Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 1, 2020

Dear Superintendent,

Thank you for submitting the Sunbridge Schools 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 include:
- The plan is developed to align the Community School Improvement Plan, OIP with Literacy improvements.
- The plan utilizes a variety of data sources including the analyzation of NWEA MAP assessments, formative assessments, screeners, walk-through data, and our CSLT and TBT meeting notes. Data analysis includes grades 4-6.
- The plan identifies external factors contributing to low reading achievement including chronic absenteeism, student mobility, mismatched instructional materials, and a need for professional development.

This plan will benefit from:
- Mapping the data needs to the professional development plan including vocabulary, fluency and comprehension. Analysis reveals the vocabulary continues to be a challenge through grade 6.

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.

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME:

SunBridge Schools

DISTRICT IRN:

013175

DISTRICT ADDRESS:

2105 N. McCord Rd. Toledo, Ohio 43615

PLAN COMPLETION DATE:

December 23, 2019

LEAD WRITERS:

Joe Cordella, Superintendent

Diana Bergman, Principal

Table of Contents

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

SECTION 1, PART A: 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
Joe Cordella	Superintendent	SunBridge Schools	joe@sunbridgeschools.org
Diana Bergman	Principal / Special Education Director	SunBridge Schools	diana@sunbridgeschools.org
Melissa Griggs	Intervention Specialist	SunBridge Schools	melissa@sunbridgeschools.org
Tina Gautz	3rd Grade Teacher	SunBridge Schools	tina@sunbridgeschools.org
Hannah Porter	1st Grade Teacher	SunBridge Schools	hannah@sunbridgeschools.org
Nicole Lauman	2nd Grade Teacher	SunBridge Schools	nicole@sunbridgeschools.org

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.

The Community School Leadership Team (CSLT) endeavored to develop the following Reading Achievement Plan through a thorough analysis of assessment data, curriculum resources, instructional supports, and use of evidence based instructional practices in the classroom. Furthermore, the CSLT conducted a root cause analysis to determine an area of greatest need. This plan was developed to align with our Community School Improvement Plan and our OIP. Monitoring of our Reading Achievement Plan will include the analyzation of NWEA MAP assessments, formative assessments, screeners, state assessment results, walk-through data, and our CSLT and TBT meeting notes. This plan will be reviewed with our Teacher Based Teams at a monthly meeting. The plan will be shared on our school website and at a Board meeting.

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.

The following Reading Achievement Plan for SunBridge Schools is aligned to our continuous improvement efforts as outlined in our Community School Improvement Plan (CSIP) and Ohio Improvement Plan (OIP). All SunBridge Schools improvement plans focus on improving the foundational reading skills of all students through increased professional development, targeted interventions, and an emphasis on strengthening tier one instruction in the classroom.

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.*

Kindergarten Readiness Assessment Language and Literacy (% on track)			
2016-2017	2017-2018	2018-2019	2019-2020
52%	30%	27%	24%

Ohio State English Language Arts Assessment – AIR Assessment (% proficient)			
	2016-2017	**2017-2018**	**2018-2010**
3rd grade	26.4%	25.0%	13.2%
4th grade	42.5%	39.0%	25.7%
5th grade	50.0%	41.7%	32.5%
6th grade	16.7%	16.7%	15.2%

Overall MAP Growth: Reading K-2, 2-5, 6+ (% below average)				
	Fall 2018	**Winter 2019**	**Spring 2019**	**Fall 2019**
Kindergarten	50%	65%	64%	56%
1st grade	84%	88%	88%	61%
2nd grade	62%	67%	69%	83%
3rd grade	79%	76%	71%	80%
4th grade	78%	74%	68%	79%
5th grade	69%	76%	78%	72%
6th grade	70%	68%	69%	88%

