

LOCAL LITERACY PLAN: PRESCHOOL THROUGH GRADE 12

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

- PreK-K: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (PreK to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
 - K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.
-

EARLY CHILDHOOD PROVIDER/LEA: **CELINA CITY SCHOOLS**

IRN: **043729**

ADDRESS: **585 E. LIVINGSTON ST., CELINA, OHIO 45822**

LEAD CONTACT: **VAUGHN RAY**

CEO/SUPERINTENDENT: **DR. KEN SCHMIESING**

DATE: **[2/6/20]** REVISED: **11/1/21**

SUMMARY AND ACKNOWLEDGEMENTS

Our Local Literacy plan will allow us to address the literacy needs of our district. Our two-prong district strategy of Assessment Capable Learners (ACL) and Literacy serve as the vehicles to implement our plan, which include the following areas:

- revision of ACL components to include literacy evidence-based strategies
- new/aligned learning of reading theory (reflective of Ohio's Reading Plan) and dyslexia requirements
- appropriate selection and implementation of literacy resources

We would like to acknowledge the efforts of our entire school community, leadership team, and coaches/consultants.

CONTENTS OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

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

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Leadership Team Membership

Name	Title/Role	Organization	Email
Dr. Ken Schmiesing	Superintendent	Celina City Schools	ken.schmiesing@celinaschools.org
Vaughn Ray	Curriculum Director	Celina City Schools	vaughn.ray@celinaschools.org
Tracey Dammeyer	Special Ed. Director	Celina City Schools	tracey.dammeyer@celinaschools.org
Michelle Duncan	Celina Primary Principal	Celina City Schools	michelle.duncan@celinaschools.org
Cory Ahrens	Celina Elementary Principal	Celina City Schools	cory.ahrens@celinaschools.org
Jenna Hodge	Celina Intermediate Principal	Celina City Schools	jenna.hodge@celinaschools.org
Andy Mikesell	Celina Middle Principal	Celina City Schools	andy.mikesell@celinaschools.org
Renee Kramer	Celina High Principal	Celina City Schools	renee.kramer@celinaschools.org
Phil Metz	Business Manager/Building Principal	Celina City Schools	phil.metz@celinaschools.org
Valerie Scott	Preschool Director	Mercer County ESC	valerie.scott@mercercountyesc.org

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

Developing the Plan

Our administrative team developed the 2019-20 through 2023-24 Literacy Plan and was board approved in March 2020. Our administrative team, with recommendations from our Celina Literacy Leadership Team and external coaches, is revising the plan to meet current needs and implications.

Monitoring the Plan

Our Plan will be reviewed yearly and as needed by the administrative team. Adjustments will be made to meet the needs of the Plan. In addition, we will be monitoring our implementation along the way through implementation reviews (classroom observations) and cross-referencing it to student achievement data. We will offer support in areas of need and celebrate success, too.

Communicating the Plan

We will communicate our board approved plan in a variety of ways, including our DLT/BLT/TBT framework, email, district newsletters, staff meetings, etc.

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

Celina City Schools has always been committed to improving adult instructional practices and student outcomes. In holding these beliefs, our certified staff will continue to participate in a variety of Professional Development (PD) opportunities.

Our PD in school years 2021-2022 and 22-23 will center around two themes: **Literacy** and **ACL**. K-8 ELA teachers, and select district staff, will participate in Literacy Training. Those staff members who are participating in Literacy Training will temporarily pause their new learning (and will continue practicing on that which they have already learned) of ACL PD for the two years of their Literacy Training. Staff not participating in Literacy Training will continue with our ACL PD. The Celina City School District is committed long term to the ACL framework for the improvement of both student learning and adult instructional practices.

