



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Middlebury Academy Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

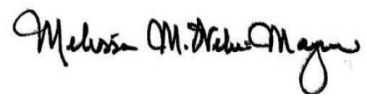
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Middlebury Academy

DISTRICT IRN: 123213

DISTRICT ADDRESS: 88 Kent St., Akron, Ohio 44205

PLAN COMPLETION DATE: December 9, 2019

LEAD WRITERS: Audra Bobbs, Jillian Anthony and Stacy Stuhldreher

IMPLEMENTATION START DATE:

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Audra Bobbs	Director	Middlebury	audra.bobbs@middleburyacademy.org
Kyle Minger	Assistant Director	Middlebury	kyle.minger@middleburyacademy.org
Robert Fell	Grades 6-8 Social Studies Teacher	Middlebury	robert.fell@middleburyacademy.org
Heather Givens	Kindergarten Teacher	Middlebury	heather.givens@middleburyacademy.org
Patricia Roese	Grades 6-8 Math Teacher	Middlebury	patty.roese@middleburyacademy.org
Patricia Cole	Grade 2 Teacher	Middlebury	patricia.cole@middleburyacademy.org
Debra Glenn	Instructional Aide	Middlebury	debra.glenn@middleburyacademy.org
Stacy Stuhldreher	Academic Director and Coach	Forrester	sstuhldreher@forresteredu.org
Jillian Anthony	Academic Coach	Forrester	janthony@forresteredu.org
Paulette Hare	Superintendent	Forrester	phare@oakmontedu.org
Lee Ann King	Executive Director of Federal Programs	Oakmont	laking@oakmontedu.org
Ronald McDaniel	Board President	Middlebury	ron@buzzoodle.com

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

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

Middlebury Preparatory Academy's Reading Achievement Plan is explicitly designed to meet the needs of the diverse learners who enter our school, many a year or more behind in reading, and all lacking the literacy skills needed to be successful. The implementation of the Wilson Reading System, FUNdations and Just Words, coupled with our reading curriculum, provides a solid foundation for our literacy program. The reading plan was developed with the members of the team identified in the first section and is based on daily observations, reviews of lesson plans and classroom assessments, data derived from NWEA/MAP assessment scores, and an item analysis of questions on the OST.

Middlebury Preparatory Academy received the following passages rates in ELA on the OST on the 2018-2019 report card:

Third Grade: 19.2%

Fourth Grade: 26.1%

Fifth Grade: 38.9%

Sixth Grade: 8.3%

Seventh Grade: 25.9%

Eighth Grade: 8%

For the K-3 Literacy Score, 5% of the students moved to on track and Middlebury received an F. In 2017-2018, Middlebury received an average score of 21.4% at proficiency or above on the OST in ELA and 13.6% on K-3 Literacy. Ongoing data shows students in grades K-3 are lacking the necessary foundational skills in literacy. In addition, scores indicated students need more intensive instruction in phonemic awareness and phonics.

Our focus is to dive deeper into our data to monitor learning in order to adjust instruction and interventions to meet and exceed our OIP/SIP goal. This will play an important role in ensuring our students are successful.

We have done the following work thus far:

- Standards have been deconstructed and analyzed, then broken down into smaller, more explicit instructional learning targets for use in daily teaching and classroom-level assessments
- Pacing guides were refined according to the standards
- Teachers aligned their assessments to the rigor of the state tests. This will increase the probability that we will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments
- When assessments and objectives are aligned, “good grades” are more likely to translate into mastery learning. When objectives and assessments are misaligned, many students focus their efforts on activities that will lead to good grades rather than focusing their efforts on learning what we believe is important.

Core to our plan is the implementation of teaching the standards as the primary instructional strategy based on individual student data. This will help us to better differentiate student learning to gain higher outcomes for at-risk students. Title I and Title IIA funds are being utilized to provide the necessary resources and professional development from trained reading professionals. Local funds will be used to purchase supplies and/or additional resources. The district leadership team members met and attended the state support team training that reviewed the major components of the plan. The team met in the summer prior to the training and analyzed trends, each item analysis, revised pacing guides, and started the alignment of assessments to the rigor of the standards.

The reading plan for Middlebury Preparatory Academy will be shared with board members via electronic attachments as a Board report and presented to the Board in their regular January board meeting. In addition, the plan will be shared with our sponsor, Charter School Specialists. Charter School Specialists will review the plan and will provide technical assistance to the team and school leader on additional areas to focus on and will support the school with training and other technical assistance Middlebury may need. Because teachers were part of the planning process, implementing the plan is the next step. Teachers will be required to meet with the school principal and academic coach on a bi-weekly basis to plan and check in with their progress and to plan instruction. The school also has academic coaches which will further facilitate the implementation of the plan via observations and/or providing feedback during classroom visits. Additional training will be provided by the curriculum director to ensure that teachers have the necessary training and tools, and any other resources needed to ensure the success of the plan.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

Our schools are faced with the challenge of meeting new academic standards and rigorous state assessments. Middlebury Academy failed to meet the reading indicators in grades 3-8 and earned an F in K-3 Literacy. In order to make rapid improvements, Middlebury Academy will maintain targeted and specific instruction to meet the needs of all students.