Kindergarten MAP Growth: Reading K-2 (% below average)					
	Overall	**Language and Writing**	**Literature and Informational**	**Foundational Skills**	**Vocabulary Use**
Fall 2018	50%	68%	26%	76%	33%
Winter 2019	65%	68%	43%	65%	46%
Spring 2019	64%	73%	68%	56%	50%
Fall 2019	56%	60%	38%	72%	38%

1st Grade MAP Growth: Reading K-2 (% below average)					
	Overall	Language and Writing	Literature and Informational	Foundational Skills	Vocabulary Use
Fall 2018	84%	93%	74%	79%	71%
Winter 2019	88%	86%	79%	81%	86%
Spring 2019	88%	86%	78%	85%	83%
Fall 2019	61%	69%	46%	69%	60%

2nd Grade MAP Growth: Reading K-2 (% below average)					
	Overall	Language and Writing	Literature and Informational	Foundational Skills	Vocabulary Use
Fall 2018	62%	67%	56%	67%	70%
Winter 2019	67%	63%	58%	68%	75%
Spring 2019	69%	72%	57%	65%	69%
Fall 2019	83%	78%	64%	78%	75%

3rd Grade MAP Growth: Reading 2-5 (% below average)					
	Overall	Vocabulary: Acquisition and Use	Informational Text: Language, raft, and Structure	Literary Text: Key Ideas	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2018	79%	84%	78%	67%	75%	78%
Winter 2019	76%	71%	69%	55%	71%	74%
Spring 2019	71%	63%	75%	62%	62%	67%
Fall 2019	80%	80%	79%	60%	70%	75%

4th Grade MAP Growth: Reading 2-5 (% below average)					
	Overall	Vocabulary: Acquisition and Use	Informational Text: Language, Craft, and Structure	Literary Text: Key Ideas	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2018	78%	61%	64%	61%	80%	72%
Winter 2019	74%	64%	64%	79%	61%	74%
Spring 2019	68%	49%	68%	63%	74%	57%
Fall 2019	79%	69%	69%	67%	74%	79%

5th Grade MAP Growth: Reading 2-5 (% below average)						
	Overall	Vocabulary: Acquisition and Use	Informational Text: Language, Craft, and Structure	Literary Text: Key Ideas	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2018	69%	69%	59%	60%	71%	57%
Winter 2019	76%	73%	66%	71%	68%	65%
Spring 2019	78%	66%	73%	68%	68%	56%
Fall 2019	72%	72%	80%	69%	76%	65%

6th Grade MAP Growth: Reading 6+ (% below average)						
	Overall	Vocabulary: Acquisition and Use	Informational Text: Language, Craft, and Structure	Literary Text: Key Ideas	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2018	70%	67%	67%	53%	68%	70%
Winter 2019	68%	70%	85%	64%	64%	62%
Spring 2019	69%	51%	57%	66%	78%	74%
Fall 2019	88%	66%	78%	81%	81%	72%

1st Grade Orton Screening				
	Identifying Phonemes	Reading Decodable Words	Reading Non-Decodable Words	Reading Sentences
0-39% Mastery	2%	41%	61%	47%
40-59% Mastery	16%	16%	20%	8%
60-79% Mastery	51%	22%	10%	10%
80-100% Mastery	30%	20%	8%	35%

Reading achievement is a significant area of concern across all grade levels at SunBridge Schools. In each of the previous three years, kindergarteners have demonstrated a decrease in kindergarten readiness. This year, only 24% of kindergarten students entered assessed were on track for reading and literacy according to the KRA. The lack of foundational knowledge is also noted through the second grade where, according to the MAP Growth Reading assessment, 72% of kindergarteners, 69% of 1st graders, and 78% of 2nd graders demonstrated below average performance in the foundational knowledge subset. According to Ohio's Plan to Raise Literacy Achievement, "without early interventions, these learners will continue to struggle as they progress through the early elementary years" (2018).

