating with families. Screenings for students in grades K-3 are administered using mCLASS DIBELS 8 assessments three times per year. In addition, the mCLASS Intervention program and progress monitoring are used for Tier 2 and

Tier 3 interventions. Wilson Reading and AIM Pathways to Proficient Reading Programs are used for Tier 3 reading interventions. Middle and high school students are assessed utilizing curriculum based assessments. When interventions are put in place, appropriate progress monitoring tools are utilized to gauge student success and to make informed decisions about instruction. Small group instruction within regular classrooms and pull out is a practice that teachers and specialists commonly use to provide interventions, as well as progress monitor students who are receiving interventions.

- (C) **Educator Capacity** - Berkshire is committed to improving teacher capacity and encouraging teacher growth. The district commits five full and three half professional development days per year to continued education for staff. K-4 literacy teachers completed Ohio's Introduction to Dyslexia, K-3 course this school year. All K-8 literacy teachers have received training in Amplify's structured literacy curriculum, CKLA and ELA, and will continue to receive yearly professional development to implement the program and refine teaching practices to support learning based on the Science of Reading. Likewise, all district staff will participate in Ohio's Introduction to the Science of Reading Pathways training during the 2024-25 school year. Other district initiatives, like The Writing Revolution strategies, standards-based grading, and MTSS, support teacher capacity in sound literacy instruction and practices.
- (D) **Family Partnerships** - Family partnerships are critical and challenging due to the stressors of today's families. Mental illness, addiction, poverty, and tasking schedules are examples of stressors that many families in the district face. This need prompts us to creatively develop accessible opportunities to draw families to school information on student learning, project development, as well as access community resources. This literacy plan includes specific actions related to family engagement. Including families in the education of their children at a young age will increase their likelihood of continued involvement as their children move through school. The district provides many opportunities to include parents and families in student learning. Communication with families is imperative in the overall success of our students. Each building utilizes digital communications to connect all stakeholders in sharing information with families. All district buildings utilize Infinite Campus as the main platform for family communications, while Berkshire Elementary includes the Class Dojo platform, allowing teachers to communicate effectively with parents about important information and student behaviors.
- (E) **Community Collaboration** - Berkshire sees the power of community collaboration, especially in the area of providing students access to internships, mentorships, and exhibiting/critiquing student work. These activities have helped to strengthen the partnership between the school and community members. Berkshire PRIME, which stands for Partners in Rural Innovative Models of Education, is an innovative approach toward education promoting the collaboration of the school district and community when creating the new school on the campus of Kent State University's Geauga Campus. That initiative has been collaboratively supporting the district with the Geauga Growth Partnership in planning for multiple facets of the future of Berkshire Local Schools since its beginning in 2016. Berkshire Local School District continues to demonstrate this value of community involvement. For example, Berkshire's Strategic Planning Committee connects district staff with community members to analyze current initiatives and collaboratively make decisions on the future direction of the schools.

Section 3: Needs Assessment

Section 3, Part A: Relevant Learner Performance Data

Berkshire Local School District reviewed multiple sources of literacy data to identify strengths, needs, trends, and priorities for continuous improvement. Data sources included preschool assessments, Kindergarten Readiness Assessment (KRA) results, mCLASS DIBELS 8 Reading Diagnostic data, Tier 1 Dyslexia Screener results, Ohio State Test English Language Arts assessments, End-of-Course assessments, classroom-based assessments, progress monitoring data, intervention data, and district demographic information. These data sources are routinely analyzed by District Leadership Teams, Building Leadership Teams, Teacher-Based Teams, intervention specialists, and classroom teachers to support data-based instructional decision-making.

Analysis of early literacy data indicates that a significant percentage of students in kindergarten through grade 3 continue to require support in foundational reading skills. mCLASS DIBELS 8 screening and progress monitoring data reveal ongoing needs in phonemic awareness, phonics, decoding, fluency, and language comprehension. These findings are important because early literacy proficiency serves as a strong predictor of future academic success. Kindergarten Readiness Assessment data further highlight variability in students' readiness skills upon school entry, emphasizing the need for strong preschool-to-kindergarten transitions and early intervention systems.

State assessment data demonstrate that literacy challenges extend beyond the primary grades. Ohio State Test English Language Arts results in grades 3-8 indicate that a substantial percentage of students continue to perform below proficiency. These results suggest a need for continued emphasis on vocabulary development, reading comprehension, written expression, and the application of literacy skills to increasingly complex texts. Performance trends also reinforce the importance of literacy instruction across all content areas rather than solely within English language arts classrooms.

At the secondary level, End-of-Course assessment data demonstrate the need to strengthen disciplinary literacy practices. Student performance indicates that many learners continue to require support with academic vocabulary, comprehension of complex informational texts, analytical thinking, and written communication. These findings support the district's efforts to embed literacy instruction across all grade levels and content areas.

The district also reviewed classroom-based assessments, universal screening results, progress monitoring data, intervention outcomes, and MTSS data to evaluate student growth and instructional effectiveness. These data sources help educators identify specific skill deficits, monitor student response to intervention, and adjust instruction based on student need. Regular analysis through Teacher-Based Teams, Building Leadership Teams, and MTSS processes ensures that instructional decisions are responsive and targeted.

Subgroup analysis further supports the need for continued literacy improvement efforts. Approximately one-third of Berkshire students are identified as economically disadvantaged, and approximately one-eighth are identified as students with disabilities. These student populations often require additional instructional support, targeted interventions, and differentiated learning opportunities to achieve literacy success. Data indicate that achievement gaps persist among student groups, reinforcing the district's commitment to equitable access to evidence-based literacy instruction and intervention.

The needs assessment demonstrates that while Berkshire has made significant progress in implementing the Science of Reading, Structured Literacy practices, and High-Quality Instructional Materials, continued efforts are needed to strengthen implementation, increase educator capacity, improve intervention systems, and accelerate student achievement. These findings directly inform the goals, strategies, and action steps outlined in Section 5 of this plan.

Rather than focusing solely on student performance outcomes, the district recognizes that sustainable literacy improvement requires attention to both learner achievement and adult implementation. The data support ongoing investment in professional learning, coaching, assessment systems, intervention resources, and continuous improvement structures necessary to improve literacy outcomes for all learners.

District Data

District Demographics and Learner Context

Enrollment reflects 2025 district-reported enrollment. Economically disadvantaged and students with disabilities percentages reflect the most recent Ohio School Report Card data available at the time of plan development.

School	Grades	Enrollment	Economically Disadvantaged	Students with Disabilities
Berkshire Early Learning Center	PreK	Included in District Total	Included in District Total	Included in District Total
Berkshire Elementary School	K-4	525	176 (33.5%)	61 (11.6%)
Berkshire Middle School	5-8	398	126 (31.7%)	51 (12.6%)
Berkshire High School	9-12	360	106 (29.3%)	49 (13.5%)

District Total	PK-12	Approximately 1,450	411 (31.9%)	162 (12.5%)
-----------------------	--------------	--------------------------------	--------------------	--------------------

Berkshire Local School District serves approximately 1,450 students in preschool through grade 12 and includes the communities of Burton Village and the surrounding townships of Burton, Claridon, Montville, Thompson, and Troy. Following a territory transfer in 2015, families from the former Ledgemont Local School District joined Berkshire, expanding the district's service area and increasing the need for consistent instructional practices and equitable educational opportunities across all schools. The district now operates on a unified PK-12 campus in Burton Township, allowing for increased collaboration, vertical alignment, and continuity of instruction from early childhood through graduation.