Literacy		ACL
<p>Mission: We will design high-quality <u>professional learning</u>, promote a <u>literacy framework that reflects ODE’s Plan to Raise Literacy Achievement</u>, and build <u>capacity for literacy leadership</u> through problem-solving, collaboration, and communication in order to create an aligned literacy experience for ALL students in Celina. <i>**This Mission Statement was designed by The Celina Literacy Leadership Team, which includes 24 teachers.</i> See our goals here.</p> <p>In order to accomplish our mission, our professional development will feature two training opportunities: Amplify (our materials) and LETRS (theory and strategies).</p>		<p>Mission: We will cultivate Assessment Capable Learners (ACL) who can problem solve, collaborate, and communicate with others. In regards to learning, Assessment Capable Learners know what they are learning, where they need to go, and how to get there. Our staff will seek to challenge, prepare, and empower every student to become a lifelong learner who can contribute to the betterment of society. <i>**This Mission Statement was designed by the Celina City Schools District Leadership Team.</i> See our Goals here.</p>
Amplify	LETRS	<p>In order to accomplish our mission, our PD will address the following topics found in Part 2 of our ACL Profile: establishing relationships, providing feedback, self-assessment, and setting goals. Also, we will continue with our practice of what we have learned in Part 1. Our learning will follow a spiral</p>
<p>Training will feature What’s in the Box?, Start Up/Introduction, School Start-Up, and support offered throughout the school year.</p>	<p>A two year training which features 4 full day face-to-face sessions and 32 online learning modules each year. Face-to-face sessions will include training with Margo Shipp and time for teachers to reflect upon their learning together. Online modules will be completed independently by staff during the school day. LETRS Training Structure (Years one and two): Day 1 Face-to-Face (Full Day) Complete 16 Modules (Over 16 Weeks)</p>	

<p>Amplify Training Training will be designed around teacher needs and differentiated by grade level.</p>	<p>Day 2 Face-to-Face (Full Day) Complete 8 Modules (Over 8 Weeks) Day 3 Face-to-Face (Full Day) Complete 8 Modules (Over 8 Weeks) Day 4 Face-to-Face (Full Day) <i>1 Module = 60min Online Module + Suggested Reading(s)</i></p>	<p>review format. Further, our PD will feature presentations from respected professionals such as Dr. Bobby Moore, Dr. Doug Reeves, Dr. Nicole Law, Temple Granden, Kevin Honeycutt, Jenn Knapke, etc.</p>
<p>In addition to the Amplify Reps and Margo Shipp, our Literacy Coaches will provide the necessary support to our ELA staff.</p>		<p>Note: While these are district wide PD initiatives, each building will continue progressing forward on their own goals as well (as determined by their building's needs).</p>

In the following years (2022-23 and 2023-24), we will expand our literacy training to meet the needs of ODE dyslexia requirements through a needs assessment, professional development, and implementation of Multi-Tier System of Support (MTSS) to meet the needs of all students, including those impacted by dyslexia.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Currently, we have struggling readers in every grade band and every course. We are not here to pass judgement on anyone or any course, as we are all in this together and need to work as an aligned district to help all of our learners.

We just adopted a K-8 reading series (Amplify) and are working to implement the series with fidelity over the next few years. Concurrently, our K-8 (and selected high school ELA staff) are participating in LETRS training with the support of our literacy coaches and Margo Shipp. Our teachers have been to various training sessions on theory and practice (over the past few years) and we have a need to align all of our learning. This will take place over the next few years.

Also across the district, literacy is not a focal point of instruction for all of our teachers. Our teachers are teaching the course content, but not with a focus on literacy. This includes our learning goals.

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

There are several factors that are contributing to our underachievement in literacy:

- We have 1,005 out of 2,443 (41%) students receiving free/reduced lunch
- We have 9 homeless families
- We have 105 out of 2,443 (4.2%) students receiving English Learner services

- We have 512 out of 2,443 (20.9%) students on IEPs

Also, here are three data points to consider in regard to student need for our K-1 readers: 2020 KRA, Acadience 2021 Fall Benchmark, and 2021 Ohio State Test for 3rd Grade Reading Guarantee. Together, these points tell the story of our progress with regards to literacy instruction.

KRA (167 students)	Acadience	2021 Ohio State Test for 3rd Grade Reading Guarantee (167 students)
<ul style="list-style-type: none"> • Demonstrating Readiness - 46 students • Approaching Readiness - 68 students • Emerging Readiness - 53 students 	<p>Kindergarten</p> <ul style="list-style-type: none"> • Reading Composite Score <ul style="list-style-type: none"> ○ Above Benchmark - 36% ○ At Benchmark - 10% ○ Below Benchmark - 20% ○ Well Below Benchmark - 33% • First Sound Fluency <ul style="list-style-type: none"> ○ Above Benchmark - 39% ○ At Benchmark - 15% ○ Below Benchmark - 11% ○ Well Below Benchmark - 35% <p>First Grade</p> <ul style="list-style-type: none"> • Reading Composite Score <ul style="list-style-type: none"> ○ Above Benchmark - 28% ○ At Benchmark - 17% ○ Below Benchmark - 26% ○ Well Below Benchmark - 30% • Phoneme Segmentation Fluency <ul style="list-style-type: none"> ○ Above Benchmark - 36% ○ At Benchmark - 23% ○ Below Benchmark - 32% ○ Well Below Benchmark - 9% • Nonsense Word Correct Letter Sounds <ul style="list-style-type: none"> ○ Above Benchmark - 28% ○ At Benchmark - 21% ○ Below Benchmark - 31% ○ Well Below Benchmark - 21% • Nonsense Whole Words Correct <ul style="list-style-type: none"> ○ Above Benchmark - 0% 	<ul style="list-style-type: none"> • 61 (36.9%) of 167 did not pass Fall test • 11 (6.5%) of 167 did not pass Spring test

