



March 22, 2024

Dear Superintendent Brooks:

Thank you for submitting the Alternative Education Academy dba OHDELA 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 a comprehensive professional learning plan.
- Plan uses feedback loop between BLT-TBTs for monitoring.
- Plan uses inclusive goal setting.

**This plan will benefit from:**

- Plan could benefit from deeper factor analysis/root cause.
- Leadership team could benefit from shared leadership/additional members.
- Plan could benefit from monitoring through specific coaching support/protocols.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Alternative Education Academy dba OHDELA 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](mailto: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: Alternative Education Academy (OHDELA)**

**DISTRICT IRN: 143396**

**DISTRICT ADDRESS: 4 Summit Park Drive, Independence, Ohio 44131**

**PLAN COMPLETION DATE: 12/10/2023**

**LEAD WRITERS: Brandy Cox and Cathy Blankenship**

## 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.*

Name	Title/Role	Location	Email
Brandy Cox	Executive Director of Academics	OHDELA	<a href="mailto:bcox@delak12.com">bcox@delak12.com</a>
Cathy Blankenship	Principal, K-8	OHDELA	<a href="mailto:cblankenship@delak12.com">cblankenship@delak12.com</a>

### 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.*

A variety of sources, including previous state test scores, KRA data, iReady diagnostic scores, and classroom assessment scores will be utilized to gather data on student learning readiness levels and progress over time. This data will be analyzed by teacher level teams as well as school and district level teams regularly to develop this plan with a goal of showing immediate improvement in our K-3 Literacy scores. Data will drive daily instruction and interventions for all students. The academic team plans to monitor the plan through regular classroom visits, teacher observation and evaluations, mentoring and coaching opportunities, the TBT/BLT/DLT meeting process, overseeing a robust MTSS process, and by providing professional development aligned to district initiatives and literacy goals. This plan will be communicated to the teachers upon completion via email, team meeting discussions and professional development sessions.

## 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*

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

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 Reading Achievement Plan is aligned to and supports the overall goals in our One Needs Assessment. Our ONA states “Students struggle with skills in early literacy and early intervention is critical. Based on data, we know that some students lack foundational knowledge of, for instance, all letters and letter sounds in early elementary. By having teachers progress monitor regularly and with fidelity, results of interventions will become apparent. It will be important for parents of early elementary students to take an active role in their child's education and ensure the student is meeting attendance expectations with his or her teacher and participating regularly in progress monitoring and benchmarking assessments. By using available strategies, and with parental participation and partnerships, literacy gains will follow.”

Our Reading Achievement Plan focuses our efforts on quality based instructional strategies, data collection and analysis, a strong intervention program with a foundation in the general education classroom, and expansion into Title, special education, and supplemental tutoring supports; as well as, regular supervision, mentoring, coaching, and professional development for teachers.

**We have strong programs in place for literacy-based instruction and we hope to increase our *Early Literacy* report card component for the 2023-2024 school year to above 58%, D.**

- **22-23: 50.9%, 1 Star** \* *Different formula used than in 21-22. If the same formula would have been used our score would have been 59.82, 2 Stars*
- **21-22: 57.9%, 1 Star**
- **20-21: -4.6, F, NR**
- **19-20: NR**
- **18-19= -1.2, F**
- **17-18= -29.4, F**

**The District Reading Achievement Plan aligns with our ONA and will be clearly communicated to the teaching staff.**

### 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,**

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

- *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*

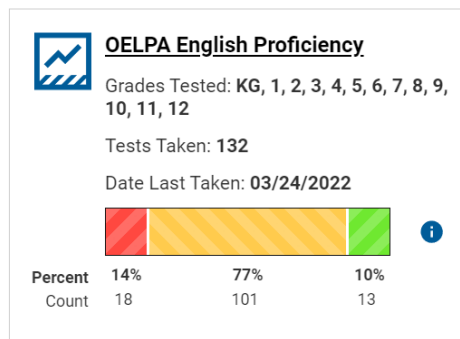
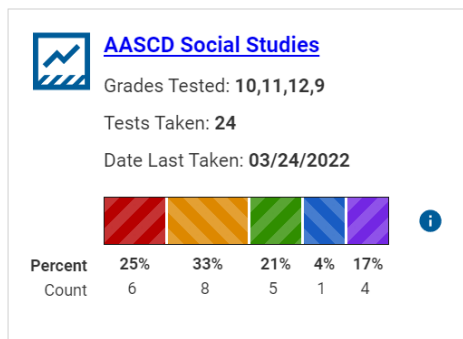
When reviewing student progress, our analysis centers around the Kindergarten Readiness Assessment, State Testing Data (Subject area/EOC, OELPS, and AA), and iReady diagnostic and growth.