District demographic data indicate that approximately one-third of students are economically disadvantaged and approximately one-eighth are identified as students with disabilities. These student populations often require additional instructional supports, targeted interventions, and differentiated learning opportunities to achieve literacy success. The district continuously reviews student achievement, intervention, and demographic data to identify achievement gaps and ensure equitable access to evidence-based literacy instruction and support services.

Berkshire Early Learning Center houses both public and private preschool programs. Berkshire Elementary School serves students in kindergarten through grade 4, Berkshire Middle School serves grades 5 through 8, and Berkshire High School serves grades 9 through 12. The district's unified campus structure supports seamless transitions between grade levels and promotes a coordinated approach to literacy instruction, intervention, and continuous improvement across all schools.

Ohio Reading Diagnostic Test (Amplify mClass DIBELs 8)

Students At or Above Benchmark	EOY 2025-26	MOY 2025-26	BOY 2025-26	EOY 2024-25	MOY 2024-25	BOY 2024-25	EOY 2023-24	MOY 2023-24	BOY 2023-24
Kindergarten	75%	49%	32%	65%	26%	27%	71%	34%	36%
1st grade	59%	42%	42%	70%	48%	39%	65%	45%	47%
2nd grade	57%	52%	56%	62%	54%	50%	54%	41%	46%
3rd grade	60%	57%	62%	47%	45%	47%	49%	46%	48%

Ohio State Test Results

	% At or Above Proficient 2025-26			% At or Above Proficient 2024-25			% At or Above Proficient 2023-24			% At or Above Proficient 2022-23			% At or Above Proficient 2021-22		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
3	70%	80%		54%	73%		58%	64%		67%	61%		43%	75%	

4	57%	65%		56%	57%		64%	70%		70%	50%		70%	76%	
5	66%	58%	65%	72%	45%	69%	88%	64%	72%	76%	72%	75%	61%	56%	65%
6	50%	46%		70%	66%		64%	67%		53%	57%		61%	64%	
7	73%	57%		77%	66%		51%	51%		55%	54%		65%	53%	
8	71%	54%	71%	41%	57%	65%	50%	52%	60%	63%	53%	71%	58%	46%	57%

Ohio End-of-Course Exams

	% At+ Proficient 2025-26	% At+ Proficient 2024-25	% At+ Proficient 2023-24	% At+ Proficient 2022-23	% At+ Proficient 2021-22
ELA II	74%	73%	69%	43%	62%
Algebra 1	73%	52%	43%	31%	33%
Geometry	54%	54%	41%	29%	9%
Biology	78%	80%	65%	53%	56%
American History	80%	77%	77%	85%	53%
American Government	79%	81%	74%	48%	59%

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

Community Statistics

Township or Village	Median Income	% below poverty level	% Employment Rate	% Bachelor's degree or higher	Homeowner %
Burton Village	\$61,563	10.9	59	25.7	55.1
Burton Township	\$74,071	7.0	61	30.3	73.1
Claridon Township	\$72,018	19.7	60.6	18.1	85.1
Montville Township	\$87,692	4.7	66.9	25.4	93.2
Thompson Township	\$76,667	3.9	61	16.7	91
Troy Township	\$80,446	4.7	65.9	18.7	83.1

(U.S. Census, 2022)

Berkshire Local School District serves students from Burton Village and the surrounding communities of Burton, Claridon, Montville, Thompson, and Troy Townships in Geauga County. Following a territory transfer in 2015, families from the former Ledgemont Local School District joined Berkshire, expanding the district's service area and increasing the need for consistent instructional practices and equitable educational opportunities across all schools. The district now operates on a unified PK-12 campus, providing opportunities for vertical alignment of curriculum, intervention systems, and literacy instruction from early childhood through graduation.

The Berkshire attendance area encompasses a largely rural region with varying demographic and socioeconomic characteristics. Community data indicate differences in household income, poverty rates, employment, and educational attainment across the district's service area. For example, poverty rates range from 3.9% to 19.7%, while the percentage of adults holding a bachelor's degree or higher ranges from 16.7% to 30.3%. These differences may influence students' access to early literacy experiences, educational resources, preschool opportunities, enrichment activities, and literacy support outside of school.

Student demographic data further indicate that approximately one-third of Berkshire students are economically disadvantaged and approximately one-eighth are students with disabilities. These populations often require additional instructional support, targeted intervention, and increased access to evidence-based literacy practices. Achievement data demonstrate that literacy gaps continue to exist among student groups, highlighting the importance of equitable access to high-quality instruction and intervention services.

In response to identified student needs, Berkshire has implemented several district-wide improvement initiatives designed to strengthen teaching and learning. Professional development in Standards-Based Grading, Multi-Tiered Systems of Support (MTSS), Structured Literacy, the Science of Reading, and The Writing Revolution has increased educator capacity and established stronger systems of support for students. Embedded coaching, collaborative planning structures, and ongoing professional learning have improved instructional consistency across grade levels.

Despite these efforts, literacy data indicate that a substantial percentage of students continue to perform below benchmark expectations in foundational reading skills and on state English Language Arts assessments. Analysis of screening, progress monitoring, and state assessment data suggests that continued focus is needed on foundational literacy instruction, intervention effectiveness, vocabulary development, reading comprehension, and implementation fidelity. Additionally, variability in student readiness skills, attendance, family literacy experiences, and access to literacy-rich opportunities outside of school may contribute to differences in student achievement.

These internal and external factors directly inform the district's literacy goals and action steps. Berkshire's literacy improvement efforts will focus on strengthening Tier 1 instruction, increasing educator capacity, improving intervention systems, expanding family partnerships, and ensuring consistent implementation of evidence-based literacy practices across all grade levels. Addressing these factors will support the district's commitment to improving literacy outcomes for all learners.

Section 3, Part C: Root Cause Analysis

Berkshire Local School District conducted a root cause analysis utilizing Ohio's Plan to Raise Literacy Achievement (OPRLA), the Five Whys protocol, Reading Tiered Fidelity Inventory (RTFI) data, student achievement data, implementation data, and stakeholder feedback. The Literacy Leadership Team reviewed district literacy outcomes, implementation fidelity measures, intervention effectiveness, and educator capacity data to identify root causes contributing to reading performance. The team intentionally focused on root causes within the district's sphere of influence and validated findings using multiple sources of evidence.

Learner Performance Data Analysis

District literacy data demonstrate both significant strengths and ongoing areas of need. Early literacy outcomes have improved in several grade levels. Kindergarten students performing at or above benchmark increased from 65% in 2024-2025 to 75% in 2025-2026. Third-grade benchmark attainment increased from 47% to 60% during the same period. Grade 3 Ohio State Test ELA proficiency increased from 54% to 70%, while Grade 8 ELA proficiency increased from 41% to 71%. High school ELA II End-of-Course proficiency improved from 69% to 74%. These data indicate that recent district literacy initiatives are positively impacting student outcomes.

