February 24, 2025

Dear Administrator Kolman:

Thank you for submitting the Columbus Humanities Arts and Technology Academy Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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

Strengths of the Reading Achievement Plan:
- Plan includes general analysis of required data points (Ohio's State Test, OELPA, KRA-R, Reading Diagnostic)
- Introspective analysis of internal and external factors contributing to the school's low reading achievement
- The plan includes Curriculum Based Professional Learning for its teachers to learn the new Department approved ELA curriculum

This plan will benefit from:
- The plan should include a more in-depth data analysis of Reading Diagnostic (Screener) data to determine gaps in core instruction
- The plan would benefit from an increased focus on English learners since the student population of English learner students was identified as a major component of its Root Cause analysis

The Reading Achievement Plan and this memo will be posted on the Department's website. If Columbus Humanities Arts and Technology 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 and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

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

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Columbus Humanities Arts and Technology Academy

Reading Achievement Plan

Columbus Humanities Arts and Technology Academy

000553

1333 Morse rd.

Columbus, OH

43229

Plan Completion date: 12/01/2024

Lead writers:

- Brendan Kolman: Principal
- Amanda Garner: Director of Academics
- Shelby Castle: Title coordinator

Culturally Responsive Practice

Starting in the 2022-2023 school year, Columbus Humanities prioritized an increase in culturally responsive practices throughout our school. Beginning with preservice professional development in 2022, CHATA contracted the Irvin institute to help create positive schoolwide policies and systems to help transform the school's culture. These professional development sessions centered on positive student interactions and creating common norms and systems throughout the building.

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

Section 1, Part A: Leadership Team Membership and Stakeholders

Name	Title	Location	Email
Brendan Kolman	Principal	CHATA	bkolman@columbushumanitiesata.org
Amanda Garner	Director of Academics	CHATA	agarner@columbushumanitiesata.org
Halen Core	Behavior Intervention	CHATA	hcore@columbushumanitiesata.org
Shelby Castle	Title coordinator	CHATA	Sjacobs@columbushumanitiesata.org

Marie Deardurff	Elementary team lead	CHATA	mdeardurff@columbushumanitiesata.org
Michael Ducko	Middle team lead	CHATA	mducko@columbushumanitiesata.org
Abigail Parsil	Family/Community liaison	CHATA	aparsil@columbushumanitiesata.org

Section 1, Part B: Developing, Monitoring and Communicating the Reading Achievement Plan

During the 2022-2023 school year, Columbus Humanities applied for, and was awarded membership in the Ohio science of reading grant and research project. Through this process the school determined that our practice of instruction in relation to reading was not effective and that students were not making adequate growth, specifically in grades 3rd and under. Data collected over the previous school years suggested that our students were struggling with grasping and retaining information related to phonics and phonemic awareness. To address these concerns, our first step was to identify curriculums and teaching strategies that would directly benefit students and meet our students' needs where they were.

The district identified Orton Gillingham and Wilson Fundations programs as curriculums that would directly address our areas of concern. During the winter and spring of 2023, the leadership team, select classroom teachers, and the title department began the process of being trained in the Orton Gillingham method for teaching Phonemic awareness. Once the selected staff had a better understanding of the process, leadership selected students who had previously been identified as students of concern in relation to reading. These students were then added to small groups that would be receiving specific reading instruction multiple times a week. These students' growth and data were closely monitored.

At the end of the 2022-2023 school year, the test groups had shown significant gains in reading and up to two years of growth in phonemic awareness. Based on this growth, the leadership team decided to enact a school wide initiative to increase reading skills across all grade levels. The leadership team determined that the best course was to purchase a school wide structured literacy curriculum and to have all our title reading teachers trained and certified in the Orton Gillingham method.

Schoolwide implementation began during the 2023-2024 school year. All reading/title staff and elementary teachers received multiple days of training in the Wilson Fundations program and the supplemental Heggerty program. Both curriculums were designed to address reading specifically and to provide a structured method for teaching reading.