**KRA Tests:** We analyzed the data from school year 18-19 through school year 21-22.

	School Year 2018-2019 (59 students tested)	School Year 2019-20 (68 students tested)	School Year 20-21 (22 students tested)	School Year 21-22 (161 students tested)	School Year 23-24 *Not Yet Available
Demonstrated Readiness	25%	50%	14%	29%	Not yet available
Approaching Readiness	49%	34%	27%	35%	Not yet available
Emerging Readiness	25%	16%	59%	36%	Not yet available

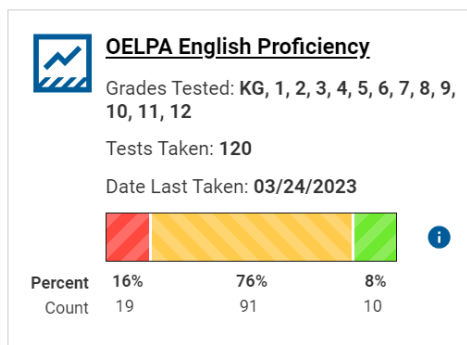
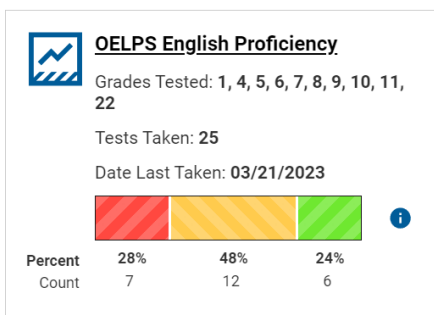
**OELPS and OELPA (21/22 and 22/23 Data):**

**2021-2022 SY Data**



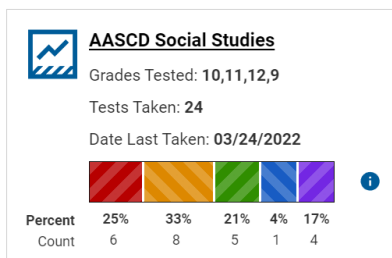
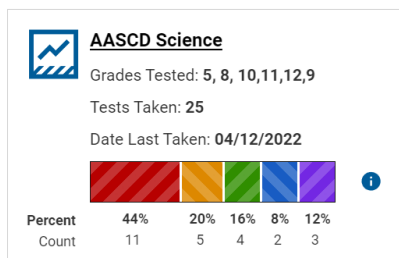
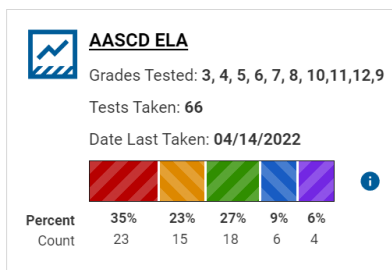
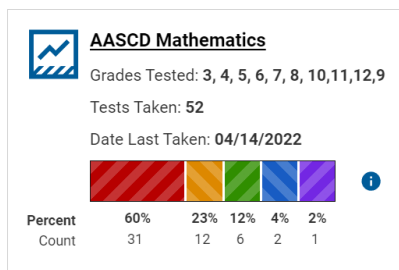
**2022-2023 SY Data**