This year, all first grade students were screened using an IMSE Orton-Gillingham screener. When assessed in the fall, 70% of fist graders were unable demonstrate mastery of identifying phonemes, 80% were unable to read decodable words, 92% were unable to read non-decodable (sight words), and 65% were unable to read sentences containing both

decodable and non-decodable words with accuracy. Additionally, more than half of all SunBridge Schools students demonstrate below average achievement across all areas of the MAP Growth Reading assessment. Approximately 20% of students in grades 3-6 have achieved proficiency on the Ohio State Reading Assessment.

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.

External factors contributing to low reading achievement at SunBridge Schools:

- Absenteeism- In the 2018-2019 school year, 46.6% of the students at SunBridge Schools were chronically absent. SunBridge has identified factors that may contribute to a student's absenteeism and have attempted to provide support to families to offset these challenges and encourage increased school attendance. Supports include door-to-door bus pick-ups for many students, phone calls from the transportation staff to remind students of their pick up times, food donations, and uniform donations. Our Community Liaison, teachers, and administration maintain contact with the families of chronically absent students to encourage improved attendance and to gain an understanding of the correlation between school attendance and school achievement.
- Transiency- In the 2018-2018 school year, almost 20% of the student in grades K-3 attended SunBridge for less than a year.
- Economic Disadvantage- Approximately 84% of the students at SunBridge identify as economically disadvantaged. As cited in Ohio's Plan to Raise Literacy Achievement, "poverty is linked with initial literacy exposure [and] without early intervention, the disparities evident in these early years will widen and impact every aspect of a child's trajectory in language and literacy competency" (2018).
- School Readiness- 74% of all kindergartners at SunBridge entering school during the 2019-2020 school year were identified as "not on track" according to the Kindergarten Readiness Assessment.

Internal factors contributing to low reading achievement at SunBridge Schools:

- Instructional Materials- A thorough curriculum review has not taken place in recent years. SunBridge has recently moved to a standards based grading system that allows for a greater amount of teacher autonomy in addressing the Ohio Learning Standards, however, a lack of common instructional materials hinders collaboration among staff members.
- High Quality Professional Development- Historically, access to professional development has consisted of onetime trainings that do not encourage deep understanding and implantation of newly taught or reviewed instructional practices. SunBridge recognizes that effective professional development programs are systematic, sustained, and collaborative efforts that brings about lasting change in the classroom and the minds of educators.
- Consistent Implementation of Evidence Based Instructional Practices- While staff have been provided initial trainings in evidence based instructional practices, schedule changes, lack of staff, student absences, and inconsistent assessment of student progress have hindered the full implementation of these practices.

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](#).

SunBridge Schools strives to provide students in underserved areas the educational opportunities they need to reach their full potential by preparing them to graduate from high school. We aim to achieve this goal by helping our students to develop the necessary academic and social tools, along with a strong sense of values and character, within an atmosphere of love and respect. SunBridge Schools views literacy as the foundation for all learning and endeavors to provide a solid foundation for all students to achieve high levels of academic and lifelong success.

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.

Overall Goal:
Increase the percentage of students meeting or exceeding proficiency levels as measured by the Ohio English Language Arts Assessment to 35% by the end of the 2021-2022 school year.
Kindergarten Sub Goal:
By the end of the 2021-2022 school year, 45% of all kindergarteners will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading assessment
1st Grade Sub Goal:
By the end of the 2021-2022 school year, 50% of all 1st graders will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading assessment
2nd Grade Sub Goal:
By the end of the 2021-2022 school year, 50% of all 2nd graders will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading assessment
3rd Grade Sub Goal:
By the end of the 2021-2022 school year, 40% of all 3rd graders will demonstrate average or above average expectations on the overall NWEA MAP Growth: Reading assessment