To support implementation and meet the needs of our struggling readers, the school also trained staff in the Daily 5 café model. This model for small group instruction, allows the

teacher to work with small groups of students on specific skills, while other students are able to practice reading activities on their level independently or in small groups.

To monitor student growth, the school has implemented district and state created short cycle assessments. Students will be assessed bi-weekly for retention and skill mastery. Students who do not make adequate progress will then have the opportunity to have the information retaught during small group centers, or during tier II pullout/push in services. Students who are not making consistent progress will then be referred to our RTI process. This team will work with the student using Orton Gillingham designed reading instruction for 8 weeks. During this time, the team will monitor and track the student's academic growth. If a student is not making adequate progress during this monitoring period, the student will be recommended for further evaluation.

The school provided the school board in the summer of 2023 with details of the plan and the data collected from the pilot groups. The board approved implementation of the reading plan and information about the changes were distributed to families and all stakeholders. To help facilitate these changes and educate our families on the impact of structured literacy, the grant team held several in person informational sessions for parents to learn about the new teaching style and ways that they could support their students learning at home.

Leading into the 2024-2025 school year, Columbus Humanities selected Amplify from the list of approved ELA curriculum provided by the Ohio Department of Education. To help with implementation, all elementary school teachers and ELA teachers received 18 hours of in person training from Amplify representatives.

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

The schools reading achievement plan looks to meet the diverse needs of our students and community. Due to the large population of ELL and immigrant students, the districts plan will focus on providing students with a small group structured literacy plan, as well as provide families and the community with resources to support and access literacy at home.

Section 3, Part A: Why a Reading Achievement Plan is Needed in our Community School

The first chart shows student reading levels in comparison to expected reading levels per grade band. The students included in this chart have been enrolled with CHATA for at least three school years. The data indicates that students who begin off track for reading are more likely to continue to fall multiple grade levels behind. The data also suggests that students who are behind, are not receiving impactful enough tier two intervention to close the reading gap. From an instructional perspective, practices need to be refined and new methods needed to be
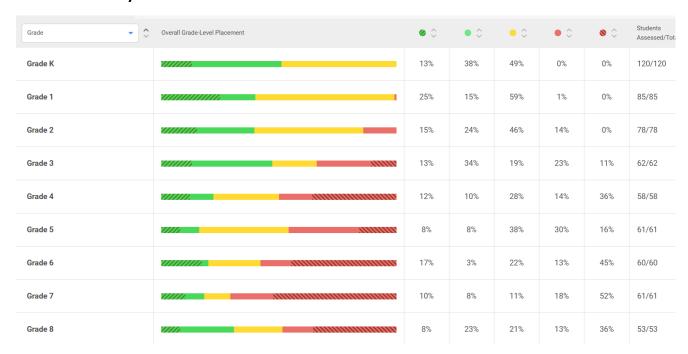
invested in. Due to this data, elementary and ELA teachers have received extensive professional development in the science of reading and best practices for ELA instruction.

CHATA Data Dive			
iReady Reading	**May - 2022**	**May - 2023**	**May - 2024**
Above Grade Level	17%	15%	14%
On Grade Level	21%	23%	20%
1 Grade Below	36%	34%	36%
2 Grades Below	12%	11%	12%
3+ Grades Below	14%	17%	18%

2022-2023 iReady ELA Data

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		17%	37%	46%	0%	0%	126/128
Grade 1		20%	24%	45%	11%	0%	84/84
Grade 2		16%	22%	47%	15%	0%	68/68
Grade 3		21%	38%	13%	13%	15%	53/53
Grade 4		11%	9%	56%	8%	16%	64/64
Grade 5		7%	16%	16%	32%	30%	57/57
Grade 6		14%	8%	19%	17%	42%	59/59
Grade 7		6%	24%	14%	8%	49%	51/52
Grade 8		16%	14%	20%	6%	44%	50/50