Despite these improvements, district data reveal persistent concerns:

- Only 57% of second-grade students and 60% of third-grade students met end-of-year benchmark expectations.
- Approximately 32% of Berkshire students are economically disadvantaged and 12.5% are identified as students with disabilities.
- Achievement gaps remain present among student subgroups.
- Student performance varies considerably across grade levels and cohorts.
- Literacy proficiency decreases in several transition years where literacy demands increase across content areas.

Five Whys Analysis

Problem: A significant percentage of Berkshire students continue to perform below benchmark and proficiency expectations in reading.

Why?

Students have not consistently mastered foundational literacy and comprehension skills necessary for proficient reading.

Why?

Instructional and intervention practices have historically varied across grade levels and buildings, resulting in inconsistent implementation of evidence-based literacy practices.

Why?

The district lacked fully developed systems for literacy implementation, coaching, assessment analysis, and data-based decision making across all grade bands.

Why?

Prior to Ohio's Science of Reading legislation and Ohio's Plan to Raise Literacy Achievement, literacy

practices, interventions, and assessment systems were not consistently aligned to Structured Literacy principles and targeted skill-based intervention.

Why?

The district had not yet completed the systems development, professional learning, coaching structures, implementation monitoring, and cross-grade literacy alignment necessary to ensure consistent literacy instruction from preschool through grade 12.

Validation Through RTFI Data

The Reading Tiered Fidelity Inventory (RTFI) provided strong evidence supporting the identified root causes.

At the elementary level, implementation strengths were identified in assessment systems, foundational reading instruction, comprehension instruction, social-emotional supports, and Science of Reading professional learning. However, the elementary RTFI identified opportunities to strengthen leadership systems, coaching structures, data-based decision making, implementation monitoring, differentiation, family partnerships, and grade-level implementation planning. Several implementation indicators received scores of 0 or 1, indicating partial implementation.

At the middle school level, numerous adolescent literacy indicators received scores of 0, including literacy leadership, coaching systems, implementation planning, data monitoring, disciplinary literacy practices, professional learning structures, and department-level literacy planning. The team specifically identified a need to formalize literacy systems, strengthen coaching, improve documentation, and expand literacy practices beyond English Language Arts classrooms.

At the high school level, RTFI results similarly identified significant opportunities for growth in adolescent literacy systems. The high school reported no comprehensive Tier 1 literacy assessment system, no formal adolescent literacy implementation plan, limited literacy coaching structures, and inconsistent use of literacy data for decision making across departments. Multiple indicators received scores of 0, reflecting systems that were not yet fully established.

Root Cause Statements

After reviewing learner performance data, implementation fidelity data, and stakeholder feedback, Berkshire identified the following validated root causes:

Root Cause 1: Literacy implementation systems are at varying stages of development across grade bands.

While Preschool-Grade 2 has progressed into ongoing implementation of Structured Literacy practices, grades 3-5 remain in initial implementation and grades 6-12 are in installation stages of implementation. As a result, students experience varying levels of consistency in literacy instruction, intervention, and assessment practices across the district.

Root Cause 2: Data-informed intervention systems have not historically been aligned to specific student skill deficits.

District analysis demonstrated a need to strengthen the connection between screening data, diagnostic information, intervention selection, progress monitoring, and instructional adjustments.

Recent implementation of mCLASS, AIM Pathways, Wilson Reading, MTSS processes, and structured intervention protocols is addressing this need.

Root Cause 3: Adolescent literacy practices have not been consistently embedded across content areas.

RTFI data indicate that literacy instruction, writing opportunities, comprehension strategies, and disciplinary literacy practices have historically been concentrated within English Language Arts classrooms rather than implemented systematically across all subjects. This limits students' opportunities to develop literacy skills necessary for success with increasingly complex texts in grades 6-12.

Root Cause 4: Systems for implementation monitoring and coaching require continued development.

Although Berkshire has invested significantly in Science of Reading training, staff capacity building, and literacy resources, RTFI results indicate the need for stronger implementation monitoring, coaching cycles, data review protocols, and fidelity measures to ensure consistent execution of evidence-based practices.

Impact of Recent District Improvements

The Literacy Leadership Team recognizes that many identified root causes are actively being addressed through district improvement efforts. Since 2023, Berkshire has implemented districtwide Science of Reading training, Structured Literacy professional development, Amplify curriculum implementation, AIM Pathways training, Wilson Reading training, MTSS refinement, dyslexia screening procedures, literacy coaching support, and annual RTFI reviews. These initiatives represent significant systemic changes that have improved the district's ability to identify literacy needs, target specific skill deficits, match students to appropriate interventions, and monitor student progress. Evidence of these improvements is reflected in increased benchmark attainment and improved Ohio State Test and End-of-Course assessment results across multiple grade levels.

As a result, Berkshire's literacy priorities will focus on deepening implementation, strengthening fidelity, expanding adolescent literacy practices, and ensuring consistent evidence-based literacy instruction for every learner from preschool through grade 12.

Section 4: Literacy Vision and Mission Statement(s)

Berkshire's Vision for Literacy

Berkshire Local School District believes literacy is the foundation upon which all learning is built. Literacy is more than the ability to read and write; it is the ability to listen, speak, think, communicate, create, analyze, and engage meaningfully with the world. Literacy empowers individuals to access knowledge, solve problems, participate in civic life, pursue careers, advocate for themselves, and achieve their full potential. It is the gateway to educational opportunity, economic mobility, informed citizenship, and lifelong learning.

The Berkshire Local Literacy Plan is grounded in Ohio's Plan to Raise Literacy Achievement (OPRLA), which recognizes literacy as a birth-through-adulthood process requiring intentional instruction, coordinated systems of support, and shared responsibility among educators, families, and communities. Berkshire embraces Ohio's vision that every learner deserves equitable access to evidence-based language and literacy instruction and that literacy success is essential to achieving educational equity for all students.

The district recognizes literacy as a fundamental right. Every student, regardless of disability, socioeconomic status, language background, race, ethnicity, or life circumstance, deserves access to the instruction, intervention, resources, and support necessary to become a successful reader, writer, speaker, and communicator. Literacy opens doors to opportunity; therefore, literacy achievement is not solely an academic goal but an equity imperative.

Alignment to Berkshire's Mission, Vision, and Graduate Profile

Berkshire's literacy work directly supports the district mission of maximizing each student's potential as an individual and responsible citizen. Literacy is foundational to the district's vision of preparing students for success in college, careers, military service, technical training, entrepreneurship, and life.

The district's Graduate Profile identifies communication, critical thinking, collaboration, civic responsibility, and creativity and innovation as essential competencies for future-ready graduates. Strong literacy skills are embedded within each of these competencies. Students cannot effectively communicate without literacy. They cannot critically analyze information, solve complex problems, evaluate evidence, collaborate with others, or participate fully in civic life without advanced literacy skills.

Literacy serves as the foundation for Berkshire's Project-Based Learning initiatives, workforce development pathways, career-technical programming, industry credential opportunities, and postsecondary readiness efforts. Whether students are reading complex literature, analyzing scientific research, interpreting technical manuals, communicating with customers, writing business proposals, completing apprenticeship training, or pursuing higher education, literacy skills remain essential to success.