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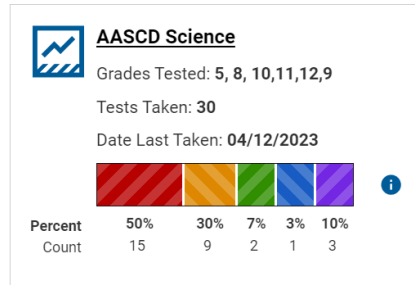
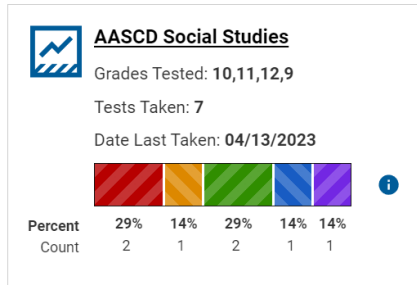
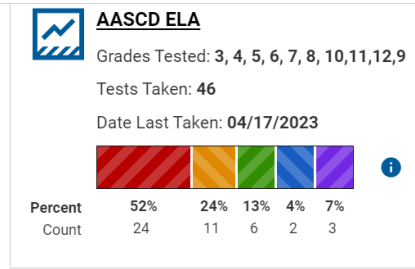
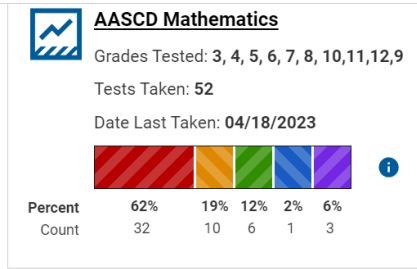
**Alternative Assessment Data:**

**SY 2021- 2022 Data**



**SY 2022-2023 Data**

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



**K-3 Improving At Risk Reader Diagnostic**-We analyzed data from school year 20-21 through 22-23 state report card Component for Improving At-Risk Readers. We started with the detailed measure of on/off track reading diagnostic scores

**iReady Fall Diagnostic SY 20-21**

SY 20-21 On/Off Track by Grade Level Diagnostic (K-3 Improving At- Risk Readers)		
Grade Level	On Track	Off Track
Kindergarten	89.4%	10.6%
First Grade	74.8%	25.2%
Second Grade	82.6%	17.4%
Third Grade	78.6%	21.4%

**iReady Fall Diagnostic SY 21-22**

SY 21-22 Fall iReady Diagnostic On/Off Track Data by Grade Level		
Grade Level	On Track	Off Track
Kindergarten	78%	22%
First Grade	85%	15%
Second Grade	68%	32%
Third Grade	55%	45%

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**iReady Fall Diagnostic SY 22-23**

SY 22-23 Fall iReady Diagnostic On/Off Track Data by Grade Level		
Grade Level	On Track	Off Track
Kindergarten	91%	9%
First Grade	61%	39%
Second Grade	60%	40%
Third Grade	59%	41%

**iReady Fall Diagnostic SY 23-24 (As of 9/26/2023)**

SY 22-23 Fall iReady Diagnostic On/Off Track Data by Grade Level		
Grade Level	On Track	Off Track
Kindergarten	92.2%	7.8%
First Grade	78.8%	21.2%
Second Grade	65%	35%
Third Grade	45%	55%

**iReady Annual Reading Growth Measure:** We analyzed grade level growth data from iReady for the 20-21 and 21-22 school year to determine what percentage of students at each grade level, K-3, met typical annual growth measures.

**iReady Growth Data 20-21**

Grade	Annual Typical Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵
Grade K	54%	36%
Grade 1	53%	33%
Grade 2	69%	43%
Grade 3	26%	36%

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

## iReady Growth Data 21-22

Grade	Annual Typical Growth <span style="font-size: small;">(i)</span>	
	Progress (Median)	% Met
Grade K	49%	37%
Grade 1	35%	29%
Grade 2	58%	37%
Grade 3	67%	43%

## iReady Growth Data 22-23

Grade	Progress (Median)	% Met
Grade K	91%	48%
Grade 1	53%	33%
Grade 2	59%	37%
Grade 3	73%	45%

## AIR- Third Grade Reading Guarantee AIR Test Results for SY 20-21

SY 20-21 Third Grade Reading AIR Test			
	Percent Proficient	Percent Non-Proficient	Percent Meeting the Criteria for Promotion to Grade 4
Grade 3	24.1%	75.9%	93.3%

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**AIR- Third Grade Reading Guarantee AIR Test Results for SY 21-22**

<b>SY 21-22 Third Grade Reading AIR Test</b>			
	<b>Percent Proficient</b>	<b>Percent Non-Proficient</b>	<b>Percent Meeting the Criteria for Promotion to Grade 4</b>
Grade 3	40.2%	59.8%	84.5%

