



February 24, 2025

Dear Administrator Loggins:

Thank you for submitting the Ann Jerkins-Harris Academy of Excellence Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched [ReadOhio](#) which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Regional literacy specialists in your State Support Team are available to support the implementation of your plan.

Strengths of the Reading Achievement Plan:

- The plan emphasizes a commitment to literacy achievement and professional development in literacy instruction
- The plan includes supports for educators in implementing explicit instruction practices
- The plan leverages teaming structures to plan for and evaluate literacy strategies

This plan will benefit from:

- The plan would benefit from more alignment to implementation through core curriculum and instructional materials and evidence-based reading intervention programs
- The plan would benefit from embedded professional learning and coaching in instructional strategies, aligned with HQIM
- The plan would benefit from an analysis of learner performance data, including progress monitoring data

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Ann Jerkins-Harris Academy of Excellence revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy Achievement and Academic Success

Reading Achievement Plan

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT OR COMMUNITY SCHOOL NAME:

ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE

DISTRICT IRN: 013195

**DISTRICT ADDRESS: 3891 MARTHA AVENUE
TOLEDO, OHIO 43612**

PLAN COMPLETION DATE: DECEMBER 30, 2024

LEAD WRITERS:

SONYA LOGGINS, SCHOOL LEADER

ANITA HARRIS, BUILDING LEADERSHIP TEAM

PERRIS LOGGINS, LIGHTHOUSE COORDINATOR

**Section headings marked with an asterisk are required by state law.*

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#) an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce 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.

Culturally Responsive Practice*

***“Culturally Responsive Practice”** means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

**Section headings marked with an asterisk are required by state law.*

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, 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
Sonya Loggins	SUPERINTENDENT SCHOOL LEADER	ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE	sloggins@aeetoledo.org
Anita Harris	Building leadership Team, Special Education Department	ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE	aharris5@aeetoledo.org
Perris Loggins	Lighthouse Coordinator, Elementary Teacher	ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE	ploggins@aeetoledo.org
Nicole Herbert	Consultant	State Support Team 1	esclew_nh@sstr1.org
Katrina Harderson	Director	Learners for Life Child Development Center	kharderson@childexcellence.org
Danny Riccardi	Counselor	House of Emmanuel	driccardi@aeetoledo.org

**Section headings marked with an asterisk are required by state law.*

Name	Title/Role	Location	Email
Beverly Tucker	Governing Board Secretary	ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE	btucker@aeetoledo.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 Building Leadership team meets bi-weekly to analyze a variety of data which include student diagnostic data, classroom walkthrough data as well as ongoing student intervention data.

Our school recently made a move from NWEA MAP diagnostic assessments to I Ready diagnostic assessments and personalized learning.

The team compared diagnostic and classroom data to the goals written in the schools new 2024 One Plan. The One plan includes attendance goals as well as professional development for staff in the areas of effective classroom instruction.

The staff meets bi-weekly as a staff and Teacher-Based-Teams. The plan is communicated with the staff during those meetings. In addition, our school continues training in effective instruction with SST 1 as well as continuous strategy planning to improve student attendance.

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As a team that worked through root cause analysis to develop our One Plan, we have discovered that the gaps in instruction include the following factors: poor student attendance, teacher efficacy, and lack of explicit classroom instruction.

In accordance with Ohio Law our school has adopted Amplify Core Knowledge Language Arts curriculum in grades kindergarten through grade five and Amplify Language Arts curriculum in grades six through eight. Our instructional staff has received initial professional development to learn how to effectively apply the essentials of each curriculum and are engaged in ongoing professional development to increase knowledge and improve classroom instruction as it pertains to the Science of Reading.

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement and Equity Efforts*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Ann Jerkins-Harris Academy of Excellence's mission is to develop the whole child while allowing them to meet their full academic potential, through a rigorous curriculum and preparing them for global leadership.

For this reason, we believe that it is essential that we build the background knowledge many of our students lack to be successful in both the classroom and the larger society. In addition, we must be explicit in systematically providing students with the requisite skills and knowledge to succeed academically as well as socially and emotionally.

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We believe that all children can learn and that we as educator must provide all students the tools, they need on an individual basis to succeed both inside and outside of the classroom.

