



March 22, 2024

Dear Superintendent Stevens:

Thank you for submitting the Akron Preparatory School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

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. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Plan shows clear notes around sustained, intensive, data drive and instructionally focused PD/teacher supports.
- Plan describes DLT-BLT-TBT feedback loops.
- Plan notes coaching supports.

This plan will benefit from:

- Plan seems unclear if targets are inclusive/equitable when language such as “25% of K-8 students will meet typical annual growth...” is used.
- Plan may benefit from further data analysis beyond gap closing for all learners.
- Writing team may benefit from teacher representation

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Akron Preparatory School 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 of Education and Workforce 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
Section for Literacy Achievement and Reading 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 NAME:

Akron Preparatory School

DISTRICT IRN:

013254

DISTRICT ADDRESS:

1200 East Market Street

Akron, Ohio 43205 Suite 3360

PLAN COMPLETION DATE: December 7, 2023

LEAD WRITERS: Ashley Miles

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced 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 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 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 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.

Ameila McCormick	Director of Academics	Akron Prep. School	Amccormick@akronprep.org
Chazare Jester	Dean of Students /SPED Liaison	Akron Prep. School	cjester@akronprep.org
Stephanie Beattie	SPED Lead	Akron Prep. School	sbeattie@akronprep.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 district leadership team met at the beginning of the school year, reviewed, and analyzed the previous three years reading scores. The district leadership met at the beginning of the school year, reviewed, and analyzed the previous two years reading scores. The team utilized data from multiple sources, including OST, diagnostic and internal benchmark assessments. The team is committed to meeting monthly to review teacher's instruction within reading content and deep-diving into assessments scores that will be administered throughout the school year. The district level team will be communicating the Reading Improvement Plan with the instructional staff during all professional development days throughout the school year.

The school principal and Director of Academics also provide observations and feedback regarding reading instruction for the teachers to ensure they focus on goals to increase reading comprehension and skills by the end of the school year. The development of the Reading Improvement Plan aligns with the Reading Improvement Plan that was previously in place, as the goals have carried over throughout the challenges faced during the pandemic. During monthly In-Service dates, the team will meet with instructional staff to provide updates on the plan while ensuring that all efforts align and work toward the same goal.

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.

The mission and vision of Akron Preparatory School is to create a learning environment that will challenge each student to become life learners and critical thinkers inside and outside the classroom. Creating these skills will equip all students at Akron Prep to become effective members of society and be able to advocate for themselves throughout their lives. The District Reading Achievement Plan is in alignment with the School Improvement Plan. The goal is to improve K-8 literacy, by implementing the actions steps in the school improvement plan, and the reading achievement plan. These actions steps will aid in gap closing, and result in an increase of the overall performance index on the state report card.

The team is committed to meeting monthly to review teacher's instruction within reading content and deep-diving into assessments scores that will be administered throughout the school year. The district level team communicated the reading achievement plan with the instructional staff during the beginning of the year professional development and throughout the course of the school year. School principal also provides observations and feedback regarding reading instruction for teacher to ensure the focus and goals to increase reading comprehension and skills improve by the end of the school year. The School Improvement Plan, which aligns with the Reading Achievement Plan, is a living document that is updated regularly to show schools current continued academic progress. Team will meet with instructional staff to provide updates on the School Improvement Plan, and the Reading Achievement Plan so that team, and instructional staff can come together to provide the best instructional strategies in meeting all goals set in SIP, and RIP.

The school's improvement plan is a part of its overall Operation Plan, which encompasses the Reading Achievement Plan. For deficits in decoding, comprehension, or fluency, a plan is in place to address the following:

- Services to be provided
- Opportunities for parental involvement
- Research based curriculum
- Plan to monitor progress

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

SECTION 4 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 subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**
- **K-3 Reading diagnostics (include subscores by grade level),**

KRA Data

2023-2024 KRA Language and Literacy	Use prepositions	Identify rhyming words (1)	Identify rhyming words (2)	Identify beginning sound	Name nouns	Name letters	Make letter sounds	Write a word	Write first name	Express thoughts, feelings, and ideas	Average
Average Score	2.3	0.2	0.6	0.4	2.6	1.3	0.5	1.6	1.3	1	11.9
Possible Score	3	1	1	1	3	2	2	2	2	5	23