Language and Literacy Development Across the Continuum

Consistent with Ohio's Language and Literacy Development Continuum, Berkshire recognizes that literacy development begins long before children enter school and continues throughout adulthood. Language development, vocabulary acquisition, oral communication, reading, writing, and comprehension skills develop over time through intentional experiences, instruction, and practice.

As a Birth through Grade 12 district, Berkshire is uniquely positioned to provide a coherent and vertically aligned literacy system that supports students across every stage of development. Early childhood educators foster oral language, phonological awareness, vocabulary, and emergent literacy. Elementary educators build foundational reading and writing skills. Middle school educators strengthen comprehension, vocabulary, analytical thinking, and disciplinary literacy. High school educators prepare students to navigate increasingly complex academic, technical, workplace, and civic texts.

This continuum ensures that literacy instruction is not viewed as an isolated elementary initiative but as a lifelong developmental process that spans every grade level and content area.

The Science of Reading and the Simple View of Reading

Berkshire's literacy framework is grounded in the Science of Reading and informed by decades of interdisciplinary research regarding how students learn to read.

The district utilizes the Simple View of Reading as a foundational framework for understanding reading development. The Simple View of Reading identifies reading comprehension as the product of two essential components:

Word Recognition × Language Comprehension = Reading Comprehension

Students must develop automatic and accurate word recognition skills through phonological awareness, phonics, decoding, and fluency instruction. Simultaneously, students must develop strong language comprehension through vocabulary, oral language, background knowledge, reasoning, speaking, listening, and written communication.

This framework guides Berkshire's curriculum selection, assessment practices, intervention systems, professional learning, and instructional decision-making. The district recognizes that reading difficulties may stem from weaknesses in either component or both, requiring targeted instruction and intervention based on student need.

Shared Responsibility for Literacy

Berkshire believes literacy is everyone's responsibility.

While literacy specialists and English Language Arts educators play an important role in literacy development, literacy achievement cannot rest solely within one classroom, grade level, or department. Every educator contributes to literacy development through reading, writing, speaking, listening, vocabulary instruction, and disciplinary literacy practices.

The district's literacy framework emphasizes collaboration among:

- General education teachers
- Special education teachers
- Literacy specialists
- Intervention specialists
- Speech-language pathologists
- School psychologists
- Administrators
- Related service providers
- Families
- Community partners

General education and special education partnerships are especially critical to literacy success. Berkshire embraces a collaborative service model in which educators jointly analyze data, design interventions, monitor progress, problem-solve barriers, and provide coordinated support to learners. Through MTSS structures, teacher-based teams, intervention meetings, and collaborative

planning processes, staff work together to ensure every learner receives the instruction and support necessary to achieve literacy success.

Infrastructure and Cascade of Supports

Berkshire recognizes that sustainable literacy improvement requires strong systems, not isolated programs.

The district has developed a cascading infrastructure of support that aligns literacy efforts from the district level to the classroom level.

At the district level, the District Leadership Team establishes vision, allocates resources, supports professional learning, and monitors implementation. Building Leadership Teams translate district priorities into building-level action plans and monitor progress toward literacy goals. Teacher-Based Teams engage in ongoing analysis of student data, progress monitoring, and instructional planning. Literacy specialists, instructional coaches, intervention staff, and administrators provide implementation support, coaching, and professional learning.

At the classroom level, educators implement evidence-based literacy practices supported by universal screening, diagnostic assessments, progress monitoring systems, intervention resources, and MTSS structures.

This interconnected system ensures that literacy improvement efforts remain coherent, sustainable, and responsive to student needs while creating consistent experiences for learners across the district.

Family and Community Partnerships

Berkshire recognizes that literacy development extends beyond the classroom. Families are children's first teachers and play a critical role in language and literacy development. The district actively promotes family partnerships through communication, literacy resources, parent education opportunities, family engagement events, and collaborative decision-making processes.

Community partnerships further strengthen literacy development by providing authentic learning experiences, mentorship opportunities, workplace connections, project-based learning partnerships, and language-rich experiences that help students apply literacy skills in meaningful contexts.

Commitment to Literacy for All

Berkshire Local School District is committed to ensuring that every learner develops the language and literacy skills necessary to thrive academically, socially, professionally, and personally.

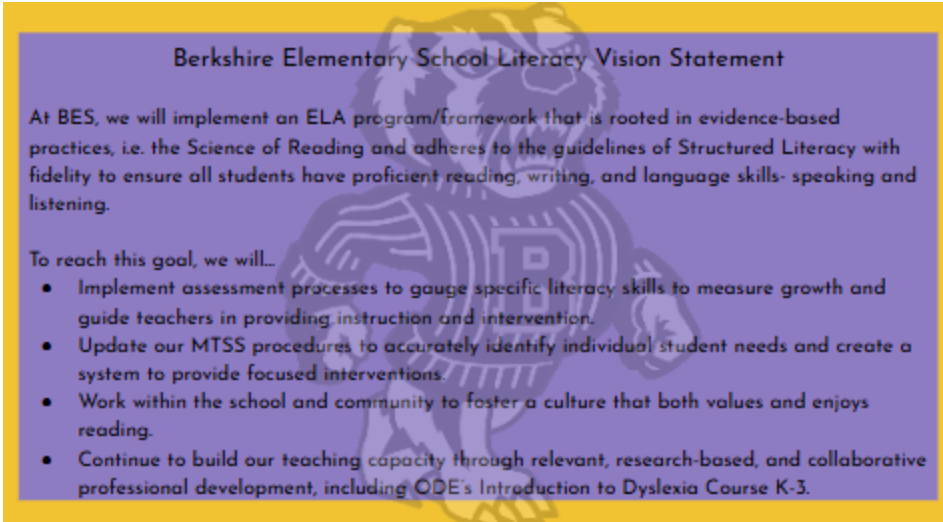
Guided by Ohio's Plan to Raise Literacy Achievement, the Science of Reading, the Simple View of Reading, and the district's mission and strategic priorities, Berkshire will continue to build educator capacity, strengthen implementation systems, foster collaborative partnerships, and provide equitable access to evidence-based literacy instruction and intervention.

The district's work is guided by Ohio's Equation for Success:

Evidence-Based Language and Literacy × Effective Implementation × Enabling Context = Improved Literacy for All

This equation serves as both a commitment and a call to action. Through shared leadership, collaborative partnerships, strong systems, and a relentless focus on student learning, Berkshire Local School District will ensure that literacy remains the foundation for opportunity, achievement, and success for every learner.

BES Literacy Vision Statement



Section 5: Measurable Learner Performance Goals and Adult Implementation Goals

Alignment to Ohio's Plan to Raise Literacy Achievement (OPRLA)

Ohio's Plan to Raise Literacy Achievement (OPRLA) serves as the framework for Berkshire Local School District's literacy improvement efforts. The district's goals, implementation strategies, and monitoring systems align with the priorities identified in Ohio's Plan to Raise Literacy Achievement, including evidence-based language and literacy practices, effective implementation, and enabling conditions that support literacy success for all learners.

