



February 24, 2025

Dear Administrator Rybak:

Thank you for submitting the Constellation Schools - Eastside Arts 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:

- The plan includes measurable adult implementation goals
- The plan includes a core curriculum for grades K-5 aligned with the Science of Reading

This plan will benefit from:

- No assessment tool was listed for kindergarten literacy goal
- The plan would benefit from professional development for teachers in the recently adopted core curriculum
- The plan would benefit from analyzing the subscore date listed for students to further inform its goals and strategies

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Constellation Schools - Eastside Arts 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

Constellation Schools Eastside Arts Academy: Reading Achievement Plan

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

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

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

DISTRICT OR COMMUNITY SCHOOL NAME: Constellation Schools Eastside Arts Academy

DISTRICT IRN: 012671

DISTRICT ADDRESS: 6700 Lansing Ave Cleveland, Ohio 44105

PLAN COMPLETION DATE: November 2024

LEAD WRITERS: Kate Rybak, Executive Principal
Chrissy Garten, Curriculum & Instruction Coordinator
Debbie Piazza, Education Program Coordinator

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

Ohio's Language and Literacy Vision

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

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

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice*

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

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

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

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

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

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

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Sarah O'Bryan	Superintendent	5730 Broadview Rd. Parma OH 44134	sobryan@accelschools.com
Debbie Piazza	Educational Program Coordinator	5730 Broadview Rd. Parma OH 44134	piazza.deborah@constellationschools.com
Chrissy Garten	Curriculum & Instruction Coordinator	5730 Broadview Rd. Parma OH 44134	garten.christine@constellationschools.com
Kate Rybak	Executive Principal	6700 Lansing Ave. Cleveland, Ohio 44105	rybak.katherine@constellationschools.com
David Johnson	Dean of Families and Student Engagement	6700 Lansing Ave. Cleveland, Ohio 44105	johnson.david@constellationschools.com

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

Name	Title/Role	Location	Email
Steve Gedeon	Academic Coach	6700 Lansing Ave. Cleveland, Ohio 44105	gedeon.steven@constellationschools.com
Colleen Diack	Third Grade Teacher	6700 Lansing Ave. Cleveland, Ohio 44105	Diack.colleen@constellationschools.com

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.

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies. We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-8, our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of our students. As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies. One area of focus will be building the internal capacity of our teaching staff grades K-3. We know that knowledgeable foundational teaching is critical to the success of the plan and our students' capacity to

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master the standards. Data will be collected and analyzed from the following sources: iReady, OST Benchmark assessments, formative, and summative classroom assessments. This data will be analyzed through the Teacher Based Team meetings and the Building Leadership Team meetings. As additional data is collected, we will update information and adjust strategies as the plan is implemented. Central to the data-based decision making, we will set up performance targets aligned with district and building goals. Monitoring performance against the targets and building foundation for data-driven decision making on a systematic basis may include, but not be limited to, the following:

- K: KRA (Kindergarten Readiness Assessment)
- K-8: iReady assessments (3x's yearly)
- 3-8: OST Benchmark Assessments (2x's yearly)
- SMART Goals based on achievement
- SMART Goals based on growth
 - iReady
 - OST Benchmark assessments
- Interventions
 - Title 1 services
 - Tier 2a,2b,3
 - RIMPS for grades K-3
 - Huntington Tutoring in Reading Grades 5-8
 - Americorps Tutor Reading Grades K-3

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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.

Literacy is the focus and the nucleus of the work that we will be doing at EAA. It is the centerpiece of our overall improvement strategy, and it is central to the work that we will be doing daily in planning, in professional development, in classrooms, with the deployment of resources, with our Sponsor Buckeye Hope, and in our community. The real strength of the RAP is that it is aligned to and supports the overall continuous improvement efforts of WCSA. EAA's Reading Achievement Plan provides goals specifically created to improve the necessary and needed support, tools, resources, and professional development for the improvement of academic achievement for all EAA students. Each goal is outlined with a series of action steps required to guarantee the efficacy and success of the plan and goals. The plan speaks to the needs of the entire student population of K-8 graders at EAA, with specific attention and focus on the primary grades K-3 and the foundational reading skills, with the hope of improving reading and writing among the students in grades 4-8. We are aware of what the research illustrates that by the end of the age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers—and this number itself was correlated not just with difference in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995). For this reason, throughout our plan, our focus will be to narrow the gap in our foundational classes K-3 as well as the language barriers of our lower income students.