After examining the state assessment data and the NWEA MAP data, we are focusing on the following to make improvements:

- Curriculum aligned to the state standards
- Formative and summative assessments aligned to the standards
- Positive Behavior Interventions Supports (PBIS)
- Instructional Planning support
- Response to Intervention (RTI)
- Instructional Monitoring
- Instructional Coaching/Effective Feedback.

Led by the school leader and academic coaches, team members collaborated to establish five basic elements: beliefs, mission, objectives, action steps, and strategies to develop the OIP or the Ohio Improvement Plan. The OIP is a long-range plan or roadmap that drives the actions of every staff member and guides further goal setting for the school and its teachers and most importantly, the students.

The academic coaches, with members of the leadership team and teachers from various grade levels revised the pacing guides to ensure alignment with the Ohio Common Core standards. The teachers continuously create differentiated groups based on recent formative and summative assessment scores. An additional block of time, known as Success, was created in grade level bands, in order to ensure that all students receive instruction according to their instructional level, in small group settings. After school tutoring programs and summer intervention programs also provide another layer of support and intervention. The school leader and academic coach hold bi-weekly meetings with teachers during their planning time. This time is used to look at assessments and ensure that weekly assessments are aligned with daily instructional practices and deconstructed student learning targets.

The RTI model was developed and is being implemented to target student deficits, align our intervention to close the achievement gaps and progress monitor, and strengthen our core instruction. Our system is a MTSS (multi-tiered system of support) that contains a multi-level instructional framework aimed at improving outcomes for ALL students. Within the structure of Wilson Reading, the RTI model provides a prevention system for students at risk for poor learning outcomes by providing immediate support. Teachers learn through professional development opportunities to match high quality instruction and intervention to student needs.

Led by the school leader and academic coaches, team members collaborated to establish five basic elements: beliefs, mission, objectives, action steps, and strategies to develop the CCIP or the Ohio Improvement Plan. The OIP is a long-range plan or roadmap that drives the actions of every staff member and guides further goal setting for the school and its teachers and most importantly the students.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.

Per ORC 3302.13 (A) Middlebury Academy is required to submit a Reading Achievement Plan because the Academy “received a grade of “F” on the kindergarten through third-grade literacy progress measure under division (C)(3)(e) of section 3302.03 of the revised code.” Additionally, ORC 3302.13 (B) also requires Middlebury Academy to submit a Reading Achievement Plan because “less than sixty percent of the district’s students who took the third grade English language arts assessment prescribed under section 3301.0710 of the Revised Code during the most recent fall and spring administrations of that assessment attained at least a proficient score on that assessment.” As per ODE we did not look at KRA data as a vendor.

A. ANALYSIS OF RELEVANT STUDENT PERFORMANCE DATA

The following data analyses are broken down by grade level and assessment.

The data will be organized as ‘on track’ or ‘not on track’ (K-3) or percentages of students that tested proficient (4-8). Proficiency and ‘on track’ are determined by each assessment’s own measure. NWEA’s ‘on track’ status is guided by the Ohio Department of Education. The ‘proficient’ level is all students measuring the 50th percentile nationally or above. As per ODE we choose to use the NWEA-MAP and the AIR testing results.

AIR English/Language Arts Assessment – Spring 2018

3rd Grade – 85% students not proficient, 15% students proficient

4th Grade – 75% students not proficient, 25% students proficient

5th Grade – 63% students not proficient, 37% students proficient

6th Grade – 92% students not proficient, 8% students proficient

7th Grade – 75% students not proficient, 25% students proficient

8th Grade – 92% students not proficient, 8% students proficient

NWEA – Fall 2019

Kindergarten – 24 students: 4 students ‘not on track’ (17%), 20 students ‘on track’ (83%)

1st Grade – 20 students: 20 students ‘not on track’ (100%), 0 students ‘on track’ (%)

2nd Grade – 28 students: 19 students ‘not on track’ (68%), 9 students ‘on track’ (32%)

3rd Grade – 19 students: 5 students ‘not on track’ (26%), 14 students ‘on track’ (74%)

4th Grade – 21 students: 16 students not proficient (76%), 5 students proficient (24%)

5th Grade – 17 students: 9 students not proficient (53%), 8 students proficient (47%)

6th Grade – 22 students: 20 students not proficient (91%), 2 students proficient (9%)

