March 22, 2024

Dear Superintendent Asinjo:

Thank you for submitting the Alliance Community Schools, Inc. dba Dayton Leadership Academy 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's monitoring efforts include adult implementation/fidelity data.
- Plan describes evidence-based strategies alongside proposed implementation.
- Plan describes feedback loops between BLT-TBT.

This plan will benefit from:
- Professional development plans may benefit from explanations around facilitation strategies and implementation supports such as coaching.
- Goals could benefit from more inclusive targets beyond example: "75% of kindergartners".
- Student data sets may benefit from a deeper dive into subgroups/needs.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Alliance Community Schools, Inc. dba Dayton Leadership Academy 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Department of
Education &
Workforce

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: Dayton Leadership Academies

DISTRICT IRN: 133454

DISTRICT ADDRESS: 1415 W. Riverview Ave. Dayton, OH 45402

PLAN COMPLETION DATE: December 20, 2023

LEAD WRITERS: Tess Mitchner Asinjo and Annie Kreischer

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.

Name	Title/Role	Location	Email
Tess Mitchner Asinjo	Executive Director	DLA	tasinjo@dlaeagles.org
Annie Kreischer	Principal	DLA	akreischer@dlaeagles.org

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

Name	Title/Role	Location	Email
Sharell Ford	Senior Dean of Academics	DLA	sford@dlaeagles.org
Shelecia Brown	Family Engagement Coordinator & DLA Parent	DLA	sbrown@dlaeagles.org
Debra Walls	Dean of Academics	DLA	dwalls@dlaeagles.org
Keya Hooks	Parent Advisory Council Member & Former Preschool Teacher	DLA	khooks@dlaeagles.org
Ashton Hood	Vice-Chair of DLA board	DLA	ahood@dlaeagles.org
Nicole Mitchell	Intervention Specialist & Intervention Department Chair	DLA	nmitchell@dlaeagles.org
Brooke Ellington	5th Grade ELA Teacher & ELA Department Chair	DLA	bellington@dlaeagles.org
Carol Prewitt	Board Member & Academic Committee Chair	DLA	cprewitt@dlaeagles.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.

This Dayton Leadership Academy Reading Achievement Plan (RAP) was developed alongside the district's 5 year strategic plan and One Needs Assessment. The process of developing, implementing, and monitoring the progress of the RAP is a collaborative effort and involves members of the school's leadership team including teachers, parents, administrative team and governing board.   After completing the One Needs Assessment and 5 year strategic plan, Dayton Leadership Academies identified the following areas of focus for our 2023-2024 One Needs Assessment Plan:

- K-3 Literacy Improvement
- Increased writing opportunities
- 3rd-8th Math Fluency and Reasoning
- Decrease chronic absenteeism

Through the improvement planning process, the leadership team was able to identify the key areas of focus for the DLA Reading Achievement Plan. The leadership team utilized a District Decision Framework to analyze data from various sources. Specific to this plan, the team conducted a comprehensive needs assessment by analyzing data from over three years from the Kindergarten Readiness Assessment (KRA), i-Ready reading diagnostic, the Ohio State Assessment System (AIR test) and the Fountas and Pinnell Reading Inventory. The outcomes of the needs assessment were used to set performance targets aligned to the district's goals. The leadership team then utilized research learned from the Ohio

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

Literacy Conference and What Works Clearinghouse to identify specific strategies and interventions to implement to improve literacy outcomes in grades K-3. The leadership team communicated the contents of the plan and solicited feedback from teacher leaders, families, and the governing board.

The school's academic team is responsible for monitoring implementation of the plan through walk throughs, classroom observations, and frequent analysis of reading data collected via progress monitoring, bi-weekly assessments, quarterly assessments, and diagnostics given three times a year. The academic team shared reading achievement data with grade level teams monthly and reports reading achievement data to the school board on a quarterly basis

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.

Dayton Leadership Academies embodies the five step Ohio Improvement Process in all aspects of planning and decision making. DLA has specific leadership team structures which are composed of administrators, teacher leaders, parents and members of the governing board to support continuous improvement efforts. The academic team focuses on developing and leading professional development, overseeing implementation of the curriculum, coaching teachers, and analyzing student data on an ongoing basis to make data informed decisions. The culture team focuses on all aspects of school culture including the implementation of positive behavior supports and interventions. Finally, the full leadership team meets on a quarterly basis to review data aligned to yearly school goals and make refinements to practices based on student data. Results of efforts from both the school's academic and culture team are reported to the DLA Governing Board and Parent Advisory Council.

Specific to DLA's Reading Improvement Plan, the leadership team focused on K-3 data, areas of weakness, practices and interventions and desired student outcomes. As part of DLA's improvement process, in preparation for the 2023-2024 school year, leaders gathered to complete a district data analysis. The team compiled and reviewed a variety of data from an array of sources, including the iReady diagnostic results, KRA, state assessment results and teacher performance evaluations from the previous school year.