**AIR- Third Grade Reading Guarantee AIR Test Results for SY 22-23**

<b>SY 21-22 Third Grade Reading AIR Test</b>			
	<b>Percent Proficient</b>	<b>Percent Non-Proficient</b>	<b>Percent Meeting the Criteria for Promotion to Grade 4</b>
Grade 3	33.5% (-6.7%)	65.5%	99.3% (+14.8%)

With approximately 65% of students testing as non-proficient on the 3<sup>rd</sup> grade reading guarantee, we determined that a focus on reading would be needed to improve their scores across the board. From grades K-12, many of our students are multiple grade levels behind in reading when they come to our school. We have found that when students stay enrolled for multiple years and attend live classes, they perform better on state tests. We have taken immediate steps this school year to address deficiency in the reading program, which includes: a district-wide focus on literacy, a continued rebuild of our Title Reading program that is focused on improving reading achievement, the strategic classroom placement of teachers with a reading endorsement to support the reading program, and the additions of a full time Title Coordinator, MTSS Manager, and EL Coordinator. In addition, we have implemented a robust supplemental curricular program that includes iReady and MindPlay which both address gaps and adapts to student's individual learning readiness levels to ensure that instruction meets better meets the needs of individual learners. Furthermore, we are partnering with 3 vendors to offer small group supplemental instruction and high dosage tutoring in reading. While we strongly believe these steps will have an immediate impact on reading achievement in our district, in section B, we will outline some factors that lead to barriers which we need to overcome and achieve these desired results.

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## 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.*

1. In Many instances, students are multiple years behind grade level when entering our school. Many of our students come to us after trying their traditional district and seeing that it hasn't worked for them. We get many new students enrolling throughout the year with failing grades, or a lack of grades from their previous school. Specific to kindergarten, the school is unaware of previous pre-school experience to determine their readiness for kindergarten. Additionally, the past two-three school years for students have been impacted by the Covid 19 pandemic. All students have experienced a disruption to normal academic and social opportunities. Moreover, many students in grades K-1 were not able to attend childcare or pre-school settings to develop the foundational skills in socialization and academics to adequately prepare them for kindergarten.
2. Parental involvement in an e-school is crucial to their development. Especially at the K-5 level, we must have parents intimately involved every day in their schooling. Many times, students come from broken homes and/or have life circumstances that contribute to less, or no, involvement in the child's educational program. We let all families know, during the enrollment process and through ongoing outreach and communications, that being in an E-School, their involvement is crucial to their student's development and success.
3. Students are expected to engage in synchronous and asynchronous learning opportunities each day; however, the synchronous opportunities are also recorded for students and therefore it is not mandatory to attend at the scheduled time. While we recognize the value in the synchronous sessions and extra support and intervention sessions and believe that student attendance at these sessions is paramount to their success, it is not a non-negotiable requirement that they attend live at the scheduled time. This negatively impacts engagement, and the school efforts need to be more strategic to address engagement gaps immediately. Early intervention on the school side is paramount to remedy engagement issues.
4. In the elementary grades, especially, K-3, some parents/guardians are providing too much support for their students. Teachers, advisors, and administrators continually reiterate our educational expectations and have encouraged them to not provide help, especially on reading diagnostic tests, such as DIBELS, MindPlay, and iReady, so that we know where the student is educationally and can provide a plan, interventions, and support to grow each child.

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

## 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 transient nature of our population is a root cause contributing to low reading achievement. Students are exiting and entering our program regularly impacting the continuity of education, knowledge of student readiness, and over all time available to impact achievement.

## 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.*

We understand that the skills necessary to impact early literacy require high quality interactions with teachers daily. Teachers must consistently diagnose needs and differentiate instruction to support literacy in all grade levels. As a district, we promote high expectations, have a commitment to lifelong student learning, implement evidence-based instructional strategies, provide a robust intervention program, and support teachers through high quality professional development, coaching, and instructional supports.

At OHDELA we plan to review data regularly to provide targeted small group instructional opportunities that address learning gaps. We have increased the number of live instructional minutes for students and embedded a data driven structure into our daily schedule to help meet our goals. We have also increased our tutoring opportunities including offering high dosage tutoring for students in grades K-3.