2023-2024 iReady ELA Data

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Tot...
Grade K		13%	38%	49%	0%	0%	120/120
Grade 1		25%	15%	59%	1%	0%	85/85
Grade 2		15%	24%	46%	14%	0%	78/78
Grade 3		13%	34%	19%	23%	11%	62/62
Grade 4		12%	10%	28%	14%	36%	58/58
Grade 5		8%	8%	38%	30%	16%	61/61
Grade 6		17%	3%	22%	13%	45%	60/60
Grade 7		10%	8%	11%	18%	52%	61/61
Grade 8		8%	23%	21%	13%	36%	53/53

Graphs 2 and 3 show the overall reading levels of students by grade according to two years of iReady Data. Information from the graphs indicate that students in grades K-2 are not receiving adequate instruction in ELA and phonics. Furthermore, the data suggests that tier two practices needed to be refined and new techniques be implemented. To address this issue, the school has trained all intervention and title reading teachers with the Orton Gillingham program and moved to small group instruction instead of teaching to the whole group.

By using the Daily 5 café model. Teachers will be able to work with smaller student groups and identify specific student needs. This model will also allow for a greater amount of personalization and differentiation, depending on student needs.
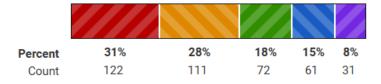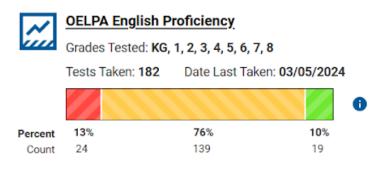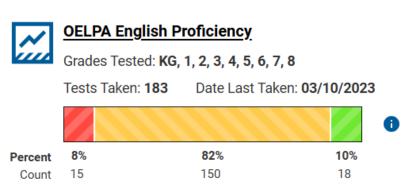
Ohio's State Tests ELA

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: **398**   Date Last Taken: **04/22/2024**

Percent	40%	26%	19%	12% 4%
Count	158	104	76	46 14

Ohio's State Tests ELA

Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **397**   Date Last Taken: **04/25/2023**

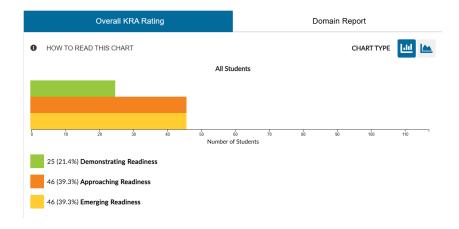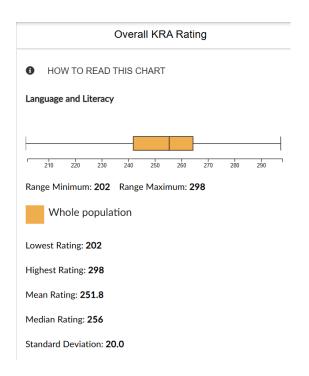|				
Percent	31%	28%	18%	15% 8%
Count	122	111	72	61 31

Graphs 4 and 5 are representations of the school's performance on the last two OST assessments. Both graphs show a need for reform and refinement. Student growth on both assessments show a need for increased title support services, as student growth per category did not vary much year to year. It is the belief of the school that focused small group instruction for students who continue to score multiple grade levels behind is essential. The school believes that the Basic and Limited categories should shrink in the coming years, with the implementation of strategic Title II services and data monitoring.

OELPA English Proficiency

Grades Tested: **KG, 1, 2, 3, 4, 5, 6, 7, 8**

Tests Taken: **182**   Date Last Taken: **03/05/2024**

Percent	13%	76%	10%
Count	24	139	19

OELPA English Proficiency

Grades Tested: **KG, 1, 2, 3, 4, 5, 6, 7, 8**

Tests Taken: **183**   Date Last Taken: **03/10/2023**

Percent	8%	82%	10%
Count	15	150	18

Graphs 6 and 7 indicate progress of students who have qualified for ELL services. The data suggests that students who enter our school as English Language Learners are not making adequate progress towards proficiency. As a school, the team believes that focused and explicit reading instruction in English will benefit our ELL population and reduce the amount of time for students to move to the proficient category. Like our Title program, the school has trained the three ELL instructors in the Orton Gillingham method for phonic and phonemic awareness instruction.