During this process, DLA identified several areas of concern related to early literacy which are included in both the One Needs Assessment and Reading Achievement Plan including:

- Low scores in word reading (phonics, phonological awareness, high frequency words and vocabulary)
- Low proficiency scores in reading on Ohio State Assessments, specifically in the writing domain
- On-track status in literacy of students in K-3

Finally, through the improvement planning process, the team identified several key strategies to address the areas of concern that are included in DLA's Reading Achievement Plan:

- High-quality professional development to enhance instructional practices aligned to the science of reading
- Explicit phonics instruction in K-3
- Increased opportunities for writing in K-3

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

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.*

Dayton Leadership Academies (DLA) is focused on improving reading skills for all students. This section outlines DLA's comprehensive needs assessment which involved a deep dive of learner performance data and a root cause analysis. The DLA leadership team examined data from multiple sources to identify needs and root causes of low performance in literacy in grade Kindergarten through 3rd grade.
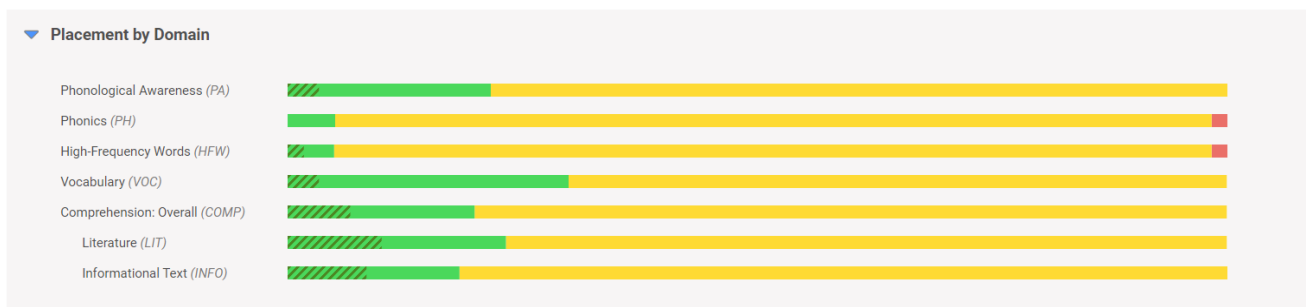
Data Point 1: Kindergarten Entry

The DLA team analyzed data from the Kindergarten Readiness Assessment (KRA) and the iReady Diagnostic Assessment to identify needs in Kindergarten. Given that DLA does not offer pre-kindergarten, the kindergarten year is integral in supporting students who enter kindergarten with emergent literacy skills. 64.3% of DLA kindergarten students at scored emerging, which is the lowest performance category on the KRA. Research shows without substantial intervention, these students will continue to struggle in language and literacy.

Data Point 2: K-3 Reading Diagnostic

At DLA, all students are administered the iReady Reading Diagnostic at the beginning of each school year. Results of the diagnostic are used to tailor individual reading instruction for students.
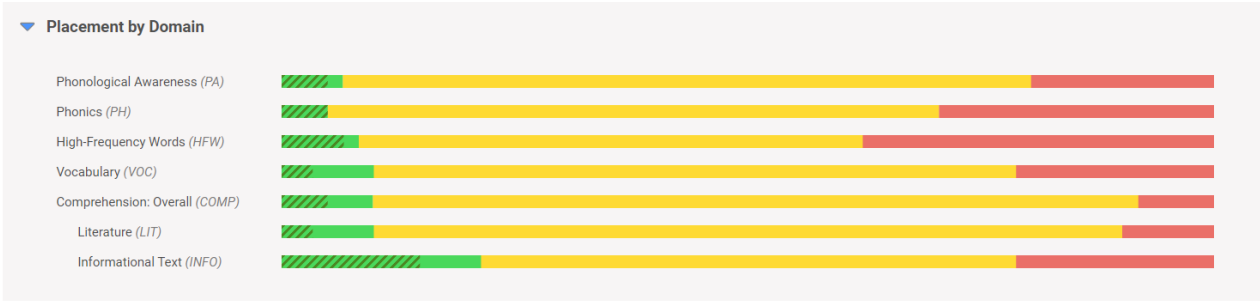
Below are the Fall 2023 results of the needs analysis by grade level and by domain in K-3 reading.
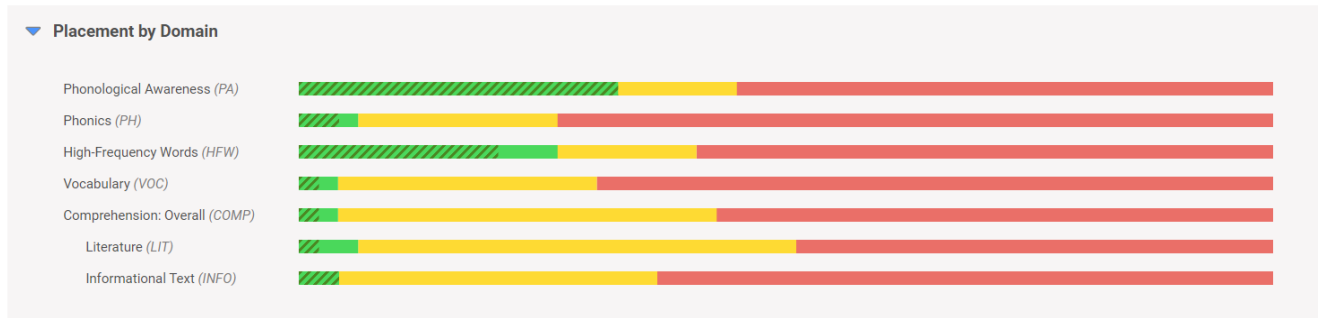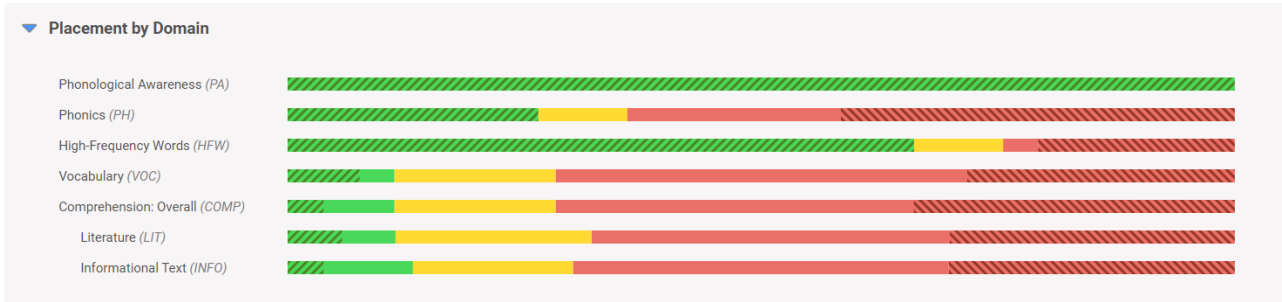
Kindergarten