Reading Diagnostics Reading

Reading

	2020-2021	2021-2022	2022-2023
Progress to Annual Typical Growth	55%	83%	100%

Progress Toward Annual Typical Growth by Grade			
	2020-2021	2021-2022	2022-2023
Kindergarten	0%	91%	102%
First Grade	7%	59%	61%
Second Grade	54%	86%	125%
Third Grade	58%	94%	118%
Fourth Grade	110%	77%	150%

Fifth Grade	118%	43%	95%
Sixth Grade	121%	187%	47%
Seventh Grade	71%	153%	159%
Eighth Grade	117%	26%	78%

Gap Closing Data on State Report Card

The Ohio State Report Cards give a score in Gap Closing which measures the academic performance of students compared to the expected growth on Ohio’s State Tests. The table below shows the progress scores by test grade and subject for students in grades 4-8 and includes up to three years of data as available. The green boxes indicate evidence that the school met student growth expectations in those particular grades and content areas.

English Language Arts has been an area of focus for Akron Prep over the last three years. Akron Prep began using Ready Reading from Curriculum Associates in 2021 and implemented explicit phonemic awareness and phonics instruction in grades K-3. These curriculum changes have resulted in meeting the growth expectations for students taking the Ohio State Tests. Fourth and fifth grade, in particular, have had consistent classroom instruction since moving to a departmentalized structure. In addition, student retention rates have increased which allows teachers to continue teaching from year to year.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Green	Red	Red	Yellow
4th Grade	Green	Green	Grey	Green
5th Grade	Green	Green	Red	Green
6th Grade	Green	Red	Grey	Yellow
7th Grade	Green	Green	Grey	Green
8th Grade	Green	Red	Green	Green

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.

Based on the analysis, the underlying internal and external factors contributing to underachievement in reading are the lack of use of quality instructional strategies due to the pandemic. Teachers struggle to meet the needs of students due to Inconsistent implementation instructional practices using the curriculum. Student were also virtual, for over a year which has increased the with Teachers not fully understanding how to implement the curriculum with full fidelity. Once instruction is able to be the focus, teachers need additional support in using quality instructional strategies. Lastly, we have had a large influx of students from other districts that came in testing three- four grades levels behind in Reading. Please see additional contributing factors below:

- Teacher turnover rate, especially with middle school grades
 - Increased enrollment with over 60 new students for the 2022-23 school year
 - Lack of teachers with classroom management experience to address students with disruptive behaviors
 - Overwhelming inexperienced teachers throughout the school
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- Lack of kindergarten students with previous quality early learning (pre-k, Head Start, etc...) program.
-
- High percentage of scholars attending school from low SES (100% economically disadvantaged)
 - Newly enrolled students entering the school several grades behind, as shows in benchmark assessment data
 - Low reading fluency levels impeding reading comprehension development
 - During the previous school year, SWD made up approximately 18% of the total population
 - Teachers lacking knowledge/ability to unpack standards
 - Historically high middle school teacher turnover rate
 - Adjustments to reading curriculum implementation and appropriate training

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Based on the analysis, the underlying root causes are the lack of use of quality instructional strategies due to the pandemic. Teachers struggle to meet the needs of students due to inconsistent implementation of instructional practices using the curriculum. Students were also virtual, for over a year which has increased the number of teachers not fully understanding how to implement the curriculum with full fidelity. Once instruction is able to be the focus, teachers need additional support in using quality instructional strategies. Explicit phonics instruction, a writing curriculum for the older grades, and strategies to increase motivation would all have a positive impact on the literacy instruction.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) 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.

By 06/30/2025 we will improve the performance of All Students, All Grades students at/in Akron Preparatory School to increase 25 % in English Language Arts using District Short Cycle Assessments.