**Goal #1:** By the end of the 2023-2024 school year, we will increase the percentage of students at each grade level, K-3 who meet the annual growth measure by 5%

**Goal #2:** By the end of the 2023-2024 school year, for grades K-3, as measured by the State Report Card for Early Literacy, we will improve our component score from 1 star to 2 stars by focusing on reading proficiency and 3<sup>rd</sup> grade promotion rates.

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

## 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: By the end of the 2023-2024 school year, we will increase the percentage of students at each grade level, K-3, who meet the annual growth measure by 5%

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<b>iReady My Path Participation/Completion</b>	<b>iReady Diagnostic Completion</b>	<b>Targeted Instruction and High Dosage Tutoring</b>
Timeline	Fall to Spring 2023-2024	Fall to Spring 2023-2024	Fall to Spring 2023-2024
Lead Person(s)	Classroom Teacher and DOA	Classroom Teacher and DOA	Classroom Teacher, DOA, Principal, and EDA
Resources Needed	iReady Chromebook	iReady Chromebook Canvas	iReady Chromebook Canvas BookNook/AMP/FEV
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	My Path student completion 10-15 minutes per day requirement.  Designate times in the schedule to have students complete this rather than leaving it as "homework."	Teachers, DOAs, and admin will support diagnostic completion with consistent and clear messaging.  Time in live sessions will be provided for students to complete the diagnostic exams with teachers monitoring time on task and redirected those that may be guessing or rushing.	Teachers will use diagnostic results and SCA results to determine small groups and provide data-based instruction and interventions.  Administration will provide targeted professional development sessions for teachers to help with interventions.

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

	Action Step 1	Action Step 2	Action Step 3
		Special Education students will complete the diagnostic with cameras on.	General education, special education, and Title teachers will work collaboratively to ensure appropriate interventions are provided to each student.
Measure of Success	Monitor percentage of students participating in the required number of weekly minutes.	Percentage of students completing the diagnostic.	Growth between diagnostics, growth between SCA pre and post, and attendance and participation rates to the TI sessions.
Description of Funding	General funds- Programs and equipment provided ACCEL (iReady and Chromebooks)	General funds- Programs and equipment provided ACCEL (iReady, Canvas, Chromebooks)	Tutoring Funds  Request for additional funds through Board approval
Check-in/Review Date	DOA will check in with Teachers at minimum 1 x per month.	Tri-annually: Following each testing window.	Minimum of monthly check in between DOA and teachers on data usage and RTI participation. (Team meetings, TBTs, classroom visits, Holistic observations, etc.)

**Goal Statement:** By the end of the 2022-2023 school year, for grades K-3, as measured by the State Report Card for Early, we will improve our component score from 1 star to 2 stars by focusing on reading proficiency and 3<sup>rd</sup> grade promotion rates.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All students in grades K-3 who score off track will be placed on a RIMP and that RIMP will be monitored by the general education reading teacher, reading	Ensure student academic progress in reading with the use of data driven instructions, interventions, and 1:1 progress monitoring, small group instruction and	Extensive professional development will be offered to K-3 instructional staff on the fundamentals of literacy instruction and best practices for building student foundational skills

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

	Action Step 1	Action Step 2	Action Step 3
	specialist and administration	implementation of high dosage tutoring	in the areas of phonics, phonemic awareness, and comprehension.
Timeline	Fall to Spring 23-24	Fall to Spring 23-24	September 2023 to May 2024
Lead Person(s)	EDA, Principal, Assistant Principal, DOAs, General Education Teachers, and Reading Specialist	Teachers, Title Coordinator, Reading Specialists, AP, Principal and DOAs	EDA, Principals, K-3 DOA, Gr 4 DOA, SST Specialist/training specialist, and teachers
Resources Needed	iReady and Mindplay	iReady, Canvas, Big Blue Button, Mastery Connect, Mindplay, and Heggerty's	Keys to Beginning Literacy-Book, online course, facilitator for series (47.5 hours)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>iReady Diagnostic will be used to determine on/off track status and a RIMP will be put in place for all K-3 students. Diagnostic results will drive initial RIMP goals.</p> <p>Dibels will be used to supplement iReady.</p> <p>MindPlay learning coaches will be utilized for T2 and T3 intensive intervention groups.</p> <p>BookNook tutoring courses will be offered to K-3 off track students.</p>	<p>Teachers will provide data driven instructional opportunities that meet the needs of individual students. Data will be collected and analyzed from SCAs and iReady. Teachers will create small groups and provide targeted instructions. Teachers will implement the Heggerty's program with fidelity. Teachers will implement 1:1 progress monitoring sessions and hold literacy circles and writer's workshops.</p>	<p>Teachers will participate in course work and professional development sessions for Keys to Beginning Literacy. Total contact hours for teachers will be 47.5.</p>
Measure of Success	<p>K-3 Improving At-Risk Readers Report Card component rating.</p> <p>Grade 3 reading proficiency rates.</p>	<p>Increase the percentage of grade three students that score proficient on the 3<sup>rd</sup> grade state reading test.</p>	<p>Completion of course work, certificate earned, and evidence of implementation in the classroom.</p>