1st Grade

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

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)

2nd Grade

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)

3rd Grade

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)

Data Point 3: K-3 Reading results based on spring 2023 reading data

The iReady reading diagnostic is used to determine student growth over the course of the year in reading. Below are the results of students on track and not on track to be on grade level in third grade based on the spring 2023 iReady scores.

	i-Ready Cut Score	% On Track EOY	% Not on Track EOY	F&P EOY Goal	% On Gr Level or Above	% Below Gr Level
Kinder	380	52 out of 55 = 94.5%	3 out of 55 = 5%	Level D	20 out of 55 = 36%	30 out of 55 = 64%

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

1st	**445**	37 out of 49 = **75.5%**	12 out of 49 = **24%**	**Level J**	15 out of 49 = **30%**	34 out of 49 = **69%**
2nd	**500**	31 out of 56 = **55%**	25 out of 56 = **45%**	**Level M**	15 out of 56 = **27%**	41 out of 56 = **73%**

Data Point 4: Grades 3-8 Ohio State Assessment Data

Overall, only 30% of 3rd-8th grade students at DLA were proficient or above on the Spring 2023 Ohio State Test in English language arts. 25% of 3rd graders scored proficient with only 8% proficient in the writing domain.
Below are the overall scores by grade level at DLA:

Spring 2023 English Language Arts	
Grade Level	**Percent Proficient**
Grade 3	25%
Grade 4	20%
Grade 5	41%
Grade 6	27%
Grade 7	33%
Grade 8	31%
Average	**30%**

3rd Grade Spring 2023 Reading Scores by Domain (Percent Proficient)				
	Overall Proficiency	Reading Informational Text	Reading Literacy Text	Writing
3rd Grade	25%	8%	15%	8%

100% of 3rd grade students required to meet the Third Grade Reading Guarantee met the criteria and were promoted to the fourth grade.

# of Students who met TGRG on AIR	# of Students who met TGRG on iReady
23 students 40%	35 students 60%

Below is a summary of 3rd grade performance by reporting category.

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

Percent	65%	10%	13%	4%	8%
Count	34	5	7	2	4

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

Internal factors believed to contribute to low reading achievement in the school include:
Teacher turnover, inexperienced teachers, teachers' knowledge of the science of reading and effective reading instructional practices, ineffective implementation of ELA curriculum, and student chronic absenteeism.

External factors believed to contribute to low reading achievement in the school include:
Lack of high quality preschooling, lack of consistent reading instruction and practice during remote learning due to COVID, limited vocabulary and language skills due to home environment.

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.

The DLA leadership team used root cause analysis to identify the language and literacy needs of K-3 students which is an approach for identifying the underlying causes of problems and identifying effective solutions aligned to key data points.

The DLA Leadership team utilized the Simple View of Reading (Gough and Turner, 1986) and the language and literacy development curriculum as a framework when identifying the root causes for underperformance in K-3 literacy.

Root Cause 1:

Students in K-3 need specific instruction in phonological and phonemic awareness and high frequency words to support decoding, one key component of the Simple View of Reading. Research suggests that phonological and phonemic awareness and exposure to high frequency words are all critical to decoding and literacy success and students who have deficits in one or more of these areas are likely to struggle in literacy.

Root Cause 2:

Students in K-3 need specific instruction in vocabulary and academic language. In their book, *Meaningful Differences in the Everyday Experiences of Young American Children* (1995), Hart and Risley state, "by age 3 the children in professional families would have heard more than 30 million words, the children in working class families 20 million, and the children in welfare families 10 million" (p. 132). Given that 100% of students at DLA are economically disadvantaged, explicit vocabulary instruction is a critical component to success in literacy.