	<ul style="list-style-type: none"> ○ At Benchmark - 26% ○ Below Benchmark - 23% ○ Well Below Benchmark - 51% 	
This indicates that 121 (or 72% of) students are not demonstrating readiness for Kindergarten.	These scores indicate that on average, 53.6% of students are below or well below benchmark for these subtests. The students are lacking foundational skills of phonemic awareness and phonics.	These scores indicate that students are entering third grade with below grade level skills. Students are making progress throughout the school year, with 6.5% not making it to grade level on this test.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Ohio’s Vision for Literacy

Ohio’s vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner’s language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Celina’s Vision for Literacy

Celina’s vision is for all learners to gain the necessary reading skills needed for the future. Reading is the key to learning and learning is a powerful tool for our students to be ready for the future. Our vision aligns with Ohio’s vision in that we want all our students to be ready for life after high school and to be productive citizens. Being a proficient reader allows our students to do just that. The use of evidence-based strategies is paramount to our success.

Mission: We will design high-quality professional learning, promote a literacy framework that reflects ODE’s Plan to Raise Literacy Achievement, and build capacity for literacy leadership through problem-solving, collaboration, and communication to create an aligned literacy experience for ALL students in Celina. **This Mission Statement was designed by The Celina Literacy Leadership Team, which includes 24 teachers.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Our literacy goals include implementing our new literacy program resources (Amplify) and completing LETRS and dyslexia training in order to provide our staff with the knowledge and resources they need to improve the literary abilities of our students across the district. In order for this mass undertaking to be successful, our teachers will need to be supported with the appropriate professional development in learning these new concepts and teaching strategies, as well as the necessary coaching to allow for successful classroom implementation.

Year	Topic	Goal	Adult Behaviors	Student Behaviors
19-20	ACL	By the end of the 19-20 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	By the end of the 19-20 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons in one subject area.	By the end of the 19-20 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.
20-21	ACL with Literacy	By the end of the 20-21 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	By the end of the 20-21 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons in one additional subject area. These targets and criteria will include a literacy and evidence-based focus.	By the end of the 20-21 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.
21-22	ACL with Literacy	By the end of the 21-22 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	By the end of the 21-22 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons. These targets and criteria will include a literacy and evidence-based focus.	By the end of the 21-22 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.
	Literacy (LETRS & Amplify)		By the end of the 21-22 school year, 100% of K-8 (ELA and select) teachers will complete year 1 of LETRS training and Amplify Implementation. Teachers will deliver daily lessons that feature components of both programs.	By the end of the 21-22 school year, 100% of K-12 students will utilize learned literacy skills and concepts into their daily work and interactions.
22-23	ACL with Literacy	By the end of the 22-23 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	By the end of the 22-23 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons. These targets and criteria will include a literacy and evidence-based focus.	By the end of the 22-23 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.

	Literacy (LETRS & Amplify)		By the end of the 22-23 school year, 100% of K-12 (ELA and select) teachers will complete year 2 of LETRS training and Amplify Implementation. Teachers will deliver daily lessons that feature components of both programs.	By the end of the 22-23 school year, 100% of K-12 students will utilize learned literacy skills and concepts into their daily work and interactions.
	Literacy (Dyslexia)		By the end of the 22-23 school year, 100% of PreK-1 teachers will complete year 1 of dyslexia training and design of a Multi-Tier System of Support (MTSS). Teachers will deliver daily lessons that feature components of both programs.	
23-24	ACL with Literacy	By the end of the 23-24 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	By the end of the 23-24 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons. These targets and criteria will include a literacy and evidence-based focus.	By the end of the 23-24 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.
	Literacy (LETRS & Amplify)		By the end of the 23-24 school year, 100% of K-12 (ELA and select) teachers will participate in follow-up LETRS training and continue with Amplify implementation. Teachers will deliver daily lessons that feature components of both programs.	By the end of the 23-24 school year, 100% of K-12 students will utilize learned literacy skills and concepts into their daily work and interactions.
	Literacy (Dyslexia)		By the end of the 23-24 school year, 100% of PreK-1 teachers will complete year 2 of dyslexia training and design of a Multi-Tier System of Support (MTSS). Teachers will deliver daily lessons that feature components of both programs.	