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



	Action Step 1	Action Step 2	Action Step 3
	<b>Grade 3 promotion rates.</b>	<p><b>Increase the number of students K-3 that move from off track to on track.</b></p> <p><b>Increase the percentage of students K-3 that meet the anticipated yearly growth target in iReady (goal 1).</b></p>	
Description of Funding	Awarded 300 free seats in the state funded high dosage tutoring program with BookNook. Funding need will be present in the future.	<p>Management Company provided resources: Mindplay, iReady, Mastery Connect, BBB.</p> <p>School Level Programs with an associated cost: Heggertys (Instructional material)</p>	PD Funds approved for Keys to Literacy PD Series
Check-in/Review Date	<b>Check in between Reading Specialist, Title Coordinator, Title Teachers, and applicable gen ed teachers at minimum 1 time per quarter (Q3 and Q4)</b>	<b>Minimum of monthly check in between DOA and teachers on data usage and RTI participation. (Team meetings, TBTs, classroom visits, Holistic observations, etc.)</b>	<b>Attendance and course completion will be monitored monthly. Implementation of strategies from training will be evaluated within the regular coaching cycle for teachers.</b>

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

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\*

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

The Directors of Academics, Special Education Coordinators, and Title Coordinators will do regular classroom visits to observe teaching and learning, instructional strategies, intervention strategies and fidelity of strategy use. They will provide coaching and mentoring to teachers on a continuing basis. Additionally, this team will review data on an ongoing basis, and collaborate with the school Principal, Director of Special Education, MTSS Manager, and Director of Assessment and Intervention to ensure academic progress is achieved and teachers are provided with necessary professional development opportunities. Directors of Academics, Title Coordinator, Special Education Coordinators, and the MTSS Manager will work together to ensure that all students have instructional supports in place that meet their unique learning readiness levels. Progress towards goals will be discussed throughout the year during TBTS, BLTs, BLTS, Cabinet meetings, and 1:1 Meetings between Principals and the Executive Director of Academics. To help monitor progress towards state testing achievement the administrative team will review iReady, SCA, and State Readiness Exam data.

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

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

**\*\*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.**

Teachers for students in grades K-3 are attending a full year PD series for Keys to Beginning Literacy. This series is a DEW approved structured literacy training program. Teachers are being training in high quality literacy instruction grounded in the science of reading. Monthly facilitated

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

sessions occur alongside asynchronous assignments. Teachers are asked to implement new skills each month and come to next month's training ready to discuss the strategies implemented and the results.

Teachers are also required to incorporate Heggerty's phonics instruction daily with students and provide data driven small group intervention sessions. The data driven sessions are based on iReady diagnostic results, as well as iReady Literacy tasks that are a part of the Ohio screening for reading difficulties. Teachers are monitoring student use of iReady MyPath and utilizing the iReady teacher tool kits to ensure evidence-based strategies are utilized and meeting specific learner needs. Our Title department will also weave in the use of MindPlay to support literacy interventions with struggling learner.

Progress towards goals are tracked in PRIME Time plans for students in our Title I program, RIMPs for those students who are off track, and in teacher level trackers for other students. Data is reviewed formally during designated review windows (4 times per year) and weekly during TBTs. Informally, data is reviewed continuously by teachers and administrators.