Root Cause 3:

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

After a thorough analysis of the 3rd grade Ohio State English Language Arts Assessment, the leadership team identified that students need specific instruction in written expression and more practice writing about anchor text. 75% of third grade students scored below proficiency on the writing component of the AIR assessment.

Root Cause 4:

After a thorough analysis of 3rd grade Ohio State English Language Arts Assessment data, the leadership team identified that students who struggle and are below grade level in reading need evidence based interventions and instruction.

The result of the root cause analysis reveals that DLA needs to implement a curricular model that reflects a Simple View of Reading (Gough and Tunmer, 1986) to ensure all students are supported throughout the language and literacy development continuum. Also, DLA needs to integrate targeted writing instruction beginning in kindergarten to support student development in written expression. The root cause analysis is the foundation for DLA's reading achievement plan including the vision outlined in section 4 and objectives, activities and strategies outlined in section 5.

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.

Goal # 1: Kindergarten

- By spring 2024, 75% of kindergarten students will score "on track" in reading as measured by the cut score on the i-Ready diagnostic.

- Adult implementation goals:
    - Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
    - Teachers will use the ELA curriculum to develop students' awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
    - Teachers will use the ELA curriculum to teach students to decode words, analyze word parts and recognize words

Goal # 2: First Grade

- By spring 2024, 75% of first grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

- Adult implementation goals:
    - Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
    - Teachers will use the ELA curriculum to develop students' awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
    - Teachers will use the ELA curriculum to teach students to decode words, analyze word parts and recognize words

Goal #3: Second Grade

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

- By spring 2024, 75% of second grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

- Adult implementation goals:
  - Teachers will implement research based practices to teach vocabulary instruction including academic language
  - Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
  - Teachers will implement research based practices to explicitly teach students to analyze and write about text

Goal #4: Third Grade

- By the end of the 2023-2024 school year, 100% of 3rd grade students will be promoted to 4th grade with at least 50% of students being proficient on the Ohio state ELA test.

- Adult implementation goals:
  - Teachers will identify and implement research based strategies to support struggling readers
  - Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
  - Teachers will implement research based practices to explicitly teach students to analyze and write about text

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

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:

- By spring 2024, 75% of kindergarten students will score "on track" in reading as measured by the cut score on the i-Ready diagnostic.

Evidence-Based Practices:

- Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
- Teachers will use the ELA curriculum to develop students' awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
- Teachers will use the ELA curriculum to teach students to decode words, analyze word parts and recognize words

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify a systematic approach to incorporating instruction in phonemic and phonological awareness, high frequency words and explicit vocabulary instruction on a daily basis	Establish systems to develop and support teachers with implementing high quality instructional materials and differentiation aligned to students' needs	All students who require a reading improvement and monitoring plan (RIMP) will be provided additional student-specific intervention based on further diagnostic assessment that identify learning gaps
Timeline	June 2023-October 2023	August 2023-May 2024	September 2023-May 2024
Lead Person(s)	Principal Dean of Academics/K-2 Teacher Coach	Principal Dean of Academics/K-2 Teacher Coach	Principal Dean of Academics/K-2 Teacher Coach
Resources Needed	Core Knowledge Language Arts - updated curriculum, Fundations (Wilson Reading), <u>Phonemic Awareness: The Skills they Need to Help them Succeed</u> (Haggerty), research	Professional development time to train teachers on reading curriculum and evidence-based instruction to teach phonics, phonological awareness, and vocabulary	Systematic monitoring tool of growth on RIMP plans - skill specific progress monitoring

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

	based practices on teaching vocabulary	PD and resources to support differentiated instruction for diverse learners, including ODE Dyslexia Course Kindergarten family engagement opportunities on high impact literacy practices	Supplemental instructional materials beyond core curriculum PD time for teachers to complete data analysis and adjust instruction and intervention plans
Specifics of Implementation	Leadership team will identify primary and supplemental curriculum aligned to the Science of Reading Leadership team will identify culturally responsive practices to reflect student population	Teachers will acquire knowledge, skills and abilities of Scientifically-Based Reading Research Teachers will know how to use a system to monitor completion/compliance of RIMP plans	Identify skill-specific strategies Conduct ongoing analysis of i-Ready diagnostic data using data analysis protocols during TBT meetings
Measure of Success	Revised daily schedule and updated curriculum maps i-Ready reading assessment data	Evidence of implementation observed during walk throughs and classroom observations	Updated progress monitoring/data trackers i-Ready reading assessment data
Description of Funding	General Funds and Title I Funds - Curriculum	Title I - Professional Development Funds	General Funds and Title I Funds - Assessment
Check-in/Review Date	End of 2023-2024 school year and beginning of the 2024-2025 school year	Continuous	End of 2023-2024 school year and beginning of the 2024-2025 school year

Goal # 2 Action Map

Goal Statement:

- By spring 2024, 75% of first grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

Evidence-Based Practices:

- Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
- Teachers will use the ELA curriculum to develop students' awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
- Teachers will use the ELA curriculum to teach students to decode words, analyze word parts and recognize words

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify a systematic approach to incorporating instruction in phonemic and phonological awareness, high frequency words and explicit vocabulary instruction on a daily basis	Establish systems to develop and support teachers with implementing high quality instructional materials and differentiation aligned to students' needs	All students who require a reading improvement and monitoring plan (RIMP) will be provided additional student-specific intervention based on further diagnostic assessment that identify learning gaps
Timeline	June 2023-October 2023	August 2023-May 2024	September 2023-May 2024
Lead Person(s)	Principal Dean of Academics/K-2 Teacher Coach	Principal Dean of Academics/K-2 Teacher Coach	Principal Dean of Academics/K-2 Teacher Coach
Resources Needed	Core Knowledge Language Arts - updated curriculum, Fundations (Wilson Reading), Phonemic Awareness: The Skills they Need to Help them Succeed (Haggerty), research based practices on teaching vocabulary	Professional development time to train teachers on reading curriculum and evidence-based instruction to teach phonics, phonological awareness, and vocabulary PD and resources to support differentiated instruction for diverse learners, including ODE Dyslexia Course First Grade family engagement opportunities on high impact literacy practices	Systematic monitoring tool of growth on RIMP plans - skill specific progress monitoring Supplemental instructional materials beyond core curriculum PD time for teachers to complete data analysis and adjust instruction and intervention plans
Specifics of Implementation	Leadership team will identify primary and supplemental curriculum aligned to the Science of Reading Leadership team will identify culturally responsive practices to reflect student population	Teachers will acquire knowledge, skills and abilities of Scientifically-Based Reading Research Teachers will know how to use a system to monitor completion/compliance of RIMP plans	Identify strategies to support progress monitoring Conduct ongoing analysis of i-Ready diagnostic data using data analysis protocols during TBTs

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

Measure of Success	Revised daily schedule and updated curriculum maps i-Ready diagnostic - growth data	Evidence of implementation observed during walk throughs and classroom observations	Updated progress monitoring/data trackers i-Ready diagnostic - growth data
Description of Funding	General Funds and Title I Funds - Curriculum	Title I - Professional Development Funds	General Funds and Title I Funds - Assessment
Check-in/Review Date	End of 2023-2024 school year and beginning of the 2024-2025 school year	Continuous	End of 2023-2024 school year and beginning of the 2024-2025 school year

Goal #3 Action Map

Goal Statement:

- By spring 2024, 75% of second grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

Evidence-Based Strategy or Strategies:

- Teachers will implement research based practices to teach vocabulary instruction including academic language
- Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
- Teachers will implement research based practices to explicitly teach students to analyze and write about text

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify a systematic approach to incorporating phonics instruction during the 2nd grade English Language Arts block and train teachers	Identify a systematic approach to incorporating vocabulary instruction during the 2nd grade English Language Arts block and train teachers	Identify a systematic approach to incorporating writing instruction during the 2nd grade English Language Arts block and train teachers
Timeline	July 2023-December 2023	July 2023-December 2023	October 2023-May 2024
Lead Person(s)	Principal	Principal	Principal

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

	Dean of Academics/K-2 Teacher Coach	Dean of Academics/K-2 Teacher Coach	Dean of Academics/K-2 Teacher Coach
Resources Needed	Core Knowledge Language Arts - updated curriculum, Wilson Reading System (Fundations) Training for teachers on the curriculum, including ODE Dyslexia course	Core Knowledge Language Arts - updated curriculum, Curriculum Associates Ready Reading lessons Culturally diverse texts Training for teachers on the curriculum, as well as Keys to Literacy vocabulary course	iReady Writing Curriculum and The Writing Revolution text for all 2nd grade teachers Typing program for keyboarding skills Training for teachers on the curriculum, as well explicit writing instruction
Specifics of Implementation	The leadership team will identify time during the literacy block for phonics instruction and targeted intervention The leadership team will identify and implement PD for teachers on best practices for phonics instruction	The leadership team will identify and implement PD for teachers on best practices for vocabulary instruction Leadership team will identify culturally responsive practices to reflect student population	The leadership team will identify and implement PD for teachers on best practices for writing instruction
Measure of Success	Evidence of implementation observed during walk throughs and classroom observations i-Ready Growth data and 2025 Ohio State ELA Test Data	Evidence of implementation observed during walk throughs and classroom observations i-Ready Growth data and 2025 Ohio State ELA Test Data	Evidence of implementation observed during walk throughs and classroom observations Student writing samples meet rubric criteria i-Ready Growth data and 2025 Ohio State ELA Test Data
Description of Funding	General Funds - Curriculum, Title I Funds - Professional Development	General Funds - Curriculum, Title I Funds - Professional Development	General Funds - Curriculum, Title I Funds - Professional Development
Check-in/Review Date	End of 2023-2024 school year	End of 2023-2024 school year	End of 2023-2024 school year

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

Goal #4 Action Map

Goal Statement:

- By the end of the 2023-2024 school year, 100% of 3rd grade students will be promoted to 4th grade with at least 50% of students being proficient on the Ohio state ELA test.