Overall KRA Rating	Domain Report

HOW TO READ THIS CHART   CHART TYPE

All Students

Number of Students

25 (21.4%) **Demonstrating Readiness**

46 (39.3%) **Approaching Readiness**

46 (39.3%) **Emerging Readiness**

Overall KRA Rating

ⓘ HOW TO READ THIS CHART

Language and Literacy

Range Minimum: **202**   Range Maximum: **298**

■ Whole population

Lowest Rating: **202**

Highest Rating: **298**

Mean Rating: **251.8**

Median Rating: **256**

Standard Deviation: **20.0**

Graphs 8 and 9 are representations of our Kindergarten student's readiness to start school during the past two school years. The data suggests that students entering Columbus Humanities are typically less academically and socially ready to start Kindergarten compared to their typical peers in other districts.

Restart Readiness 2024 Fall administration

	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
3rd Grade ELA	62	8	2	2	1	74
	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
4th Grade ELA	40	16	3	1	0	60
	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
5th Grade ELA	35	10	5	1	1	46
	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
6th Grade ELA	33	13	2	0	1	49
	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
7th Grade ELA	29	17	8	5	0	50

	Limited (545-671)	Basic (672-699)	Proficient (700-724)	Accelerated (725-751)	Advanced (572-863)	Students Assessed
8th Grade ELA	49	11	2	0	0	53

Lastly, graph 10 is the current scores of students taking the Ohio Restart Readiness benchmark assessments. Similarly, to the previous OST results, Columbus Humanities students are not showing enough growth to move to higher proficiency levels. This stagnation suggests that instruction is not meeting students needs and is not serving to either remediate or enrich.

Section 3, Part B: Internal and External Factors Contributing to Underachievement in Reading

Internal Factors

- Instruction
  - When looking at best practices and qualifications of the school's instructors, data suggests that students are not retaining or utilizing material that is being taught to them. The school also recognizes that a majority of the instructors in grades kindergarten through third grade are not college trained or content specific certified teachers.
  - When examining instruction, the school has determined that student need dictates a change from whole class led instruction, to a small group model. CHATA has determined that because of the varying ability levels of our students in each grade and class, teachers need to focus on meeting each student where they are and find ways to tailor instruction around varied and individualized needs.
- Curriculum
  - Leading into the 2023-2024 school year, the school did not have a standard reading curriculum for all grades.
  - Previous resources and materials were not meeting the rigor of state standards and were not preparing students for the OST and achievement tests.
- Staffing
  - Nationwide shortage of qualified teachers
  - The ability to compete with district salary tables for attracting qualified and talented instructors.
  - High turnover of staff. The school would ideally like the ability to train and retain our best teachers, but often, once the teacher is operating on a skilled or better level, local districts are able to hire these individuals away from our school. Most indicate that salary and resources are reasons for leaving.

External Factors

- Absenteeism
    - Transportation provided by CCS is often unreliable and does not operate consistently. Many students who are not picked up by a bus are unable to come to school any other way.
    - Parent work schedule often effects students' ability to get to school on time or to stay in school for an entire school day.
    - Limited resources to provide to families who are not meeting attendance expectations. While the school identifies and monitors student attendance, if the family is not willing to make changes there is often little the school can provide to change the outcome.
- Parent engagement
    - The school has explored ways to increase parent engagement in reading specifically. The school has begun providing literacy nights to help provide parents with resources and specific strategies to help develop their student as a stronger reader.
    - Parent school partnerships. Unfortunately, many of the families of struggling readers are parents that also had adverse school experiences. The school looks to engage these families directly and look for ways to highlight the positives that education is providing to their child.
- Global Pandemic
    - Lost in person instruction.
    - Specific and explicit reading techniques and strategies were not developed during online and hybrid learning.
    - ELL students greatly reduced their exposure to the English language.
- Immigration
    - Many our students are new to the country and have very limited experience with formal education.
    - Country of origin. Many of our students are coming to us directly from war torn or humanitarian disasters. These students often have experienced trauma that limit their ability to assimilate to traditional American schools or manifest behaviors that are not typical of their peers.