SECTION 6: ACTION PLAN MAP(S)

Year	Goal	Action Steps	Implementation Details
19-20	By the end of the 19-20 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	<p>Provide ACL Content (learning targets and success criteria) to staff</p> <p>Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff</p> <p>Attend Literacy Leadership Academy and related PD for leadership and staff</p> <p>Review literacy resources for classroom teachers to utilize in daily lessons</p>	Our DLT/BLT/TBT framework will communicate content to staff. Staff will be provided 2-hour delays to work in teacher teams on designing and implementing learning targets and success criteria. Teachers will begin implementing ACL components into daily lessons. Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs. BLTs will review literacy resources and begin the selection process with assistance of coaches/consultants. Implementation will be monitored through Implementation Reviews (which are guided by Practice Profiles).
20-21	By the end of the 20-21 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	<p>Provide ACL Content (learning targets and success criteria) to staff</p> <p>Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff</p> <p>Celina Literacy Leadership Team (CLLT) will select literacy theory and resources</p> <p>Staff will attend beginning implementation training for resources</p>	Our DLT/BLT/TBT framework will communicate content to staff. Staff will be provided 2-hour delays to work in teacher teams on designing and implementing learning targets and success criteria. Teachers will begin implementing ACL components into daily lessons. A subcommittee from the CLLT will perform the resources selection process. Staff will open and organize materials and participate in introductory professional learning opportunities. Implementation will be monitored through Implementation Reviews (which are guided by Practice Profiles).
21-22	By the end of the 21-22 school year, all students will demonstrate a year's growth, as indicated on state	<p>Provide ACL Content (learning targets and success criteria) to staff</p> <p>Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff</p>	Our DLT/BLT/TBT framework will communicate content to staff. Staff (ELA and select) will be provided 4 full days and 2 hours weekly to work in teacher teams on LETRS. Literacy coaches will offer support. All Staff will continue implementing ACL components into daily lessons. Implementation will

	assessments and/or high-quality data.	Participate in LETRS training and Amplify Implementation	be monitored through Implementation Reviews (which are guided by Practice Profiles) and work by the CLLT.
22-23	By the end of the 22-23 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	Provide ACL Content (learning targets and success criteria) to staff	Our DLT/BLT/TBT framework will communicate content to staff. Staff (ELA and select) will be provided staff development hours/days and 2 hours weekly to work in teacher teams on LETRS. Literacy coaches will offer support. All Staff will continue implementing ACL components into daily lessons. Staff (PreK-1) will be provided staff development hours/days to complete a dyslexia Needs Assessment and related training. Implementation will be monitored through Implementation Reviews (which are guided by Practice Profiles) and work by the CLLT.
		Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff	
		Participate in LETRS training and Amplify Implementation	
		Participate in dyslexia needs assessment and related professional development	
23-24	By the end of the 23-24 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high-quality data.	Provide ACL Content (learning targets and success criteria) to staff	Our DLT/BLT/TBT framework will communicate content to staff. Staff (ELA and select) will be provided staff development hours/days and 2 hours weekly to work in teacher teams on LETRS. Literacy coaches will offer support. All Staff will continue implementing ACL components into daily lessons. Staff (PreK-1) will be provided staff development hours/days to complete dyslexia related training and implement Multi-Tier Systems of Support. Implementation will be monitored through Implementation Reviews (which are guided by Practice Profiles) and work by the CLLT.
		Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff	
		Participate in LETRS training and Amplify Implementation	
		Participate in dyslexia related professional development and implement Multi-Tier Systems of Support	

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

Our process for measuring progress will include classroom observations and review of student growth measures. For the classroom observations, we will be monitoring the level of implementation of ACL components (including evidence-based practices). For the review of student growth measures, we will be monitoring growth through the review of Ohio State Test results (OST, OELPA, ACT, AASCD) and classroom benchmark assessments. We will cross-reference both sets of data and perform an analysis of progress.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