SECTION 6: ACTION PLAN 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:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement evidenced based instructional practices with fidelity to support the development of foundational reading skills.	Utilize data from assessments (NWEA MAP, OG, PAST…) to evaluate progress and refine or revise instructional strategies.	Identify students who are not meeting the benchmark expectations and provide additional supports through targeted tier 2/3 interventions and/or RIMPS.
Timeline	2019-2021	2019-2021	2019-2021
Lead Person(s)	Principal Superintendent	Community School Leadership Team Teacher Based Teams	Principal Intervention Team

Resources Needed	On-going professional development Orton-Gillingham and Heggerty instructional resources Collaboration Time K-3 Multisensory Materials	NWEA MAP Benchmark Assessments and Screeners NWEA MAP Training	RTI/MTSS Coordinator Collaboration Time
Specifics of Implementation	By January 2020, all K-1 staff will be provided initial training in Orton-Gillingham and Heggerty instructional strategies. In the winterspring of 2020, all k-1 staff will continue to refine their implementation of the OrtonGillingham and Heggerty strategies through on-going collaboration. In the Fall/Winter of 2020-2021, all 2-3 staff will receive training in foundational reading strategies. Students will receive instruction in both whole group and small group setting to adapt to individual student needs.	Teacher based teams will review all assessment data three times per year to determine the effectiveness of the instructional strategies. Mid-cycle reviews of formative data will be conducted at monthly teacher meetings to make adjustments in whole group or small group instruction in a timely manner to positively affect student learning. The Community School Leadership Team will review data to determine the effectiveness of the instructional practices and needs for additional professional development or classroom support.	The RTI/MTSS coordinator will meet monthly with Teacher Based Teams to review the progress of students who are not responding to sustained tier 1 instruction. Teams will then determine additional instructional supports to meet individual student needs across the cuntinuum.
	Action Step 1	**Action Step 2**	**Action Step 3**
Measure of Success	Walk-through data Monthly meeting notes	NWEA MAP assessments Orton-Gillingham Screeners PAST screeners	Students will progress through the tiers of support as reported by monthly monitoring meetings. NWEA MAP assessments Orton-Gillingham Screeners PAST screeners
Check-in/Review Date	Three times per year, during Fall/Winter/Spring assessments	Three times per year, during Fall/Winter/Spring assessments	RIMP data will be reported three times per year, aligned to benchmark assessment. Monthly reviews of individual student progress will be conducted at RTI/MTSS meetings.

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

Monitoring:
Progress will be measured using the NWEA MAP Growth: Reading assessment. The assessment will be administered three times a year (fall, winter, spring).   Progress will also be monitored using IMSE Orton-Gillingham screeners and PAST screeners administered three times per year (fall, winter, spring).
Measuring:
The data will be reviewed by the Community School Leadership Team after each benchmarking period to adjust implementation of strategies accordingly.
Reporting:
Progress will be reported by the Community School Leadership Team following each benchmarking period. Parents will be notified of their individual student's progress following each benchmarking period through a RIMP or assessment report.

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.

Orton-Gillingham- Students will receive instruction utilizing Orton-Gillingham instructional strategies. Each OrtonGillingham lesson will be provided using a systematic approach to introduce phonemic awareness, fluency, and vocabulary instruction. Each lesson is taught using explicit instruction that includes modeling and guided practice.

Heggerty- Students will receive instruction using the Heggerty Phonemic Awareness Curriculum. The Heggerty program is taught utilizing a systematic, direct instruction approach to phonemic awareness.

The National Reading Panel has indicated that teaching "children to manipulate phonemes in words was highly effective across all the literacy domains and outcomes" (2000). The Heggerty Phonemic Awareness Curriculum meets four of the six areas identified by the National Reading Panel for effective phonemic awareness instruction. Additionally, the National Reading Panel stated that phonics instruction produces the biggest impact on growth in reading when it begins in kindergarten or 1st grade before children have learned to read independently" (2000). Thus, our focus on phonics instruction through a systematic Orton-Gillingham approach in the early grades is paramount to improving the reading levels of our students at SunBridge Schools.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

(STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 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.*

Be Effective:
These goals and strategies align to our Community School Improvement Plan. The Leadership Team at SunBridge Schools will continue to ensure the effectiveness of this plan by providing instructional supports including resources and materials needed to fully implement the instructional strategies. The Leadership Team will ensure that adequate time is provided each day for instruction, tiered supports, and teacher collaboration and professional development.