The goals outlined in this section align with OPRLA by focusing on:

- Evidence-based language and literacy instruction
- Structured Literacy practices
- Shared leadership and continuous improvement
- Multi-Tiered Systems of Support (MTSS)
- Educator capacity building
- Family partnerships
- Community collaboration
- Data-based decision making

These goals also support Berkshire Local School District's Strategic Plan, including improving academic performance, strengthening cross-grade collaboration and data analysis practices, and increasing family and community engagement. The goals further align with Berkshire's mission to

encourage lifelong learning, inspire students' highest achievement, and prepare critical thinkers who embody leadership, character, and citizenship.

Overarching Literacy Goal

By June 2028, Berkshire Local School District will improve literacy achievement for all learners through the consistent implementation of Structured Literacy practices, evidence-based instruction, collaborative data-based decision making, and strong family partnerships, resulting in improved reading outcomes on local and state literacy measures.

Success Equation

Evidence-Based Language and Literacy Practices × Effective Implementation × Enabling Context = Improved Literacy for All

Student SMARTIE Goal Framework

To ensure goals are actionable and focused on equitable student outcomes, Berkshire Local School District utilizes the SMARTIE goal framework. SMARTIE goals are Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable, providing a structured approach for improving literacy achievement while addressing the needs of all learners. The following student outcome and implementation goals were developed through analysis of district literacy data, needs assessment findings, and priorities identified within Ohio's Plan to Raise Literacy Achievement (OPRLA).

Outcome Goal 1

Foundational Literacy (Kindergarten-Grade 1)

SMARTIE Goal

By Spring 2028, the percentage of kindergarten and first-grade students meeting benchmark expectations on mCLASS DIBELS 8 will increase by a minimum of 5 percentage points annually, reaching at least 80% benchmark attainment districtwide.

Literacy Focus

- Phonological Awareness
- Phonemic Awareness
- Alphabetic Principle
- Decoding
- Encoding
- Foundational Phonics Skills

Progress Measures

- mCLASS DIBELS 8 BOY, MOY, and EOY Benchmarks

- Ohio Dyslexia Screener
- Kindergarten Readiness Assessment
- Classroom-Based Assessments

Monitoring

- Monthly Literacy Leadership Team reviews
- Quarterly Building Leadership Team reviews
- Teacher-Based Team data cycles
- District literacy dashboard

Student Outcome Goal 2

Developing Readers (Grades 1-3)

SMARTIE Goal

By Spring 2028, the percentage of students in grades 1-3 meeting benchmark expectations on mCLASS DIBELS 8 will increase by a minimum of 5 percentage points annually, reaching at least 80% benchmark attainment districtwide.

Literacy Focus

- Advanced Phonics
- Word Recognition
- Reading Accuracy
- Reading Fluency
- Automaticity
- Reading Stamina

Progress Measures

- mCLASS DIBELS 8
- Progress Monitoring Data
- Intervention Data
- Third Grade Reading Performance Indicators

Monitoring

- Bi-weekly intervention reviews
- Monthly literacy team meetings
- Quarterly district literacy reports
- TBT data analysis cycles

Student Outcome Goal 3

Reading Comprehension and Vocabulary (Grades 4-12)

SMARTIE Goal

By Spring 2028, the percentage of students demonstrating proficiency on Ohio State Tests in English Language Arts (Grades 3-8) and the English Language Arts II End-of-Course Assessment will increase by 10 percentage points from baseline performance.

Literacy Focus

- Academic Vocabulary
- Morphology
- Language Comprehension
- Reading Comprehension
- Analysis of Complex Text
- Written Response to Text

Progress Measures

- Ohio State Tests in English Language Arts
- English Language Arts II End-of-Course Assessment
- Common Formative Assessments
- Curriculum-Based Assessments
- Writing Assessments

Monitoring

- Quarterly data reviews
- BLT and DLT meetings
- State assessment analysis
- Building literacy reviews

Adult Implementation Goal

Structured Literacy Implementation

SMARTIE Goal

By June 2028, 100% of teachers responsible for literacy instruction will demonstrate implementation of evidence-based Structured Literacy practices through classroom observations, instructional coaching cycles, collaborative planning, and professional learning participation.

Implementation Indicators

- Explicit instruction
- Systematic phonics instruction
- Diagnostic teaching
- Progress monitoring
- Vocabulary instruction

- Language comprehension strategies
- Differentiated instruction within MTSS

Progress Measures

- Classroom walkthrough data
- Coaching logs
- Fidelity checklists
- Professional learning records
- Teacher self-assessments

Monitoring

- Administrative walkthroughs
- Instructional coaching cycles
- Building literacy team reviews
- Annual implementation audits

Shared Leadership and Data-Based Decision Making Goal

SMARTIE Goal

By June 2028, all Teacher-Based Teams (TBTs), Building Leadership Teams (BLTs), District Leadership Team (DLT), and Literacy Leadership Teams will engage in quarterly literacy data analysis cycles utilizing district protocols to support instructional decision making, intervention planning, and student transitions across grade levels.

Alignment

This goal aligns directly with Berkshire's Strategic Plan commitment to cross-grade collaboration, teacher-team data analysis, and problem solving.

Progress Measures

- TBT meeting agendas and minutes
- BLT and DLT meeting documentation
- Literacy Leadership Team reports
- Student transition documentation
- Intervention planning records

Family Partnership Goal

SMARTIE Goal

By June 2028, Berkshire Local School District will increase family engagement in literacy by providing a minimum of four literacy-focused family learning opportunities annually and increasing participation rates by 10% each year.

Focus Areas

- Family literacy nights
- Reading-at-home resources
- Parent workshops
- Preschool-to-kindergarten transition supports
- Literacy toolkits and website resources

Progress Measures

- Event attendance
- Parent surveys
- Family engagement data
- Literacy toolkit distribution records

Alignment

This goal aligns with Berkshire's Strategic Plan commitment to strengthening relationships with families and community members.

Community Collaboration Goal

SMARTIE Goal

By June 2028, Berkshire Local School District will strengthen community literacy partnerships by expanding collaboration with local libraries, early childhood providers, community organizations, higher education institutions, and workforce partners to support literacy development from preschool through graduation.

Focus Areas

- Preschool transition programming
- Summer literacy opportunities
- Community literacy events
- Early childhood partnerships
- Workforce and career literacy connections

Progress Measures

- Partnership agreements
- Community event participation
- Shared literacy initiatives
- Stakeholder feedback

Alignment

This goal aligns with Berkshire's Strategic Plan focus on community relationships, collaborative partnerships, and stakeholder engagement.

Continuous Improvement and Monitoring

The Berkshire Local School District will monitor progress toward these goals through a continuous improvement cycle that includes data collection, analysis, implementation monitoring, reflection, and adjustment. Progress will be reviewed regularly by Teacher-Based Teams, Building Leadership Teams, the Literacy Leadership Team, District Leadership Team, and the Board of Education. Findings will be communicated to stakeholders through district reports, board presentations, staff meetings, family communications, and literacy updates.

Through the implementation of these goals, Berkshire Local School District will continue to advance its mission of encouraging lifelong learning, inspiring students' highest achievement, and preparing critical thinkers while ensuring all students have equitable access to high-quality literacy instruction and support.