Our philosophy is not a one size fits all by molds effective education to differentiate the learning to the learner. However, we also belive that there are research-based strategies that when taught effectively and with fidelity will have a positive impact on all learners and their academic achievement.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include sub scores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities** and
- **Benchmark assessments, as applicable.**

Ohio State Test in Reading Data

GRADE	2022	2023	2024
3	38%	27%	25%
4	1%	38%	13%
5	21%	52%	18%
6	38%	25%	13%
7	N/A	N/A	10%
8	N/A	N/A	33%

KINDERGARTEN READINESS ASSESSMENT

**Section headings marked with an asterisk are required by state law.*

PROFICIENCY LEVEL	2021	2022	2023
DEMONSTRATING READINESS	37.5%	6.7%	16.7%
APPROACHING READINESS	12.5%	46.7%	8.3%
EMERGING READINESS	50%	46.7%	75%

K-# ON TRACK/OFF TRACK BY GRADE BASED ON NWEA MAP DATA

GRADE	2021		2022		2023	
No data	ON	OFF	ON	OFF	ON	OFF
K	80%	20%	77.8%	22.2%	50%	50%
1	25%	75%	7.2%	92.8%	7.6%	92.4%
2	14.3%	85.7%	13.1%	86.9%	0%	100%
3	77.8%	22.2%	7.7%	93.3%	11%	89%

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

- Student Chronic Absenteeism
- Teacher Efficacy/Training
- Decreased parent engagement
- Decreased student motivation
- Staff turnover rates high

SECTION 3 PART C: ROOT CAUSE ANALYSIS *

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

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After the pandemic parents have reported a reluctance to send students to school and have reported needing to keep students at home when there is an illness within the student's home. Parents also report social -emotional barriers to sending students to school on a regular basis. Some of the social emotional issues are student based while others are family based including lethargy and depression.

The turnover rate of students within the school cause difficulty with continuity within the plan for improvement and often the students entering mid-year are transfers in are due to families feeling that their students were not getting differentiated instruction at the previous location.

The turnover rate and experienced in staff are due to the lack of pay and satisfaction in formalized education system as the workload and the rate of pay is not equitable in relation to teacher experience. As a result, new teachers are often introduced without the benefit of mentoring by more experienced and seasoned teachers.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). 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

**Section headings marked with an asterisk are required by state law.*

By June 30, 2027 Ann Jerkins-Harris Academy of Excellence will improve the literacy performance of Low-Economic Status Students, Kindergarten through Eighth Grade, to increase 10.00 % per year in Reading/Literacy as measured by iReady short cycle assessments and Ohio State Test in Reading for grades three through eight.

Goal #2

By June 30, 2027 Ann Jerkins-Harris Academy will improve the performance of All Students and Low-Economic Status Students, kindergarten through eighth grades at/in Ann by decreasing 15.00 % in Chronic Absenteeism using Chronic Absenteeism Reports.

Section 5: Action Plan Map(s) for Action Steps*

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 (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: By June 30, 2027 Ann Jerkins-Harris Academy of Excellence will improve the literacy performance of Low-Economic Status Students, Kindergarten through Eighth Grade, to increase 10.00 % per year in Reading/Literacy as measured by iReady short cycle assessments and Ohio State Test in Reading for grades three through eight.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All Teachers will be trained in evidenced based strategies including:</p> <ul style="list-style-type: none"> ➤ Teacher Clarity ➤ Heggerty Phonemic Awareness ➤ Reciprocal Teaching 	<p>All staff will utilize visible learning strategies as identified in Teacher Clarity with Fidelity.</p> <p>Teachers K-2 will implement Heggerty Lessons Daily with fidelity</p>	<p>Fidelity of implementation will be monitored by the use of classroom walkthroughs, observations, and coaching by the school administration and state support team</p>

**Section headings marked with an asterisk are required by state law.*

*Section	Action Step 1	Action Step 2	Action Step 3
No text	<ul style="list-style-type: none"> ➤ Marzano's Vocabulary Protocol ➤ Explicit Decoding 	<p>All teachers k-5 will implement explicit systematic phonics instruction with fidelity</p> <p>All Teachers 2-8 will implement Marzano's vocabulary protocol with academic vocabulary weekly with fidelity</p> <p>All teachers 2-8 will implement reciprocal teaching strategies at least once per week with fidelity</p>	No text
Timeline	August 2024 -May 2025	January 2024-May 2025	August 2024 -May 2025
Lead Person(s)	School Leader State Support Team1	Classroom Teachers Intervention Specialists Teacher Based Teams	School Leader Building Leadership Team State Support Team 1
Resources Needed	Teacher Clarity Manuals Heggerty Manual Assessment Data	Amplify CKLA Amplify ELA Heggerty Materials Pocket Charts Academic Vocabulary Lists	Implementation Data Assessment Data Coaching Strategies
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Staff receives monthly Teacher Clarity Professional Development (ie, first Monday of each month)</p> <p>Staff Receives Curriculum PD in August and job-embedded throughout the year</p>	Staff will write lesson plans demonstrating when and where implementation strategies are addressed specifically	Walkthroughs, classroom observations will be conducted at least twice per week in each classroom with immediate feedback and coaching to staff as necessary as denoted by data analysis.