Show Progress:
Progress will be demonstrated by analyzing and monitoring data including: NWEA MAP Growth Reading assessments, IMSE Orton-Gillingham screeners, PAST screeners, RIMPs, TBT meeting notes, and RTI/MTSS meeting notes.

Improve Upon Strategies Utilized During the Two Prior Consecutive School Years:
In previous years, SunBridge Schools had explored the implementation of Orton-Gillingham and Heggerty instructional practices by training a few key staff members. As we have endeavored to improve our growth, we have determined that all staff implementing these instructional practices with students should receive direct on-going professional development to ensure fidelity in employing each strategy. Furthermore, we have continued to refine our schedule and use of instructional aides, intervention specialists, and reading specialists to provide meaningful instruction across the continuum of support.

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.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Heggerty Training	Fall 2019-Fall 2020	X	X	X	X	X	X
2. OrtonGillingham Training	Fall 2019Fall 202	X	X	X	X	X	X
3. NWEA MAP	Fall 2019on-going	X	X	X		X	X

Resources Required	Outcomes/Evaluation
1. Heggerty Training- Heggerty Curriculum	Teachers will utilize the Heggerty Curriculum with fidelity. Teachers will collaborate to ensure fidelity of implementation. Implementation will be monitored through walk-through data and TBT meeting notes.
2. Orton-Gillingham Training- Multisensory materials, collaboration time,	Teachers will utilize the Orton-Gillingham instructional practices. Teachers will collaborate to develop activities within the Orton-Gillingham framework. Implementation will be monitored through walk-through data and TBT meeting notes.
3. NWEA MAP- NWEA MAP assessment, collaboration time	Teachers will administer the NWEA MAP Growth Reading assessments. Collaboration time will be utilized to analyze student progress, set goals, and inform instruction.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

Heggerty training- all staff will receive a half day of professional development on the Heggerty curriculum. Follow up observations will be conducted by the trainer and/or school administration. Monthly meetings will be help to discuss the implementation of the curriculum. Orton-Gillingham- all staff will receive 3-5 days of professional development on Orton-Gillingham instructional strategies. Follow up observations will be conducted by the trainer and/or school administration. Weekly meetings will be held during the initial implementation period to monitor progress. NWEA MAP- all staff will receive on-line trainings in the use of the NWEA MAP assessment. Follow up trainings will be provided by school administration in the use of the data acquired from the assessment and in goal setting for students.

Intensive: Focused on a discreet concept, practice or program.

Each of the above trainings and professional development opportunities are focused on one skill to be implemented in the classroom. Collaboration time will be dedicated to the improvement of each specific practice.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

Weekly, monthly, and quarterly meetings will focus on each of the above areas of professional development to allow for ample collaboration time among staff members utilizing these practices.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
Both the Heggerty curriculum and Orton-Gillingham strategies are to be utilized daily to improve foundational reading skills among our students. Walk though observations will monitor the implementation of each practice.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.
Qualitative data from early implementation of the Heggerty curriculum and Orton-Gillingham strategies have indicated positive results. Our staff is eager to build upon these early successes by gaining a full understanding of each practice and collaborating to implement them with fidelity.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.
The professional development selected was chosen to provide our teachers with instructional practices that they can utilize in the classroom to improve the foundational reading skills of our students.

APPENDICES

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

Sources Cited:

Ohio's Plan to Raise Literacy, Ohio Department of Education (2018). Retrieved from
http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-
LiteracyAchievement.pdf.aspx?lang=en-US

U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups. (2000). Bethesda, Md.