7th Grade – 37 students: 28 students not proficient (76%), 9 students proficient (24%)

8th Grade – 23 students: 18 students not proficient (78%), 5 students proficient (22%)

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

There are several contributing factors that contributed to the low reading achievement levels of the students at Middlebury Academy. Below are factors that have contributed to the reading achievement levels:

- Lack of fidelity in rigorous teaching of grade level content
- Lack of attention to teaching foundational skills to mastery
- Lack of effective use of data and differentiation
- Additional social and emotional support for students in order to access learning
- Lack of foundational skills in phonemic awareness
- Lack of activities that support student development during years 0-4
- Student absenteeism.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district’s or community school’s literacy mission and/or vision statement. The Department’s literacy vision is described in Section 4 of [Ohio’s Plan to Raise Literacy Achievement](#).

The Literacy Mission of Middlebury Academy is to provide literacy instruction using research-based strategies that teach students reading, writing, speaking, listening, and thinking skills to help them achieve academic excellence, personal growth and life-long learning.

Middlebury Academy leaders, teachers and community will accomplish this by doing the following:

- Providing students with research-based tools and instructional strategies
- Utilizing technology to enhance literacy instruction
- Providing quality assessments to help guide instruction to meet individual student needs
- Promoting literacy skills by providing additional reading, writing, speaking and listening experiences in all core subject areas
- Differentiating to meet the needs of all students and appropriately scaffolding instruction

Providing classrooms that are print-rich and contain a wide variety of reading materials, resources, and technology to support a child’s literacy development.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners’ needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal 1: All grade levels will increase the percentage of students who test proficient by 7% annually as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA.

Goal 2: The K-3 Literacy score will improve from 13.6% to 24.4% or above as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA.

SECTION 6: ACTIONPLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # 1 Action Map

Goal Statement: All grade levels will increase the percentage of students who test proficient by 7% annually as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	CSLT will meet once a month to ensure evidence-based instructional strategies are being used.	TBTs will meet at least bi-weekly for 45 minutes using the 5-step process to identify student needs and plan instruction using research-based strategies.	Teachers will meet bi-weekly for lesson planning and to discuss assessment data.	Provide ongoing professional development on research-based instructional strategies to all instructional staff.
Timeline	Ongoing	Ongoing	Ongoing	Ongoing
Lead Person(s)	School Leader	School Leaders Team Leaders	School Leaders Academic Coaches	School Leaders Academic Coache Curriculum Directo State Support Tea Sponsor
Resources Needed	None	Research-based strategies	Teacher lesson plans Assessment data Pacing Guides	Student Data to dr needs State support representatives Staff Surveys
Specifics of Implementation	CSLT meeting minutes will provide evidence that evidence-based instructional strategies are being used.	TBT meeting minutes will reflect evidence-based instructional strategies with intentional focus on subgroups.	Detailed meeting logs kept for each meeting Research-based instructional strategies and support Data analyzed and plan for differentiation and interventions	Sign in sheets refle that PD is based around evidence based strategies
Measure of Success	Student data (attendance, behavior, TBT) Grade-level data (NWEA)	Student data (attendance, behavior) Formative/Summative assessment data Instructional strategies using walkthroughs Grade-level data (NWEA)	Student data (attendance, behavior) Formative/Summative assessment data Instructional strategies using walkthroughs Grade-level data (NWEA)	Student data (attendance, behavior) Formative/Summa assessment data Instructional strategies using walkthroughs Grade-level data (NWEA) Staff Surveys
Check-in/Review Date	Monthly	Monthly	Bi-weekly	Quarterly

Goal # 2 Action Map

Goal Statement: The K-3 Literacy score will improve from 13.6% to 24.4% or above as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	
Implementation Components	TBTs will meet at least bi-weekly for 45 minutes using the 5-step process to identify student needs and plan instruction using research-based strategies.	Implement with fidelity high quality core reading instruction utilizing Foundations and Wilson Reading	Teachers will meet bi-weekly for lesson planning and to discuss assessment data.	Provide ongoing professional development on literacy research-based instructional strategies to all instructional staff. Professional development may include: Effective Lesson Design, Response to Intervention, PBIS RIMPS, and Differentiation, Wil Language Program and Small group in
Timeline	Ongoing	Ongoing	Ongoing	Ongoing
Lead Person(s)	School Leaders Team Leaders	Classroom Teachers Title 1 Teacher Academic Coaches	School Leaders Academic Coaches	School Leaders Academic Coaches Curriculum Director State Support Tea Sponsor
Resources Needed	Research-based strategies 5 step process and fill out form	Wilson Reading System/FUNdation Kit FUNdation professional development	Teacher lesson plans Assessment data Pacing Guides	Student Data to dr needs State support representatives Staff Surveys
Specifics of Implementation	TBT meeting minutes will reflect evidence-based instructional strategies with intentional focus on subgroups.	Students will receive at least 30 minutes of FUNdation daily. A double dose is given during success time.	Detailed meeting logs kept for each meeting Research-based instructional strategies and support Data analyzed and plan for differentiation and interventions	Sign in sheets reflect that PD is based around evidence based strategies
Measure of Success	Student data (attendance, behavior) Formative/Summative assessment data Instructional strategies using walkthroughs	FUNdation and Wilson Reading data Reading Improvement Monitoring Plan (RIMPs)	Student data (attendance, behavior) Formative/Summative assessment data Instructional strategies using walkthroughs	Student data (attendance, behavior) Formative/Summa assessment data Instructional strategies using walkthroughs