Section 3, Part C: Root Cause Analysis

Columbus Humanities Arts & Technology Academy is an inner-city, community school. The greatest factor to improving the school's ELA proficiency is that CHATA is the most ethnically and culturally diverse school in central Ohio, if not the state. We have students from over 40 countries and speak over 30 different languages other than English. Unfortunately, funding only provides our school with the resources to have three ESL teachers on staff--for hundreds of students in the ESL program. The biggest hurdle the school faces are with families that do not speak English at home. The school has created after school sessions to help educate parents on the benefits of reading at home and strategies to support reading in the home. The school has also offered Rosetta Stone subscriptions to parents who would like to learn English and support reading in English at home.

The school has also identified that instructional practices in regard to the teaching of ELA need to be changed and standardized. The school over the last two years has provided staff with increased professional development trainings in the science of reading and specific reading instruction strategies. Regarding tier two instruction, the school identified the Orton Gillingham program as an effective tool to reenforce the fundamentals and phonemic awareness of students struggling to reach reading mastery. The school is also looking to recruit staff who have already obtained Ohio teacher certification and have completed an approved teacher education program.

Along with instruction, a standardized and formalized curriculum was necessary for school wide implementation. The school selected Amplify as a primary curriculum for grades K-8, as well as Fundations and Heggerty as supplemental materials.

Another major factor that prevents literacy from developing is absent/apathetic parenting. Many of our children have parents that are functionally illiterate and did not read to their children (or take substantial steps to ensure that they were learning to read). This absenteeism/apathy is not clearly aligned with socioeconomic status and is largely the result of many cultural underpinnings that our many subgroups face on a daily basis. By providing resources and information to families, the school hopes to promote home reading and create stronger partnerships between the school and families.

Lastly, student growth has been adversely affected by the global pandemic. CHATA students have had greater than one school year of abbreviated or remote learning. The restrictions on in person and face to face learning have exponentially reduced the ability of students to receive and retain foundational building blocks. Specifically, student who were in grades Kindergarten-3rd grade during the pandemic. These students did not receive in person reading instruction or hands on structured literacy techniques. The result has been students who struggle not only with decoding and reading words, but also students who struggle with information comprehension and information retention. These struggles are even more pronounced for non-fiction texts or passages.

Section 4: Measurable Learning Performance Goals and Adult Implementation Goals

Goal 1: All Kindergarten – 3rd grade students will show at least a year's worth of growth in reading.

- Sub goal 1: No student K-2 student will fall below one grade level behind

Goal 2: All third-grade students will pass the Third Grade Reading Guarantee

Adult implementation goal: All staff who teach ELA K-3 will be certified in the science of reading

- Sub goal 2: All reading staff will participate in best practices professional development yearly

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

Goal Statement: All Kindergarten – 3rd grade students will show at least a year's worth of growth in reading.

Goal 1	Action Step 1	Action Step 2	Action Step 3
Implementation component	Initial iReady Reading screening test, data interpretation, and identification of areas of weakness	Create individual reading improvement plans and monitor student growth	Continued monitoring and final end of year diagnostic assessment
Timeline	August 2024	Every 8 weeks	When on grade level or May 2025
Lead Person(s)	Classroom Teacher	Shelby Castle	
Resources Needed	Chrome books, iReady Diagnostic Reading assessments	Intervention strategies to reach all learners (provided by Title I/Title III teachers	Chrome books, iReady Diagnostic Reading assessments
Specifics of Implementation	Students will complete the iReady screening test in the first 2 weeks of August. Teachers will use the screening reports to get a baseline of students' reading levels, as well as to identify their areas of strength and weakness in Reading.	Teachers will create ability-based groups for students with similar weaknesses. Title I and Title III teachers will work with classroom teachers to identify appropriate intervention strategies that they will use with each group.	Students will take a final round of iReady tests in the first 2 weeks of May. The results of this test will be analyzed to determine how much growth students have achieved, and to analyze which intervention methods proved successful.