Connection Between Root Cause Analysis and Action Planning

The measurable learner performance goals, adult implementation goals, and action steps identified in this plan are directly informed by the findings of the district's needs assessment and root cause analysis. Berkshire's Literacy Leadership Team intentionally designed the action plan to address the systemic factors identified in Section 3 rather than focusing solely on student outcomes.

Analysis of district achievement data demonstrated that while literacy performance has improved significantly in several areas—including Kindergarten benchmark attainment (65% to 75%), Grade 3 ELA proficiency (54% to 70%), Grade 8 ELA proficiency (41% to 71%), and ELA II proficiency (69% to 74%)—opportunities remain to improve literacy outcomes across grade levels and student groups. Additionally, implementation data from the Reading Tiered Fidelity Inventory (RTFI) identified varying stages of implementation across grade bands and opportunities to strengthen literacy systems, coaching structures, intervention alignment, disciplinary literacy practices, and implementation monitoring.

As a result, the district developed goals and action steps that directly address the four validated root causes identified in Section 3:

Root Cause 1: Literacy implementation systems are at varying stages of development across grade bands.

Action steps focus on strengthening implementation of Structured Literacy practices, expanding High-Quality Instructional Materials, and providing differentiated professional learning and coaching based on implementation stage.

Root Cause 2: Intervention systems have not historically been aligned to specific student skill deficits.

Action steps focus on improving data-based decision making, strengthening MTSS processes, utilizing universal screening and diagnostic data, and ensuring interventions are matched to identified literacy needs.

Root Cause 3: Adolescent literacy practices have not been consistently embedded across content areas.

Action steps focus on expanding disciplinary literacy practices, increasing literacy instruction across content areas, and building educator capacity in grades 6-12.

Root Cause 4: Systems for implementation monitoring and coaching require continued development.

Action steps focus on strengthening literacy leadership structures, coaching cycles, fidelity monitoring, professional learning systems, and ongoing evaluation through the Reading Tiered Fidelity Inventory (RTFI).

By intentionally aligning goals and action steps to validated root causes, Berkshire ensures that improvement efforts address the systems and practices that most directly influence student literacy outcomes. This approach reflects Ohio's Plan to Raise Literacy Achievement and the district's commitment to continuous improvement through evidence-based language and literacy practices, effective implementation, and enabling conditions that support success for all learners.

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

Section 6: Action Plan Maps for Literacy Goals

The Berkshire Local School District Literacy Leadership Team developed three comprehensive literacy goals based on the findings of the district needs assessment, learner performance data, Reading Tiered Fidelity Inventory (RTFI) results, implementation data, stakeholder feedback, and root cause analysis. These goals are designed to address the systemic factors identified in Section 3 and align with Ohio's Plan to Raise Literacy Achievement (OPRLA), Berkshire's Strategic Plan, the district's Graduate Profile, and the district's commitment to preparing future-ready graduates.

The action plans recognize that improved literacy outcomes are achieved through intentional implementation of evidence-based practices, strong leadership systems, educator capacity building, collaborative partnerships, and continuous monitoring of both student and adult outcomes. The district's goals focus on strengthening core literacy instruction and intervention systems, expanding adolescent literacy practices across content areas, and fostering meaningful family and community partnerships that support literacy development from birth through graduation.

Together, these goals create a comprehensive literacy framework that addresses Berkshire's identified root causes:

1. Strengthening implementation of evidence-based literacy instruction, intervention systems, and implementation fidelity across all grade levels.
2. Expanding disciplinary literacy and adolescent literacy practices across grades 6-12 and all content areas.
3. Building strong family, community, and educational partnerships that support language and literacy development throughout the learner continuum.

The implementation of these goals reflects Berkshire's belief that literacy is a shared responsibility among educators, families, students, and community partners. Through collaborative leadership, Multi-Tiered Systems of Support (MTSS), professional learning, evidence-based instruction, and

ongoing evaluation, Berkshire is committed to ensuring that every learner develops the literacy skills necessary to succeed academically, professionally, and personally.

Goal #1: Structured Literacy, Intervention Systems, and Implementation Fidelity

Goal Statement

Increase the percentage of students meeting or exceeding literacy benchmark expectations and proficiency standards through consistent implementation of evidence-based literacy instruction, structured literacy practices, data-based decision making, and targeted intervention systems across Preschool through Grade 12.

Evidence-Based Strategies

- Science of Reading
- Structured Literacy
- Simple View of Reading
- MTSS
- Data-Based Individualization
- High-Quality Instructional Materials
- Universal Screening and Progress Monitoring
- Reading Tiered Fidelity Inventory (RTFI)

Expected Learner Outcomes

- Increase Kindergarten benchmark attainment from 75% to 80%.
- Increase Grade 1 benchmark attainment from 59% to 65%.
- Increase Grade 2 benchmark attainment from 57% to 65%.
- Increase Grade 3 benchmark attainment from 60% to 70%.
- Increase Grade 3 ELA proficiency from 70% to 75%.

Expected Adult Outcomes

- 100% completion of required literacy professional learning.
- Increased fidelity of implementation as measured through RTFI.
- Consistent use of screening and intervention data within MTSS processes.

Action Step 1

Implementation Component: Evidence-Based Core Literacy Instruction

Timeline: August 2026-May 2027

Lead Persons: Literacy Specialist, Principals, Teacher Leaders

Resources Needed: Amplify CKLA, Amplify ELA, Science of Reading resources, curriculum guides

Specifics of Implementation: Ongoing professional learning, instructional coaching, collaborative planning, lesson modeling, classroom observations, feedback cycles, and implementation support focused on structured literacy and evidence-based instructional practices.

Measure of Success: Increased benchmark attainment and proficiency rates; improved RTFI scores.

Funding: General Fund, grants, IDEA, literacy grants.

Check-In Dates: September, December, March, June.

Action Step 2

Implementation Component: MTSS and Intervention Systems

Timeline: August 2026-May 2027

Lead Persons: Literacy Specialist, Intervention Specialists, Principals

Resources Needed: mCLASS DIBELS 8, AIM Pathways, Wilson Reading System, intervention resources

Specifics of Implementation: Universal screening, diagnostic assessments, progress monitoring, intervention matching, MTSS team meetings, and RIMP implementation.

Measure of Success: Increased intervention effectiveness and reduction of students below benchmark.

Funding: grants, IDEA, General Fund.

Check-In Dates: September, December, March, June.

Action Step 3

Implementation Component: Implementation Monitoring and Continuous Improvement

Timeline: August 2026-May 2027

Lead Persons: District Literacy Leadership Team, Principals

Resources Needed: RTFI, implementation rubrics, observation tools, data dashboards

Specifics of Implementation: Quarterly RTFI reviews, coaching cycles, implementation walkthroughs, literacy leadership meetings, and action plan monitoring.

Measure of Success: Increased implementation fidelity and adult capacity.

Funding: General Fund, grants.

Check-In Dates: September, December, March, June.

Goal #2: Adolescent Literacy and Disciplinary Literacy

Goal Statement

Increase literacy achievement in grades 6-12 through implementation of disciplinary literacy practices, content-area literacy instruction, evidence-based writing practices, and collaborative professional learning across all subject areas.