Evidence-Based Strategy or Strategies:

- Teachers will identify and implement research based strategies to support struggling readers
- Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
- Teachers will implement research based practices to explicitly teach students to analyze and write about text

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify a systematic approach to incorporating phonics instruction during the third grade English Language Arts block and train teachers	Identify evidence-based practices to support students who struggle with decoding and culturally responsive practices to improve reading comprehension	Identify a systematic approach to incorporating writing instruction during the third grade English Language Arts block and train teachers
Timeline	July 2023-December 2023	July 2023-December 2023	October 2023-May 2024
Lead Person(s)	Principal/3rd grade teacher coach Reading Interventionist	Principal/3rd grade teacher coach Reading Interventionist	Principal/3rd grade teacher coach Reading Interventionist
Resources Needed	Wilson Reading System, Core Knowledge Language Arts, time to develop a scope and sequence for teaching phonics, professional development for teachers	Professional development and training on teaching students with reading difficulties, including ODE dyslexia course Culturally diverse texts	iReady Writing Curriculum and The Writing Revolution text for all 2nd grade teachers Typing program for keyboarding skills Training for teachers on the curriculum, as well explicit writing instruction
Specifics of Implementation	The leadership team will identify time during the literacy block to implement phonics instruction.	The leadership team will identify and implement PD for teachers on best practices for teaching struggling readers	The leadership team will identify and implement PD for teachers on best practices for writing instruction

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

	The leadership team will identify and implement PD for teachers on best practices for phonics instruction	Leadership team will identify culturally responsive practices to reflect student population	
Measure of Success	Evidence of implementation observed during walk throughs and classroom observations iReady Growth data and 2024 Ohio State Assessment Data	Evidence of implementation observed during walk throughs and classroom observations iReady Growth data and 2024 Ohio State Assessment Data	Evidence of implementation observed during walk throughs and classroom observations iReady Growth data and 2024 Ohio State Assessment Data
Description of Funding	General Funds - Curriculum, Title I Funds - Professional Development	General Funds - Curriculum, Title I Funds - Professional Development	General Funds - Curriculum, Title I Funds - Professional Development
Check-in/Review Date	End of 2023-2024 school year	End of 2023-2024 school year	End of 2023-2024 school year

Goal #5 Additional Goal for all K-3 Students: Action Plan Map

Goal Statement: By May 2024 identify any students who may have dyslexia and implement interventions to support students' reading progress.

Evidence-Based Practice: Develop and maintain a district-wide data system

	Action Step 1	Action Step 2	Action Step 3
Components	Select a tool to use as part of the screening process for Dyslexia	Train teachers in the selected assessment (administration and data analysis)	Establish a schedule that includes 30 minutes of common planning time for grade level teachers plus specialists that support the grade level team to review data and plan for instruction
Timeline	August - September 2023	1 day - August 2023 1 day - January 2024	January 2023- June 2023 Ready by August 2023
Lead Person(s)	Principal	Dean of Academics	Dean of Academics

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

Resources Needed	Samples of the screening tools being reviewed Dyslexia guidebook	Certified trainer in the assessment selected Time for teachers to complete training	Building schedules
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Review 2 screening tools from the Dyslexia Screening list using the criteria from Ohio's Dyslexia Guidebook Determine if there is a need to use more than one screening tool Pilot new tool with 2 teachers per grade level Communicate decision to stakeholders Develop and communicate an assessment schedule.	Schedule initial training Schedule follow-up training (refresher and data analysis) Communicate expectations for data collection (schedule), data analysis, and progress monitoring (who is progress monitored, using what measure, how often) Plan for follow-up support for teachers (coaching, team meetings, who can provide assistance)	Communicate expectation for common grade level planning time at least once per week Provide agenda/protocol for data review Develop decision rules to help teachers use data to match students to intervention
Measure of Success	Written documentation of the review process Screening tool selected	Training Schedule Sign-in sheets/attendance	Building administrators submit completed schedules with time for grade level common planning once per week
Check-In/Review Date	September 2023	January 2024 June 2024	May 2024

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

Goal # 1: Kindergarten

By spring 2024, 75% of kindergarten students will score "on track" in reading as measured by the cut score on the i-Ready diagnostic.

- Weekly walk throughs, classroom observations and coaching to monitor implementation of RAP plan
- BLT to analyze the i-Ready reading diagnostic data in December 2023 and May 2024
- During the 2023-2024 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans

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

● Monthly TBTs to analyze student data and develop action plans to support students

Goal # 2: First Grade

By spring 2024, 75% of first grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

● Weekly walk throughs, classroom observations and coaching to monitor implementation of RAP plan
● BLT to analyze the i-Ready reading diagnostic data in December 2023 and May 2024
● During the 2023-2024 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
● Monthly TBTs to analyze student data and develop action plans to support students

Goal #3: Second Grade

By spring 2024, 75% of second grade students will score "on track" in reading by EOY as measured by the cut score on the i-Ready diagnostic.