**Section headings marked with an asterisk are required by state law.*

No. 121	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Professional Development sign-in sheets Evaluation forms by staff	Lesson Plans Classroom observation Data Student iReady data Ohio State Test in Reading Data	
Description of Funding	Title I General Fund	Title I General Fund	Title I General Fund
Check-in/Review Date	Monthly	Monthly	Bi-Weekly

Goal # 2 Action Map

Goal Statement: By June 30, 2027 Ann Jerkins-Harris Academy of Excellence will improve the literacy performance of Low-Economic Status Students, Kindergarten through Eighth Grade, to increase 10.00 % per year in Reading/Literacy as measured by iReady short cycle assessments and Ohio State Test in Reading for grades three through eight.

Evidence-Based Strategy or Strategies:

No. 121	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The school schedule will reflect an extended day to encompass mandatory intervention/enrichment time for 30 minutes per day	All Teachers will implement intervention/enrichment through personalized learning with iReady personalized Learning Curriculum	Fidelity of implementation will be monitored by the use of classroom walkthroughs, observations, and iReady Data
Timeline	August 224	August 2024-May 2025	August2024 -May 2025

**Section headings marked with an asterisk are required by state law.*

Action	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	School Leader BLT	Classroom Teachers Intervention Specialists Teacher Based Teams	School Leader Building Leadership Team
Resources Needed	School Schedule	iReady Personalized Learning Teacher Lesson Plans Classroom Time plan	iReady Assessment Data iReady Personalized Learning usage and achievement data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Staff Receives Curriculum PD in August and job- embedded throughout the year	Staff will write lesson plans demonstrating when and where implementation of iReady Personalized Learning strategy is addressed daily.	implementation Data will be conducted weekly on Friday's and information shared with staff vis TBT meetings and school notes.
Measure of Success	Record of Teacher Lesson Plans	Classroom observation Data Student iReady data Student grouping	Implementation data Student grouping data
Description of Funding	Title I General Fund	Title I General Fund	Title I General Fund
Check-in/Review Date	Yearly	Bi-Monthly	Weekly

*Section headings marked with an asterisk are required by state law.

Goal # 3 Action Map

Goal Statement: By June 30, 2027 Ann Jerkins-Harris Academy of Excellence will improve the performance of Low-Economic Status Students, kindergarten through eighth grades decrease to 15.00 % in chronic absenteeism using chronic absenteeism reports.

Evidence-Based Strategy or Strategies:

No Test	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Participant(s): Teachers, Staff, Principal, Support Staff, Related Service Personnel, Positive Behavior Intervention Support Team	Building Positive School Climate Capacity using PBIS activities and incentives while cultivating supportive relationships to enhance sense of belonging by inviting community members to participate in school activities with the students to increase student attendance. We will plan quarterly family activities to increase relationships between school and family and to provide parents with strategies and skills to support	Shift mindsets and behaviors from punitive and legalistic responses to missing school to prevention and early intervention focusing on what students can and will accomplish when they regularly attend school. Encourage and support forming district school and community partnerships that remove barriers. Provide support based on what students and families say they need, involving them in the effort from day one.