	Action Step 1	Action Step 2	Action Step 3	
	Grade-level data (NWEA)	Instructional strategies using walkthroughs Grade-level data (NWEA)	Grade-level data (NWEA)	Grade-level data (NWEA) Staff Surveys
Check-in/Review Date	Monthly	Monthly	Bi-weekly	Quarterly

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

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Goal #1 All grade levels will increase the percentage of students who test proficient by 7% annually as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA

	Action Step 1	Action Step 2	Action Step 3	
Evidence collected	CSLT meeting minutes.	TBT meeting minutes with instructional strategies included.	Weekly lesson plans, coaches' feedback and assessment data.	Professional development materials and resources provided.
Frequency	Monthly	Bi-weekly	Bi-weekly	Quarterly
Collector	School Leader	School Leaders Team Leaders	School Leaders Academic Coaches	School Leaders Academic Coaches Curriculum Director Teachers

Goal #2: The K-3 Literacy score will improve from 13.6% to 24.4% or above as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA.

	Action Step 1	Action Step 2	Action Step 3	
Evidence collected	TBT meeting minutes with instructional strategies included.	FUNDation and Wilson Reading assessment and observation data	Weekly lesson plans, coaches' feedback and assessment data.	Professional development materials and resources provided.
Frequency	Bi-weekly	Weekly	Bi-weekly	Quarterly
Collector	School Leaders Team Leaders	Classroom Teachers Title 1 Teacher Academic Coaches	School Leaders Academic Coaches	School Leaders Academic Coaches Curriculum Director Teachers

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Middlebury Academy's evidence based strategies will be used to meet the learning needs of all students in grades K-3 improving their reading levels.

- The leadership team will review data to ensure that students are mastering concepts
- Teacher bi-weekly TBT meetings will allow them to review student academic and behavior data to identify students that require early intervention. Teachers are consistently meeting to review data and complete the 5 step process.
- Bi-weekly lesson plan meetings ensure that lessons and assessments are aligned to state standards. Teachers meet with academic coaches to discuss lesson effectiveness, pacing, resources, and data results.
- Ongoing professional development ensures that teachers are using research-based strategies to inform instruction
- Bi-weekly classroom walkthroughs provide quality instruction monitoring and teacher feedback to check on lesson delivery, DOK levels, rigorous teaching, small group instruction, and differentiation being utilized in the classroom. Teachers are provided immediate feedback.
- Monthly Response to Intervention meetings and ongoing professional development. Monthly meetings include discussion on students in Tier 1 and Tier 2. Staff looks at NWEA results, grades, attendance, student progress, classroom teacher provides data and input.
- Utilizing Wilson Reading and FUNdations supports the students' need for foundational skills in phonemic awareness. Title students receive a double dose of FUNdations.
- Wilson Reading and/or FUNdations is a support utilized on all students' Reading Improvement and Monitoring Plan (RIMP)

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

Middlebury Academy will use the following evidence-based strategies to ensure that our proposed strategies are effective and show improvement:

- Positive Behavior Intervention Support (PBIS)
- Reading Improvement and Monitoring Plans(RIMPS)
- Differentiation for students
- Small group instruction
- Response to Intervention(RTI)
- Wilson Language Program

Utilizing these strategies will improve the classroom environment, instruction and ensure that we are meeting the individual needs of students.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Below is Middlebury Academy's professional development plan for the 2019-20 year:

August 6- K8 Ohio Kick Off- School Culture and Climate

August 20/21 - Classroom Management

Aug. 23 - Response to Intervention

Aug. 28 - Differentiation (ongoing throughout the year)

Oct. 9 - TBT meetings

Oct./Nov. - Teaching in Poverty

Nov. 5th - Goalbook - Rigorous Instruction

February 15 TBD

March 22 TBD

Potential Professional Development for 2020-2021 year:

Response to Intervention

PBIS

Differentiation in stations

Effective Lesson Design

Small groups

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.