Student/Adult Measures:

End of Year Measure (K-2)

- a. 25% of K-8 students will meet typical annual growth on EOY i-Ready reading diagnostics

End of Year Measure (3-8)

- a. 30% of grades 3-8 will perform Proficient or higher on the ELA OST
- b. 30% of grades 3-8 will perform at or above grade level on EOY i-Ready Diagnostic assessments

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

Goal # __1_ Action Map

GOAL STATEMENT: INCREASE READING COMPREHENSION THROUGH THE USE OF TEACHER ACTIONABLE DATA.

Evidence-Based Strategy or Strategies: Progress Monitoring, and Content Focus Coaching, and professional development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	iReady Data Review	Short Cycle Assessments	Phonological Awareness Assessments
Timeline	Weekly	Bi-weekly	Daily
Lead Person(s)	Principal Director of Academics	Principal Director of Academics	Teachers
Resources Needed	Iready diagnostic Data Iready	Short cycle Assessment Data	Heggerty and Foundations Data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Bi- weekly TBT where teachers are coming together along with leadership to look at the iReady data from standards mastery assessment in reading to look for opportunities where the gap can be closed on particular standards.	Monthly PD looking at SCA data bi- weekly	Instructional pushes for teachers from Director of Academics through observations and feedback in addition to implantation of feedback in classrooms. Teachers will use the assessments to looks for gaps, and then structure lessons according to data.
Measure of Success	25% of students in all classes with reach EOY typical growth goal	30% of all students will score a 70% or higher on their SCA.	Progress monitoring of instructional pushes based upon observations and district level assessment data in ELA.

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	ESSR Title 1 General	N/A	ESSR Title 1
Check-in/Review Date	Every other Friday during teacher-based- team meeting	Monthly to review short cycle review, and instructional pushes	Every other week during coaching meetings.

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.

- Building Leadership Team provide weekly check ins with grade bands
- iReady data is analyze monthly between principal and teacher
- Level of text complexity is checked and monitored by principal weekly
- Data meetings with staff after each assessment to provide guidance and next steps

Once areas for instructional growth are determined, teachers will work closely with leadership and network Instructional Coaches to refine and implement effective instruction that will produce results (inclusive of differentiated instruction, differentiated homework, additional Corrective Reading, tutoring, etc.). ELA lesson plans for all grades will be reviewed weekly by Principal, Instructional Coaches, and the ACCEL Schools management team and feedback will be provided to teachers.

Assessments will be administered by leadership and teachers. Teachers will score each Short Cycle assessment and Reading Comprehension data will be provided to building leadership through TBTs. This data will be added to a school-wide data tracker that will be analyzed for trends within grade bands/classrooms. Following each data analysis session, leadership will meet with teachers to conduct data meetings and develop action plans for continued growth.

Ready Reading curriculum (Curriculum Associates) will be implemented with fidelity daily by all K-8 teachers daily during reading instruction. Professional Development sessions (2) have been facilitated this year that target effective implementation. Building leaders observe teachers weekly and provide feedback and/or coaching to teachers if necessary.

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.*

***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.*

1. Students with RIMPS will engage in 90 minutes of small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, Etc, based on their identified reading deficiency. As stated in the School Improvement plan goal 1, we will use Heggerty/Fundations curriculum.
2. Corrective Reading - Akron Prep will reintroduce corrective reading to its daily instruction. Teachers have agreed that removing reading comprehension from our daily instruction has impacted our reading performance for grades 3-8. Corrective reading will be implemented into the daily schedule for 20 minutes each day before English Language Arts instruction.
3. School principal or Instructional coach will conduct weekly observations during reading instruction (30 minutes for each grade level reading instruction). After the principal/or Instructional coach has observed each teacher, a follow up feedback meeting will occur to address trends and areas of growth for each teacher to ensure reading instruction is ultimately improving students reading skills.

iReady Blended Instruction (K-8)

The i-Ready program was built specifically for the Common Core and is proven to substantially improve student progress towards mastery of these rigorous new standards. Development for each component—i-Ready Diagnostic, i-Ready Instruction, and Ready Common Core instruction—is supported by expert advisors and a strong research base.