Evidence-Based Strategies

- Adolescent Literacy Framework
- Disciplinary Literacy
- Writing Across the Curriculum
- Explicit Vocabulary Instruction
- Close Reading
- Collaborative Inquiry
- Science of Reading

Expected Learner Outcomes

- Increase Grade 8 ELA proficiency from 71% to 75%.
- Increase ELA II proficiency from 74% to 78%.
- Increase student performance on district writing assessments.
- Improve student ability to analyze, evaluate, and communicate using complex texts.

Expected Adult Outcomes

- 100% of grades 6-12 educators participate in adolescent literacy professional learning.
- Literacy strategies consistently implemented across content areas.
- Increased collaboration around literacy instruction and student data.

Action Step 1

Implementation Component: Disciplinary Literacy Across Content Areas

Timeline: August 2026-May 2027

Lead Persons: Principals, Department Chairs, Teacher Leaders

Resources Needed: Literacy frameworks, content-area texts, vocabulary resources

Specifics of Implementation: Embed reading, writing, speaking, listening, vocabulary development, and text analysis into all content areas. Incorporate literacy expectations into curriculum maps and lesson planning.

Measure of Success: Increased implementation of disciplinary literacy practices and improved student performance.

Funding: General Fund, curriculum budgets.

Check-In Dates: September, December, March, June.

Action Step 2

Implementation Component: Professional Learning and Coaching

Timeline: August 2026-May 2027

Lead Persons: Literacy Specialist, Principals

Resources Needed: Professional learning resources, coaching support

Specifics of Implementation: Provide training on disciplinary literacy, academic vocabulary, writing instruction, comprehension strategies, and literacy supports for struggling readers.

Measure of Success: Increased educator capacity and implementation fidelity.

Funding: grants, General Fund.

Check-In Dates: September, December, March, June.

Action Step 3

Implementation Component: Data-Based Decision Making

Timeline: August 2026-May 2027

Lead Persons: Building Leadership Teams, Teacher-Based Teams

Resources Needed: OST, EOC, common assessment and writing data

Specifics of Implementation: Quarterly review of literacy and writing data, identification of trends, instructional adjustments, and targeted supports.

Measure of Success: Increased literacy achievement and writing performance.

Funding: General Fund.

Check-In Dates: September, December, March, June.

Goal #3: Family Partnerships, Early Literacy, and Community Collaboration

Goal Statement

Strengthen family partnerships, early literacy development, and community collaboration to improve literacy outcomes and support language and literacy development from birth through graduation.

Evidence-Based Strategies

- Family Literacy Partnerships
- Early Language and Literacy Development
- Community Engagement
- MTSS Family Collaboration
- RIMPs
- Language and Literacy Development Continuum

Expected Learner Outcomes

- Increase Kindergarten benchmark attainment from 75% to 80%.
- Increase early literacy readiness indicators.
- Increase percentage of students successfully exiting RIMPs.
- Improve literacy growth among students receiving interventions.

Expected Adult/System Outcomes

- Increased family engagement and participation.
- Expanded community literacy partnerships.
- Improved communication regarding literacy development and interventions.

Action Step 1

Implementation Component: Family Literacy Engagement

Timeline: August 2026-May 2027

Lead Persons: Principals, Preschool Staff, Literacy Specialist

Resources Needed: Family literacy materials, take-home resources, literacy event materials

Specifics of Implementation: Host literacy nights and literacy family engagement activities, kindergarten readiness events, preschool literacy workshops, family reading challenges, and provide resources for home literacy support.

Measure of Success: Increased family participation and positive family survey data.

Funding: General Fund, grants, community partnerships, donations

Check-In Dates: September, December, March, June.

Action Step 2

Implementation Component: RIMP and Early Intervention Supports

Timeline: August 2026-May 2027

Lead Persons: Literacy Specialist, Intervention Specialists, Principals

Resources Needed: Intervention resources, RIMP documentation, progress monitoring tools

Specifics of Implementation: Monitor students identified through universal screening, implement RIMPs, communicate regularly with families, and provide targeted interventions.

Measure of Success: Increased student growth and successful exit from RIMPs.

Funding: grants, IDEA, General Fund.

Check-In Dates: September, December, March, June.

Action Step 3

Implementation Component: Community Literacy Partnerships

Timeline: August 2026-May 2027

Lead Persons: District Leadership Team, Community Partners

Resources Needed: Public library partnerships, literacy volunteers, workforce and community partners

Specifics of Implementation: Develop literacy-focused partnerships with libraries, businesses, higher education institutions, and community organizations to provide authentic literacy experiences and support lifelong literacy development.

Measure of Success: Increased literacy partnership opportunities and student participation.

Funding: Grants, community partnerships, donations, General Fund.

Check-In Dates: September, December, March, June.

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

Berkshire Local School District recognizes that successful implementation of the Local Literacy Plan requires ongoing monitoring of both learner outcomes and adult implementation practices. The district will utilize a continuous improvement process grounded in data analysis, implementation fidelity, collaborative problem-solving, and evidence-based decision-making to ensure literacy goals are achieved.

The District Literacy Leadership Team, Building Leadership Teams, Teacher-Based Teams, and MTSS teams will collaboratively monitor progress toward literacy goals throughout the school year. Student achievement data, implementation data, progress monitoring data, and fidelity measures will be reviewed regularly to evaluate the effectiveness of instructional practices, interventions, and professional learning.

Universal literacy screening will occur three times annually utilizing district-approved assessment tools. Additional diagnostic assessments and progress monitoring measures will be utilized for students receiving Tier 2 and Tier 3 interventions. Students identified as not on track for grade-level reading proficiency will receive targeted supports through Reading Improvement and Monitoring Plans (RIMPs) and intervention services aligned to identified skill deficits.

Implementation of the Local Literacy Plan will be monitored through multiple measures including:

- Universal screening and benchmark assessment data
- Progress monitoring data
- Ohio State Test and End-of-Course assessment results
- Reading Tiered Fidelity Inventory (RTFI) reviews
- MTSS data reviews
- Literacy walkthroughs and classroom observations
- Coaching documentation
- Professional learning participation and implementation evidence
- Teacher-Based Team data analysis
- Family engagement and literacy participation data

District and building leadership teams will review implementation data quarterly and identify areas of success, barriers to implementation, and opportunities for continuous improvement. Action plans and professional learning priorities will be adjusted as necessary based upon data and implementation findings.

The district's monitoring process reflects Ohio's Equation for Success:

Evidence-Based Language and Literacy × Effective Implementation × Enabling Context = Improved Literacy Outcomes for All Learners.

The purpose of monitoring is not simply to evaluate outcomes but to continuously strengthen the systems, supports, and practices that contribute to literacy success.

Section 8: Expectations and Supports for Learners and Schools

Section 8, Part A: Strategies to Support Learners

Berkshire Local School District is committed to ensuring that every learner receives access to high-quality literacy instruction, evidence-based interventions, and equitable opportunities for literacy success. The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify student needs early, provide targeted interventions, and monitor student progress.

Instruction and intervention decisions are guided by the Science of Reading, Structured Literacy practices, the Simple View of Reading, and Ohio's Plan to Raise Literacy Achievement. Universal screening, diagnostic assessments, progress monitoring, and ongoing classroom data are used to identify student strengths and areas of need.