Measure of Success	Teachers will have identified each student's areas of strength and weakness in Reading, and will have developed literacy groups to use within the classroom based on their interpretation of the testing data.	We will continue monitoring students' growth on the iReady Reading test from September to April. Students' success will be determined based on iReady Reading scores throughout the year. Increasing scores will prove that interventions provided by our teachers are working to improve students' literacy skills. We will identify students who have not shown growth and develop further/different interventions to use with these students.	Students' Reading growth (measured in months) can be determined by examining iReady reports results. Students should show approximately 8 months' growth during the period from September to May in order to be considered on track for Reading growth.
Description of Funding	General Fund	General Fund	General Fund
Check-in/Review Date	September 2024	Dec/Jan 2025	May 2025

Goal Statement: All third-grade students will pass the Third Grade Reading Guarantee

Goal 2	Action Step 1	Action Step 2	Action Step 3
Implementation component	Students will take baseline assessments to determine if students are currently on grade level. Students who are off track will be identified and will receive tier II services.	Monitor student progress with iReady and a second round of Restart readiness. Students identified as off track will receive additional reading services.	Analyze data from State assessments. Identify students who did not meet proficiency and create a new reading plan for the next school year. Analyze tier II instructions and progress made by students receiving additional reading supports
Timeline	August 2024	Jan/Feb 2025	April 2025
Lead Person(s)	Classroom teachers	Classroom teachers	Administration/DOA
Resources Needed	iReady, Restart readiness, Chromebooks	Intervention strategies for tier II instructions, data monitoring	Data monitoring and collection
Specifics of Implementation	All third grade students will be assessed to	All third grade students will take a second	Administration and teachers will analyze

	determine their current reading levels. Any student who is deemed off track will receive additional reading supports through tier II services.	round of iReady and Restart readiness. Teachers will monitor and determine students on track/off track status. Students who are identified as off track will receive additional reading intervention. Students who have not shown progress will be recommended for possible special education evaluation.	the data from the OST's. Staff will look to see if tier II interventions were successful and possible areas of refinement. Administration will also compare data class to class looking for trends in instruction.
Measure of Success	Teachers will identify students initial reading levels and create groups and lessons that address specific deficiencies	Continued monitoring of student reading plans and progress towards mastery.	Student growth and students meeting proficiency.
Description of Funding	General Fund/Grant	General Fund/Grant	General Fund/Grant
Check-in/Review Date	September 2024	February 2025	May 2025

Goal Statement: All staff who teach ELA K-3 will be certified in the science of reading

Adult Implementation	Action Step 1	Action Step 2	Action Step 3
Implementation component	Identify teachers who have not received training in the science of reading	Monitor teacher progress in self paced science of reading professional developments. Provide in person professional development during the January PD.	Collect certificates of completion for all PD trainings. Survey teachers to find areas of need and professional development that meets the needs of the instructors. Administration will then plan PD for the following school year.
Timeline	August 2024	December 2025	May 2025
Lead Person(s)	Principal and Teachers	Administration and Teachers	Administration and teachers
Resources Needed	Science of Reading online training, continued Amplify	Amplify in person training and teacher	Documentation and survey monkey for teacher needs

	training. Title staff trained in Orton Gillingham	specific professional development	
Specifics of Implementation	All teachers who teach or support reading in grades K-3 will be registered for a science of reading course or an Orton Gillingham training course.	Administration will select additional in person literacy professional developments	Administration will review the results of staff needs survey. Data from the survey will be analyzed and used to provide continued professional development and best practices trainings
Measure of Success	Teachers register for online trainings	Providing additional training throughout the school year	100% completion from required staff
Description of Funding	General Fund	General Fund	General Fund
Check-in/Review Date	August 2024	January 2025	May 2025

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

The schools leadership team will meet with the entire staff during preservice professional development to discuss and lay out the school wide plan for increasing student achievement in reading. Team leads and teachers who are direct reading instructors will participate in 18 hours of online professional development related to reading. Classroom teachers will receive additional in-person training specific to implementation of Amplify, the selected reading curriculum. All title teachers will receive additional Orton Gillingham training to support struggling readers both in and out of the classroom.