● Weekly walk throughs, classroom observations and coaching to monitor implementation of RAP plan
● BLT to analyze the i-Ready reading diagnostic data in December 2023 and May 2024
● During the 2023-2024 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
● Monitor student progress on district writing assessment at the end of each quarter
● Monthly TBTs to analyze student data and develop action plans to support students

Goal #4: Third Grade

By the end of the 2023-2024 school year, 100% of 3rd grade students will be promoted to 4th grade with at least 50% of students being proficient on the Ohio state ELA test.

● Weekly walk throughs, classroom observations and coaching to monitor implementation of RAP plan
● BLT to analyze the iReady reading diagnostic data in December 2023 and May 2024
● During the 2023-2024 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
● During the 2023-2024 school year, between the administration of quarterly interim assessments, DLA will monitor student proficiency on standards and develop interventions aligned to data analysis
● Monitor student progress on district writing assessment at the end of each quarter
● Monthly TBTs to analyze student data and develop action plans to support students

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).

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

**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.

An analysis of student data in K-3 (described in section 3) coupled with the needs assessment conducted for DLA's Ohio Improvement Plan demonstrates foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics, vocabulary acquisition and writing have been identified.

The evidence based practices grounded in the Simple View of Reading (Gough and Tunmer, 1986) and recommendations outlined in the What Works Clearinghouse (WWC), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades support the need for both core literacy instruction and intervention aligned to student needs. Additionally, the team utilized strategies outlined in The Writing Revolution: A Guide to Advancing and Thinking Through Writing in All Subjects and Grades (Hochman and Wexler, 2017).

Below is a description of how each strategy will be used to meet specific learner needs to improve instruction and/or support learners on RIMP plans.

Evidence-Based Practice	Description of How Strategy is Implemented
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge	Engage students in conversations that support the use and comprehension of inferential language. Explicitly engage students in developing narrative language skills. Teach academic vocabulary in the context of other reading activities.
Develop awareness of the segments of sound in speech and how they link to letters.	Teach students to recognize and manipulate segments of sound in speech. Teach students letter–sound relations. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.
Teach students to decode words, analyze word parts, and write and recognize words.	Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound– spelling patterns. Teach students to recognize common word parts.

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

	Have students read decodable words in isolation and in text
	Teach regular and irregular high-frequency words so that students can recognize them efficiently.
	Introduce non-decodable words that are essential to the meaning of the text as whole words
Provide students with explicit writing instruction beginning in the early grades	Teach the components of a sentence and how to expand sentences
	Teach the writing process: plan, revise and edit
	Provide writing assignments that are anchored in text
Provide small group instructional intervention to students struggling in areas of literacy or who are on Reading Improvement and Monitoring Plans	Use diagnostic and formative assessment data to identify individual student needs
	Develop interventions for students using evidenced-based practices to target students' identified needs
Incorporate strategies, texts, and resources that are culturally relevant.	Select texts that reflect student population and diverse cultures
	Set high expectations for students
	Involve students in the academic program through goal setting, reflection, and offering choice

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.*

The BLT will utilize progress monitoring tools and assessment data to monitor effectiveness of strategies on a monthly basis. As part of the weekly TBT process, teachers will share and discuss student literacy data, progress on RIMP plans and instructional supports needed.

Additionally, the BLT will conduct daily and weekly instructional walkthroughs to monitor the implementation of strategies and to provide targeted feedback to teachers on instructional practices. The BLT will utilize data from student assessments, instructional observations and walkthroughs, and teacher coaching to drive professional development for teachers in literacy strategies.

We will build on strategies utilized during the prior school years by offering tailored professional development aligned to the Simple View of Reading and strategies outlined in What Works Clearinghouse. Additionally, the BLT will work with

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

teachers in PLCs to supplement the core curriculum to include a more balanced literacy framework that addresses the needs outlined in section 3 of this 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.

Description of Professional Development Model

The leadership team met to develop a professional development plan to support the implementation of the evidence based strategies and practices. The professional development model at DLA meets the six criteria as delineated by ESSA for high-quality professional learning:

- **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop. The professional development plans outlined below will take place over several weeks.Teachers will learn new concepts on early release days and then bring results to teacher based teams during the week to get feedback and suggestions from the leadership team and colleagues.

- **Intensive:** Focused on a discreet concept, practice or program. Each professional development plan is aligned to an evidence-based practice from the What Works Clearinghouse.

- **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.

- **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.

- **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students.

- **Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process

---

Evidence-Based Practice or Intervention:
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

---

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

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:
- Engage students in conversations that support the use and comprehension of inferential language.
- Explicitly engage students in developing narrative language skills.
- Teach academic vocabulary in the context of other reading activities.

For each session follow the Professional Learning Communities 5 Step Process:
1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:
The academic team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development.