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Section	Action Step 1	Action Step 2	Action Step 3
		<p>their children with a focus on math, ELA, and social and emotional support.</p> <p>Participant(s): Teachers, Staff, Positive Behavior Intervention Support Team</p>	
Timeline	August 2024	August 2024- May 2025	August 2024- May 2025
Lead Person(s)	Principal, State Support Team 1 Consultant	Principal, Teachers, Lighthouse Team	Principal, Teachers, Office Staff
Resources Needed	Training Materials, Space for training, Consultant for training.	Make-it, take, it supplies, guest speakers, food for families	Postcards, Family Call Lists, Class Dojo, School Website
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Use short- and long-term attendance data to identify root causes of student absences during monthly BLT meetings	We will plan quarterly family activities to increase relationships between school and family and to provide parents with strategies and skills to support	Provide professional learning on essential elements of the district's MTSS framework at each building, with additional targeted supports

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No text	Action Step 1	Action Step 2	Action Step 3
No text	Provide onboarding training for new hires to orient them to key elements of PBIS.	their children with a focus on math, ELA, and social and emotional	aligned to academics, PBIS, social-emotional learning, and addressing the needs of the whole child
Measure of Success	Administrative classroom walkthrough data	Family and Community Sign-in sheets, feedback/evaluation forms	data of communication on ClassDojo
Description of Funding	Title I General Fund	Title I General Fund	Title I General Fund
Check-in/Review Date	Yearly	Bi-Monthly	Weekly

Section 6: Process for Monitoring Progress and Implementation of the Plan's Strategies*

Describe the process for monitoring the progress and implementation of the plan's strategies.

The building Leadership and Lighthouse teams meet bi-monthly to review and analyze data, including, attendance, diagnostic, progress monitoring and intervention usage data.

Using current data, we have decided upon a set of research and evidence-based strategies that teachers will use in classrooms to make changes in core instruction. These strategies include but are not limited to

- phonemic awareness with Heggerty(K-2)
- sound/symbol recognition (k-1)
- cumulative blending (1-4)

**Section headings marked with an asterisk are required by state law.*

- word building (2-4)
- Syllasearch (3-8)
- explicit encoding strategies (2-80)
- decodable text (K-4)
- explicit fluency instruction (2-5)
- Marzano's vocabulary protocol (1-8)
- Morphology (3-8)
- Reciprocal Teaching (2-8)
- Close Reading (2-8)
- explicit instruction of writing — including the writing process, sentence and paragraph construction (2-8)

The fidelity of the use of these strategies will be monitored and documented in lesson plans, classroom walkthroughs and student work samples.

Weekly co-planning and instructional coaching to ensure effective use of strategies will be implemented.

The monitoring of the effectiveness of these strategies will be completed by collecting and analyzing student iReady progress monitoring and diagnostic data.

Section 7: Expectations and Supports for Learners and Schools*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 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 (RIMPs).

****Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

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***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

The evidence-based strategies include but are not limited to by grade level:

- phonemic awareness with Heggerty(K-2)
- sound/symbol recognition (k-1)
- cumulative blending (1-4)
- word building (2-4)
- Syllasearch (3-8)
- explicit encoding strategies (2-80)
- decodable text (K-4)
- explicit fluency instruction (2-5)
- Marzano's vocabulary protocol (1-8)
- Morphology (3-8)
- Reciprocal Teaching (2-8)
- Close Reading (2-8)
- Explicit instruction of writing — including the writing process, sentence and paragraph construction (2-8)

SECTION 7 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 7, 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.*

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Research has shown that implementing strategies backed by the science of reading and teaching these research/evidence-based strategies will positively impact student achievement. In addition, to changing core instructional practice, we will work with parents to provide after-school acceleration sessions to ensure that students that are three or more grade-levels behind as evidenced by iReady scores are receiving increased time on skills needed to achieve academically.

SECTION 7 PART C: STAFFING AND 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. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

Ann Jerkins-Harris Academy of Excellence has been receiving professional development in Visible Learning through Teacher Clarity (according to the research of John Hattie has an effect size of .75) with our consultant from State Support Team 1. Teachers are learning to include the following components in their practice:

- clear learning goals and objectives
- engaging and interactive lessons
- regular assessment and feedback
- differentiated instruction
- collaboration and communication

In addition, all teachers and administration K-3 the Introduction to Dyslexia course provided by the Ohio Department of Education and Workforce. These teachers and administration also completed the Science of Reading abbreviated course offered by the Ohio Department of Education and Workforce. The

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remaining teachers are in process of completing the appropriate courses required to satisfy and improve practice in the Science of Reading as defined and offered by the Ohio Department of Education and Workforce. Classroom aids and paraprofessionals are also engaged in professional development in the Science of Reading with coaching provided by Phonics Hero. The school Leader also holds a reading endorsement and provides coaching and one-on-one assistance with teacher planning for and providing appropriate instruction based in the Science of Reading.

Appendices

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

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