#### 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 135<sup>th</sup> 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.*

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## APPENDICES

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

OHDELA SY 23-24 Professional Development Plan:

## PILLARS FOR PROFESSIONAL LEARNING AT OHDELA

### Guidelines For A Successful Professional Learning System (ODE)

To be effective in increasing educator effectiveness and student learning, a system of professional learning must:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be data-based, and use data for planning, assessment and evaluation.
- Represent best-practice models and theories of adult learning and active engagement.
- Be research-based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

### ESSR High-Quality Professional Development

- **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop.
- **Intensive:** Focused on a discreet concept, practice or program.
- **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.

### Passionate, Inspired Teachers (Hattie)

- Expert teachers can identify the most important ways to represent the subject they teach
- Expert teachers create an optimal classroom environment for learning
- Expert teachers monitor learning and provide feedback
- Expert teachers believe that all students can reach the success criteria

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- Expert teachers influence surface and deep student outcomes

## ODE PROFESSIONAL DEVELOPMENT STANDARDS

The [Ohio Standards for Professional Development](#) include seven standards:

<b>Standard 1: Learning Communities</b>	Professional learning that increases educator effectiveness and results for all students...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
<b>Standard 2: Leadership</b>	Professional learning that increases educator effectiveness and results for all students...requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
<b>Standard 3: Resources</b>	Professional learning that increases educator effectiveness and results for all students...requires prioritizing, monitoring and coordinating resources for educator learning.
<b>Standard 4: Data</b>	Professional learning that increases educator effectiveness and results for all students...requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
<b>Standard 5: Learning Designs</b>	Professional learning that increases educator effectiveness and results for all students...integrates theories, research and models of human learning to achieve its intended outcomes.
<b>Standard 6: Implementation</b>	Professional learning that increases educator effectiveness and results for all students...applies research on change and sustains support for implementation of professional learning.

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<b>Standard 7: Outcomes</b>	Professional learning that increases educator effectiveness and results for all students...aligns its outcomes with educator performance and student curriculum standards.
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## COMPONENTS OF OHDELA 2023-2024 PROFESSIONAL LEARNING PLAN

- New Teacher Orientation
- Convocation
- AMP Professional Development
- Transforming Student Engagement Series
- Professional Learning Days
- Team Meetings/TBTs
- Tech Time
- Teacher Time

New Teacher Orientation					
<b>Goal</b>	The goal of NTO is to provide new teachers with an understanding of the school model, systems, and best practices to begin the year successfully.				
<b>Modality</b>	Virtual through Teams				
<b>Responsible</b>	Christine Deemer				
<b>Dates</b>	Aug. 7 – 9				
Alignment to High Quality Professional Learning Guidelines					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Driven</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓

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Resources Required	Outcomes/Evaluation
Tech Mentor Support	Exit Survey Retention Rate of New Teachers

### Convocation

<b>Goal</b>	The goal of Convocation is to begin building the schoolwide culture for 2023-2024 and will include introductions to the Engagement model, MTSS, PBIS, Goals for the year, departmental sessions, and cross-functional work in CTE, graduation requirements, and curriculum.
<b>Modality</b>	In-person at Hilton Columbus, Virtual through Teams
<b>Responsible</b>	Chris Brooks
<b>Dates</b>	In-person: Aug. 14 and 15, Virtual: Aug. 16-18

### Alignment to High Quality Professional Learning Guidelines

<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Driven</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
Presentation Resources, Projectors, Chart Paper, Hotel, Meeting Space, Meals	Exit Survey

### AMP Professional Development

<b>Goal</b>	The goal of AMP Professional Development is to differentiate the professional learning needs of the staff in all areas of school operations including Canvas, PowerSchool, iReady, Mastery Connect, and other supplemental resources.
<b>Modality</b>	Virtual through Canvas

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<b>Responsible</b>	Brandy Cox				
<b>Dates</b>	2023-2024 School Year				
<b>Alignment to High Quality Professional Learning Guidelines</b>					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Driven</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓
<b>Resources Required</b>			<b>Outcomes/Evaluation</b>		
Canvas Course Card			Badging for Course Completion		