Start and End Dates: March 2024-1 full staff PLC and then 2 additional grade level specific PLCs

---

Resources Required

---

1. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 6-9

Activity 1: Inferential Language Examples

Activity 2: Developing Inferential Language

Activity 3: Prepare to Share Video 1: Inferential Language, Read Aloud & Discussion, Grades K/1 Video 2: Inferential Language, Read Aloud & Discussion, Grade 3

---

2. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 9-11

Activity 3: Prepare to Share (completed)

Activity 4: Narrative Language Skills Examples

Activity 5: Video Viewing Guide, Narrative Language Skills, Prediction

Activity 6: Video Viewing Guide, Narrative Language Skills, Retell Activity 7: Video Viewing Guide, Narrative Language Skills, Main Idea

Activity 8: Video Viewing Guide, Narrative Language Skills, Cause & Effect

Activity 9: Narrative Language Skills Lesson Plan Template: Small Group

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

Activity 10: Narrative Language Skills Lesson Plan Template Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect

Activity 11: Prepare to Share Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect

Video 3: Narrative Language, Connectives

Video 4: Narrative Language, Prediction, Kindergarten

Video 5: Narrative Language, Retell, Grade 1

Video 6: Narrative Language, Main Idea, Grade 1

Video 7: Narrative Language, Cause & Effect, Grade 3

3.Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 11-12

Activity 11: Prepare to Share (completed)

Activity 12: Video Viewing Guide, Academic Vocabulary in Text

Activity 13: Academic Vocabulary Lesson Plan Template

Activity 14: Prepare to Share Brief engaging text Video 8: Morphology Video 9: Academic Vocabulary in Text

---

Evidence-Based Practice or Intervention:
Develop awareness of the segments of sounds in speech and how they link to letters

---

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:
- Teach students to recognize and manipulate segments of sound in speech.
- Teach students letter–sound relations.
- Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

For each session follow the Professional Learning Communities 5 Step Process:
1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:
The academic team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

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

Start and End Dates: January 2024-1 full staff PLC and then 2 additional grade level specific PLCs

Resources Required
ODE's Learning Management System Module - Introduction to Dyslexia Course
Module 1 Science of Reading Introduction
Module 2 Multi-Tiered System of Supports
Module 3 Structured Literacy
Module 4 Defining Dyslexia
Module 5 Commitments to Tier 1 Instruction
Module 6 Data for Effective Instruction
Module 7 Word Recognition
Module 8 Teaching Handwriting
Module 9 Language Comprehension
Module 10 Fluency
Module 11 Rigorous Texts for All

Evidence-Based Practice or Intervention: **Teach students to decode words, analyze word parts, and write and recognize words.**
Professional Development Description: Objectives/Outcomes: Teachers will be able to: ● Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.   ● Instruct students in common sound– spelling patterns.   ● Teach students to recognize common word parts.   ● Have students read decodable words in isolation and in text   ● Teach regular and irregular high-frequency words so that students can recognize them efficiently.   ● Introduce non-decodable words that are essential to the meaning of the text as whole words   For each session follow the Professional Learning Communities 5 Step Process: 1. Debrief   2. Define Session Goals   3. Explore New Practices and Compare Them to Current Practices   4. Experiment with Newly Learned Strategies   5. Reflect and Implement

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

Evaluation:
The academic team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

Start and End Dates: October 2023-1 full staff PLC and then 2 additional grade level specific PLCs

Resources Required

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 28-30

Activity 32: Prepare to Share (completed)

Activity 33: Video Viewing Guide, High-Frequency Words

Activity 34: High-Frequency Words Lesson Plan

Activity 35: Non-Decodable Words

Activity 36: Prepare to Share

Video 30: High-Frequency Words

Video 31: Non-Decodable Words

Evidence-Based Practice or Intervention:
Provide students with explicit writing instruction beginning in the early grades

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:
- Teach the components of a sentence and how to expand sentences
- Teach the writing process: plan, revise and edit
- Provide writing assignments that are anchored in text

For each session follow the Professional Learning Communities 5 Step Process:
1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:
The academics team will conduct instructional walk throughs, formal observations and coaching meetings to

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

monitor implementation of professional development
Start and End Dates: January 2024-1 full staff PLC and then 2 additional grade level specific PLCs and then Summer PD
Resources Required
<u>The Writing Revolution: A Guide to Advancing Thinking in Writing in All Grades and Subjects</u>

Evidence-Based Practice or Intervention: **Incorporate strategies, texts, and resources that are culturally relevant.**
Professional Development Description: Objectives/Outcomes: Teachers will be able to: ● Select texts that reflect student population and diverse cultures ● Set high expectations for students ● Involve students in the academic program through goal setting, reflection, and offering choice For each session follow the Professional Learning Communities 5 Step Process: 1. Debrief 2. Define Session Goals 3. Explore New Practices and Compare Them to Current Practices 4. Experiment with Newly Learned Strategies 6. Reflect and Implement Evaluation: The academic team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development
Start and End Dates: November 2023-1 full staff PLC and then 2 additional grade level specific PLCs
Resources Required
ODE's Learning Management System Module - Culturally Responsive Practices - Academic Achievement Course ● Introduction Module: Introduction to Academic Achievement Course

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

- Module 1: Student Prior Knowledge
- Module 2: Teaching and Family (Community) Interaction
- Module 3: Family Involvement in Classrooms
- Module 4: Culturally Responsive Curriculum Decisions
- Module 12: Understanding the Ohio English Language Proficiency Standards
- Module 13: English Language Proficiency Levels
- Module 14: Educator Resources

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

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.**