Assessment Capable Learners (ACL)

After spending a considerable amount of time researching teaching strategies and their effect size on student learning, the District Leadership Team (DLT) chose Assessment Capable Learners (ACL) because of its potential for tremendous impact on student growth. Many of our initiatives (UDL, PBIS, formative assessment, providing feedback, goal setting, co-teaching, and student-teacher relationships) in various buildings and departments already fall under this “umbrella” strategy. The team felt as though Celina has already made tremendous progress toward developing Assessment Capable Learners. Assessment Capable Learners know the learning targets for the lesson and how to be successful (using evidence-based strategies) with those learning targets. Students who are Assessment Capable Learners are able to determine where they are in relation to the established criteria and can select learning strategies (evidence-based) to improve their learning and work. Our work in this plan will include the revising of learning targets and success criteria with an emphasis on evidence-based strategies for literacy. In order to do this, our staff will implement an aligned knowledge (K-12) on the updated Ohio Reading Plan and related theory on literacy evidence-based practices (LETRS). We will use this aligned knowledge to help utilize appropriate literacy resources and implement the resources into ACL components and daily lessons. We expect full implementation of ACL parts and components across all courses in the district.

Literacy

Based on our needs assessment (shown in Section 3) it is evident that we have struggling readers, specifically with word recognition skills (i.e., phonics and phonemic awareness) and language comprehension. Over the course of this plan, we will address this need with the following:

- Select and utilize appropriate literacy resources (Amplify) in daily lessons.
- Select and utilize appropriate literacy assessments (screeners and diagnostics) to monitor progress and design instruction.
- Participate in professional development reflective of the science of reading and dyslexia, both in theory (dyslexia and LETRS), resources (Amplify and Multi-Tier Systems of Support), assessments (Acadience and dyslexia related).

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

Our Leadership team will ensure effectiveness in several ways.

- Our team will ensure all staff receive new/aligned learning experiences on evidence-based practices.
- Our team will ensure that evidence-based strategies and new/aligned learning will be shared through our DLT/BLT/TBT framework.

- Our team will review data at various checkpoints and look for trends. This review will allow us to make necessary adjustments throughout our process and design supports for our staff.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Our professional development plan will include three critical areas: revision of ACL components to include literacy evidence-based strategies, learning and alignment of reading theory (reflective of Ohio’s Reading Plan), and appropriate selection and implementation of literacy theory, resources, and assessments. Professional development sessions will be designed to meet the needs of the staff and reflective of results of Implementation Reviews (guided by Practice Profiles).

Year	How are we growing capacity for our staff with ACL and Literacy?
19-20	<ul style="list-style-type: none"> ● All staff will build capacity for designing and sharing learning targets and success criteria with students. ● Leaders will attend a Literacy Leadership Academy. ● The Celina Literacy Leadership Team will participate in leadership and literacy training.
20-21	<ul style="list-style-type: none"> ● All staff will build capacity for designing and sharing learning targets and success criteria with students. These targets and criteria will include a literacy and evidence-based focus. ● Staff (ELA and select) will attend beginning implementation training for Amplify resources.
21-22	<ul style="list-style-type: none"> ● All staff will build capacity for designing and sharing learning targets and success criteria with students. These targets and criteria will include a literacy and evidence-based focus. ● Staff (ELA and select) will continue attending implementation training for Amplify resources and begin LETRS training.
22-23	<ul style="list-style-type: none"> ● All staff will build capacity for designing and sharing learning targets and success criteria with students. These targets and criteria will include a literacy and evidence-based focus. ● Staff (ELA and select) will continue implementation training for Amplify resources and LETRS training. ● Staff (PreK-1) will begin professional learning for dyslexia theory, resources (Multi-Tier Systems of Support), and assessments.
23-24	<ul style="list-style-type: none"> ● All staff will build capacity for designing and sharing learning targets and success criteria with students. These targets and criteria will include a literacy and evidence-based focus. ● Staff (ELA and select) will continue implementation training for Amplify resources and LETRS training. ● Staff (PreK-1) will continue professional learning for dyslexia theory, resources (Multi-Tier Systems of Support), and assessments.

APPENDICES

Please contact Vaughn Ray (Celina City Schools Curriculum Director) at vaughn.ray@celinaschools.org for additional information and support.