During the first three weeks of school, all students will have their reading levels assessed using iReady diagnostic. Students who are identified as being off track or a full grade level behind will being a 8 week cycle of Orton Gillingham instruction. Data will be monitored and tracked during the 8 weeks span to look for areas of growth. If the student is making progress, they will remain in the tier II process until they have reached proficiency levels. Students who are not showing adequate growth will be referred to special education for possible evaluation.

Teachers will use bi-weekly short cycle assessments to monitor student progress and student growth. During short cycle assessment cycles, new students can be added to tier II groups as the teacher and title team see fit.

Staff will be expected to continue with their own self-paced online instruction in the science of reading. Administration will provide opportunities during professional development sessions

for teachers to work on this training. Administration will also conduct a staff survey to gain insight into staff needs regarding literacy and to determine additional resource needs.

In January, teachers will conduct a second round of iReady diagnostics to determine and monitor student growth. New students who have recently been identified as off track or greater than a grade level behind will be added to title II groups. Groups will continue to work on phonics and phonemic awareness to prepare students.

Staff will continue to monitor student growth through short cycle bi-weekly assessments. Flexible grouping and small group instruction will be implemented to support student reading growth. Instruction will be tailored to the student's ability level as much as possible.

All students will participate in iReady final diagnostic assessments and all third-grade students will participate in the OST. Teachers and administration will analyze student data and growth to determine success of instruction, and areas of reform. Areas of concern will be addressed the following school year with specific professional development or with the addition of specific resources.

Moving into the 25-26 school year, administration will select professional development that will address areas of concern, and areas that have been identified as needing reform. Students who did not make adequate progress throughout the previous school year, will start the year on a reading improvement plan. These students will also be provided resources and strategies to continue working on reading fundamentals during the summer months. Students may also be offered the opportunity to participate in summer reading programs provided by the school.

Section 7: Expectations and Supports for Learners and Schools

Section 7, Part A: Strategies to Support Learners

To effectively educate our students in reading, the school has selected a state approved curriculum that is rooted in the science of reading. To ensure that this curriculum is used effectively, the school will provide all classroom teachers with curriculum specific professional development, as well as specific training in the science of reading. The school will support all readers who are not currently on grade level or are not making adequate progress through tier II Orton Gillingham instruction. These students will be pulled in small groups and will work on phonemic awareness and foundational phonics skills. Student growth and progress will be monitored specifically to state standards bi-weekly, with overall levels being assessed three times throughout the school year.   Tier II groups will be flexible throughout the school year depending on student need and progress.

Section 7, Part B: Ensuring Effectiveness and Improving Upon Strategies (Strategies to Support Adult Implementation)

To ensure effectiveness, the school will provide detailed and specific professional development to all staff that teach courses in kindergarten-3rd grade readers. Teachers will be provided with the curriculum and resources necessary to effectively teach reading.

Progress will be monitored bi-weekly through standards based short cycle assessments. Students will also be assessed using iReady diagnostic assessments and third grade students will be taking the OST. Tier II services will be provided to any student who is identified as off track or significantly behind grade level. Students receiving tier II services will receive additional supports until they have been identified as on track.

The school looks to improve on the prior year's achievement by tailoring instruction to the students' individual levels and using data measures to work with students in small group settings. By finding ways to teach students on their level, instructors will be able to provide skill specific instruction to students on varying levels.

Section 7, Part C: Staffing and Professional Development Plan

All kindergarten-3rd grade teachers and title support staff will be provided with extensive training in the science of reading. Title staff will also be provided with in-depth training in the Orton Gillingham model. Teachers will also receive 30 hours of in-person Amplify curriculum training during preservice and an additional 18 hours of in-person training throughout the school year.

In the summer of 2025, the school will provide all reading and title teachers the opportunity to participate in national and statewide literacy conferences at the school's expense. Teachers will have the opportunity to share best practices and learn about new resources or ideas centering around reading.

2025-2026 preservice will include trainings in center-based instruction and the Daily 5 café model. Teachers will be provided the opportunity to learn about the benefits of center-based learning and techniques for implementation in the classroom. Follow-up support sessions will be provided throughout the school year.