<b>Transforming Student Engagement Professional Learning Series</b>					
<b>Goal</b>	The goal of the TSEPLS is to engage teachers in a transformational learning series to transform their beliefs and role in student engagement.				
<b>Modality</b>	Virtual through Teams				
<b>Responsible</b>	Chris Brooks				
<b>Dates</b>	Cohort groups throughout 2023-2024				
<b>Alignment to High Quality Professional Learning Guidelines</b>					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Driven</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓
<b>Resources Required</b>			<b>Outcomes/Evaluation</b>		
Presentation Resources			Transformative Learning Experience Survey		

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Professional Learning Days					
<b>Goal</b>	Professional Learning Days will continue and further develop the topics of MTSS, PBIS, and the Engagement Playbook introduced at Convocation.				
<b>Modality</b>	Virtual through Teams				
<b>Responsible</b>	PD Coordinator, SL Team				
<b>Dates</b>	9/29/23, 3/1/24				
Alignment to High Quality Professional Learning Guidelines					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Driven</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓
Resources Required			Outcomes/Evaluation		
Presentation Resources			Continued building of understanding of initiatives.		

Team Meetings/TBT					
<b>Goal</b>	Team Meetings and TBT meetings have established norms and protocols to allow for teachers to collaboratively work on curriculum alignment, analyze and plan instructional changes around student performance data, develop department/team/course Tier 1 interventions, and document interventions and progress monitor data.				
<b>Modality</b>	Virtual through Teams				
<b>Responsible</b>	Director of Academics				
<b>Dates</b>	Weekly during 2023-2024 School Year				
Alignment to High Quality Professional Learning Guidelines					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Drive</i>	<i>Classroom Focused</i>

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✓	✓	✓	✓	✓	✓
<b>Resources Required</b>			<b>Outcomes/Evaluation</b>		
Student Data, TBT Form, DLT feedback			Increase of Tier 1 performance, implementation of aligned and common curriculum		

<b>Tech Time</b>					
<b>Goal</b>	Tech Time provides timely updates on systems, learning around how to use systems, and introduction to edtech tools for implementation in classrooms.				
<b>Modality</b>	Virtual through Canvas				
<b>Responsible</b>	PD Coordinator, Steven Frecka, Tara Michels				
<b>Dates</b>	Weekly during 2023-2024 School Year				
<b>Alignment to High Quality Professional Learning Guidelines</b>					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Drive</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓
<b>Resources Required</b>			<b>Outcomes/Evaluation</b>		
Canvas Course Card for all staff			Effective use of systems and increased use of ed tech tools in classrooms.		

<b>Teacher Time</b>	
<b>Goal</b>	Teacher Time provides teacher presented sessions around areas of interest.
<b>Modality</b>	Virtual through Canvas

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<b>Responsible</b>	PD Coordinator				
<b>Dates</b>	2023-2024 School Year				
<b>Alignment to High Quality Professional Learning Guidelines</b>					
<i>Sustained</i>	<i>Intensive</i>	<i>Collaborative</i>	<i>Job-Embedded</i>	<i>Data-Drive</i>	<i>Classroom Focused</i>
✓	✓	✓	✓	✓	✓
<b>Resources Required</b>			<b>Outcomes/Evaluation</b>		
Canvas Course Card, Teacher Presenters			Attendance, Implementation of strategies presented.		

## PROFESSIONAL LEARNING CALENDAR

- Aug. 9 - Aug. 11                      New Teacher Orientation
- Aug. 14 - Aug. 15                    Convocation: In-person
- Aug. 16 - Aug. 18                    Convocation: Virtual and AMP Professional Development
- Aug. 28 - Sept. 22                    Student Engagement Professional Learning Series, Cohort #1
- Sept. 25 - Oct. 10                    Student Engagement Professional Learning Series, Cohort #2
- Sept. 29                                  Professional Learning Day
- Oct. 30 - Dec. 1                        Student Engagement Professional Learning Series, Cohort #3
- Jan. 8 - Feb. 2                         Student Engagement Professional Learning Series, Cohort #4
- Feb. 5 - March 1                       Student Engagement Professional Learning Series, Cohort #5
- March 1                                  Professional Learning Day
- Monthly                                  Keys to Beginning Literacy (Structured Literacy Training for K-3 Staff)

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- Weekly: Team Meetings/TBT's
- Weekly: Tech Time
- Weekly: Teacher Time
- Limited Series: Math Instructional Strategies with Dr. Riccomini