Students identified as below benchmark or not on track for grade-level reading proficiency will receive additional supports, including:

- Reading Improvement and Monitoring Plans (RIMPs)
- Targeted small-group interventions
- Intensive literacy interventions
- Progress monitoring
- Data-based instructional adjustments
- Family communication and collaboration
- Specialized supports for students with disabilities
- English learner supports when applicable

Interventions are matched to student needs and may address phonological awareness, phonics, decoding, fluency, vocabulary, language comprehension, reading comprehension, or written expression.

The district recognizes that all learners benefit from evidence-based literacy practices. Students with disabilities, developmental delays, and significant literacy needs will receive specially

designed instruction and intervention supports aligned to their individual learning needs. General education and special education staff collaborate to ensure students receive coordinated literacy instruction and interventions through MTSS, Individualized Education Programs (IEPs), and intervention planning processes.

Students with Reading Improvement and Monitoring Plans will receive targeted interventions, ongoing progress monitoring, and regular communication with families as required by Ohio law. The district will utilize approved High-Quality Instructional Materials and evidence-based intervention programs consistent with Ohio's literacy requirements.

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

Berkshire Local School District is committed to implementing evidence-based literacy practices with fidelity and continuously improving instructional systems based on learner outcomes and implementation data.

The district will ensure effectiveness through:

Sustained Professional Learning

Professional learning occurs throughout the school year and is embedded within district structures including professional learning communities, teacher-based teams, coaching cycles, MTSS meetings, and leadership team meetings.

Intensive Learning Opportunities

Educators engage in focused learning related to Structured Literacy, Science of Reading, disciplinary literacy, intervention practices, data analysis, and implementation science. Professional learning builds upon prior knowledge and supports deep implementation of literacy practices.

Collaborative Structures

Teachers, intervention specialists, administrators, literacy specialists, related service providers, and support staff collaborate regularly to review data, solve problems, plan instruction, and monitor implementation. Collaboration occurs through PLCs, MTSS meetings, literacy leadership teams, and coaching cycles.

Job-Embedded Coaching and Support

Instructional coaching, classroom observations, modeling, co-planning, co-teaching, walkthroughs, and feedback cycles support educators as they implement literacy practices in authentic classroom settings.

Data-Driven Decision Making

Student achievement data, implementation data, progress monitoring data, RTFI results, and stakeholder feedback are used to evaluate effectiveness and guide future decisions.

Instructionally Focused Practices

Professional learning is directly connected to classroom instruction and student outcomes. All literacy initiatives are designed to improve instructional practice and increase student achievement.

The district will compare implementation and achievement data annually to evaluate progress and identify opportunities for refinement. Continuous improvement cycles will ensure that literacy practices evolve in response to student needs, emerging research, and implementation findings.

Section 8, Part C: Staffing and Professional Development Plan

Berkshire Local School District will provide comprehensive professional learning designed to build educator capacity in evidence-based literacy instruction and implementation. Professional development activities will align with Ohio's Plan to Raise Literacy Achievement, the Science of Reading, Structured Literacy principles, Ohio's Dyslexia Support Laws, and Berkshire's Local Literacy Plan.

Professional learning will focus on:

- Science of Reading
- Structured Literacy
- Simple View of Reading
- Language and Literacy Development Continuum
- Dyslexia Awareness and Intervention
- MTSS
- Data-Based Decision Making
- Reading Improvement and Monitoring Plans (RIMPs)
- Adolescent Literacy
- Disciplinary Literacy
- Writing Across the Curriculum
- Family Literacy Partnerships
- High-Quality Instructional Materials
- Implementation Science and Fidelity Monitoring

- The Writing Revolution (TWR): Consistent Districtwide Writing Strategies

All teachers and administrators will complete required Ohio Department of Education and Workforce Science of Reading training and applicable dyslexia professional development requirements. Additional learning opportunities will be differentiated based upon educator role, grade level, implementation stage, and student needs.

Professional learning will be sustained, intensive, collaborative, job-embedded, data-driven, and instructionally focused. Educators will receive ongoing support through coaching, collaborative planning, literacy leadership structures, professional learning communities, and implementation monitoring processes.

Special attention will be given to culturally responsive literacy practices that honor student experiences, build background knowledge, promote engagement, and ensure equitable access to literacy instruction for all learners. Berkshire's literacy vision reflects the belief that every learner can learn to read and deserves access to high-quality literacy instruction regardless of background, ability, language, or circumstance.

All certified staff will participate in professional learning focused on The Writing Revolution (TWR) framework to establish consistent, evidence-based writing practices across grade levels and content areas. Training will support educators in developing students' writing, sentence construction, organization, comprehension, critical thinking, and communication skills through explicit writing instruction embedded within daily classroom practice.

Professional learning will include districtwide training, collaborative planning, implementation support, and ongoing coaching. Educators will utilize common writing strategies and instructional routines to ensure consistency of expectations and instructional practices from Preschool through Grade 12. Teacher-Based Teams and Professional Learning Communities will analyze student writing samples, monitor implementation, and refine instructional practices based on student performance data.

This work supports Berkshire's literacy goals by strengthening written expression, reading comprehension, vocabulary development, and disciplinary literacy across all content areas while promoting college, career, and workforce readiness.

Berkshire Local Schools



Maximizing each student's potential as
an individual and a responsible citizen

OUR GRADUATES

Critical Thinking/Problem Solving

- Asks complex real-world questions that lead to new learning
- Begins tasks with the end in mind
- Applies knowledge to new and different situations
- Investigates and analyzes multiple perspectives/biases
- Justifies reasoning with credible and relevant evidence

Civic Responsibility

- Citizenship
 - Serves as a role model to peers
 - Demonstrates outstanding leadership in school and community activities.
 - Participates in several service activities
 - Communicates the importance of service
 - Motivates others to participate.
- Global Awareness
 - Demonstrates leadership in service to the global community
 - Promotes a global perspective that fosters the sharing of ideas and greater understanding of other cultures
 - Takes action that leads to the contribution of new ideas that can advance humanity
- Inclusivity
 - Demonstrates moral and ethical conduct
 - Affirms diversity
 - Practices respect and contributes to a positive school and community climate
 - Fosters an environment that encourages individuality and respect for one another
 - Respects the expertise of each group member.



Communication

- Reads, writes, speaks, listens effectively
- Adapts to diverse audiences and settings
- Organizes ideas and thoughts for the audience in a clear logical manner
- Effectively utilizes multimedia to enhance communication skills

Collaboration

- Respects teammates- share ideas, value difference, opinions/approaches
- Accepts the decisions of the group
- Willingly accepts both leadership and supportive roles in a group process
- Reflects, identifies, values, and evaluates role in group
- Actively contributes to group goals for a meaningful outcome
- Demonstrates dependability and responsibility
- Takes ownership for contribution to the group

Creativity/Innovation

- Develops unique, original and high quality ideas
- Takes risks
 - Enthusiastically engages in new endeavors
 - Recognizes personal barriers and identifies how to overcome them
- Demonstrates depth of thought and elaboration

www.berkshireschools.org