The OLS grouped the very basic and essential building blocks of literacy together as foundational skills—print concepts, phonological awareness, phonics and word recognition, and fluency. i-Ready Diagnostic & Instruction assesses and teaches the foundational skills of phonological awareness, phonics, and high-frequency words.

Implementation:

-iReady is web-based - Students can access the program from any computer with an internet connection

-Diagnostic Assessment is designed to find exactly the level at which the student is performing both by domain and at the sub-skill level

-Once Diagnostic is completed, student is automatically assigned to online instruction

-Teacher-led instruction supports mastery of each skill

-iReady's progress monitoring capabilities allows teachers to track/analyze progress.

-Students will have access to iReady instruction 4-5 days per week:

K-2 30 minutes 5 days per week during Reading Tri-Rotations

3-4 40 minutes 4 days per week

5-8 60 minutes 4 days per week

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 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.*

* Different than years past and that an additional intervention block has been added and that the 90 minutes small group instruction rotations will not follow the traditional scope and sequence, but rather is going to be driven by the specific reading deficiencies identified.

* Teacher Based Team meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments and exit slips.

* District Level Team meetings to address overall growth and improvements with reading instruction at Akron Preparatory School. At BLT team meetings, members of the team will review and execute and action plan to immediately implement with its teacher

(i.e... revamping particular instruction focus, targeting a group of scholars who are struggling the most with their reading, etc...)

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. Refer to the definition of professional development in the guidance document. 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.*

Professional Development includes, but is not limited to:

Instructional Planning PD

Unpacking Standards

Ready Reading PD

Ready Reading Revisit PD

Curriculum Resources PD

iReady Training

iReady Follow Up Training

Vocabulary Instruction

Weekly Lesson Plan review

Professional development activities in schools are designed to be sustained, intensive, data-driven, and instructionally focused to enhance teacher effectiveness and improve student outcomes. Here's how these characteristics are typically integrated into professional development, along with a focus on Culturally Responsive Practice and the Science of Reading:

1. **Sustained:** Professional development is not a one-time event but rather an ongoing process. Schools often implement long-term programs or initiatives that extend over an extended period. This may include workshops, coaching sessions, and collaborative learning communities that allow educators to continually refine their skills.

2. **Intensive:** Effective professional development goes beyond surface-level learning. It delves deeply into instructional strategies, curriculum development, and pedagogical approaches. Intensive professional development often involves extended workshops, advanced coursework, and mentoring to provide teachers with in-depth knowledge and skills.
3. **Data-Driven:** Professional development should be informed by data to target specific areas of improvement. This involves analyzing student performance data, conducting teacher observations, and using other assessment tools to identify areas where educators can grow. Data-driven professional development ensures that resources are allocated where they are most needed.
4. **Instructionally Focused:** The primary goal of professional development is to enhance teaching and learning. Therefore, activities are designed to be highly instructional, providing teachers with practical strategies that they can directly apply in their classrooms. Workshops and training sessions often include modeling, practice, and reflection on effective instructional methods.

Addressing Culturally Responsive Practice:

- **Cultural Competence Training:** Professional development includes training sessions that focus on developing cultural competence among educators. This involves understanding diverse cultures, backgrounds, and perspectives to create an inclusive and supportive learning environment.
- **Curriculum Diversity:** Schools integrate diverse perspectives and materials into the curriculum, ensuring that students see themselves reflected in what they learn. Professional development may provide guidance on how to adapt existing materials or create new ones that incorporate diverse cultural content.
- **Equity Training:** Educators receive training on addressing educational inequities and promoting fairness in the classroom. This includes strategies to identify and eliminate bias, fostering an environment where all students feel valued and respected.

Addressing the Science of Reading:

- **Phonics Instruction:** Professional development includes training on evidence-based phonics instruction, emphasizing the importance of teaching students how to decode and comprehend written language. This training is grounded in the scientific understanding of reading development.
- **Diagnostic Assessment:** Educators are trained in using diagnostic assessments to identify students' specific reading needs. This data-driven approach helps tailor instruction to meet individual student requirements.

APPENDICES

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

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