



Tiffin City Schools 2024-2025 Reading Improvement Plan



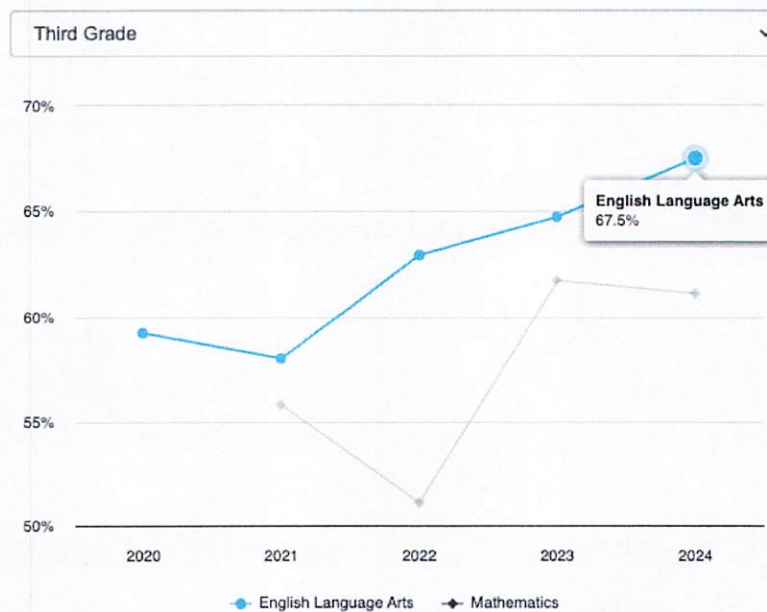
Definition: What is a Reading Improvement Plan?

[Ohio law \(ORC 3301.0715\(G\)\)](#) requires districts to establish a Reading Improvement Plan when fewer than 80 percent of their students score proficient or higher on Ohio's State Test for grade 3 English Language Arts. The district's Board of Education must approve the plan on a local level. Reading Improvement Plans are not required to be submitted to the Ohio Department of Education. Local School Boards determine the deadlines, format, and approval criteria for Reading Improvement Plans. The district's school board also determines the parameters for any updates or revisions if a district submitted a plan previously.

Relevance: Why does TCS need a Reading Improvement Plan?

Although our grade 3 English Language Arts scores have been steadily rising over the past few years as shown below, our 2023-2024 district passage rate of 67.5% fell short of the 80% threshold required by law.

Grade 3 English Language Arts OST Passage Rates



Contributing Factors: What are the factors that have contributed to low student performance in ELA?

As outlined in the CKLA/Amplify Curriculum Proposal last spring, many factors have contributed to our low ELA scores across the district, including:

- piecemealing curriculum together;
- lack of consistent training for all teachers;
- vacuum of tier 1 resources, particularly in fluency and comprehension;
- redundancy of resources;
- limited Title I support at Noble*;
- lack of a comprehensive MTSS (Multi-tiered System of Support); and
- lack of common intervention time.

*All of these factors would also have contributed to the 3rd grade ELA OST passage rate below the 80% mark except limited Title I support at Noble.

Action Steps: What steps are being taken to remedy the low Gr. 3 ELA scores?

1. Adopt Core Knowledge Language Arts (CKLA) in grades K-3.
 - a. CKLA Skills is an explicit phonics and phonemic awareness program that is sequential and systematic.
 - b. CKLA Knowledge will focus on building vocabulary and background knowledge on a wide variety of topics.
 - c. All teachers received initial training in August (either in person or virtual) and will get a 1-hour virtual training in January to follow-up on meeting the needs of all learners.
2. Implement Explicit Vocabulary Instruction as a PK-12 instructional strategy.
 - a. Provide initial training in August and Monthly Boosters to provide small deep-dives into Explicit Vocabulary Instruction for both administrators and teachers.
 - b. Utilize consultants from NCOESC to conduct two cycles of

- instructional rounds for coaching purposes.
- c. Train administrators to do collaborative and independent instructional rounds with “look fors” and feedback specific to Explicit Vocabulary Instruction.
3. Fully utilize Acadience K-6 to track student growth and inform interventions.
- a. Train all K-6 teachers to administer Acadience (includes universal screeners and benchmarking assessments).
 - b. Train administrators, Title I teachers, and select teachers in data interpretation. These leaders will facilitate training and data interpretation within their respective buildings.
 - c. Administer Survey Level assessments to students testing in the *Well Below Average* range to identify a progress monitoring level most appropriate for tracking growth.
4. Develop an MTSS system at Gr. 2-3 in which students are receiving targeted intervention.
- a. Develop a master schedule that allows for No New Instruction time carved out for intervention. Calling this WIN (What I Need) time.
 - b. Screen students to determine appropriate groupings.
 - c. Utilize UFLI as our primary Tier 2 intervention and Phonics First as our primary Tier 3 intervention to identified students.