Goal 1: Leadership: By Spring, 2025, EAA will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for

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implementation. *Maximize our capacity to collaborate as coordinated school and instructional leaders.

Goal 2: Assessment: By Fall of 2025. Teachers will be trained and effective in the use of iReady and OST benchmark data to guide and drive literacy instruction.

Goal 3: Instruction: By Spring 2025, all teachers will implement grade appropriate literacy strategies based on data and driven by the EAA curriculum.

Goal 4: Professional Development: By Fall of 2025, All K-2 teachers will participate in Heggerty training, K-8 teachers will participate in the Science of Reading training. They will be coached directly by the administration and academic coaches with support by the district curriculum and instruction director as well as data coach.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

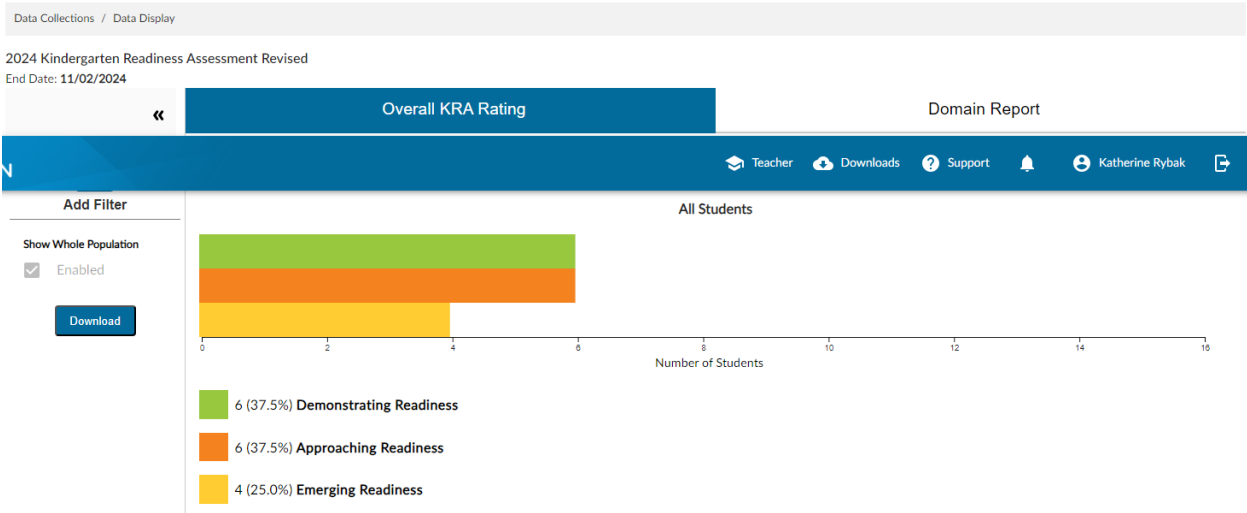
- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant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

According to KRA 2023 data (2024 data is not yet available online) out of 25 kindergarten students assessed, 12 students were identified as “emerging readiness”. 7 students were identified as “approaching readiness”. Only 3 students were identified as “demonstrating readiness”. There were a total of 3 students who did not participate. Ohio State Test reading/ELA Proficiency scores are as follows: 3rd ELA 35.7% 4th ELA 60.0% 5th ELA 22.2% 6th ELA 38.5% 7th ELA 61.5% Regarding the iReady scores from September 2023-September 2024, there was an overall decrease in performance in both reading and math. It is important to note that roughly 33% of the students assessed in September 2024 are new students in their first year with Eastside Arts Academy. However, we noted an increase in reading performance in grades 4 and 7. In regard to OELPA, we had 3 students assessed in the 23-24 school year in grades Kindergarten, 2nd, and 4th. The students in those grades scored “not proficient”, “not proficient” and “proficient”, respectively. We did not have any students who took the Alternate Assessment for Students with Significant Cognitive Abilities. We do take 2 benchmarks every year. The following is information for this year's ELA benchmark 3rd- 10% proficient 4th – 21% proficient 5th – 13% proficient 6th – 10% proficient 7th – 29% proficient 8th – 36% proficient.

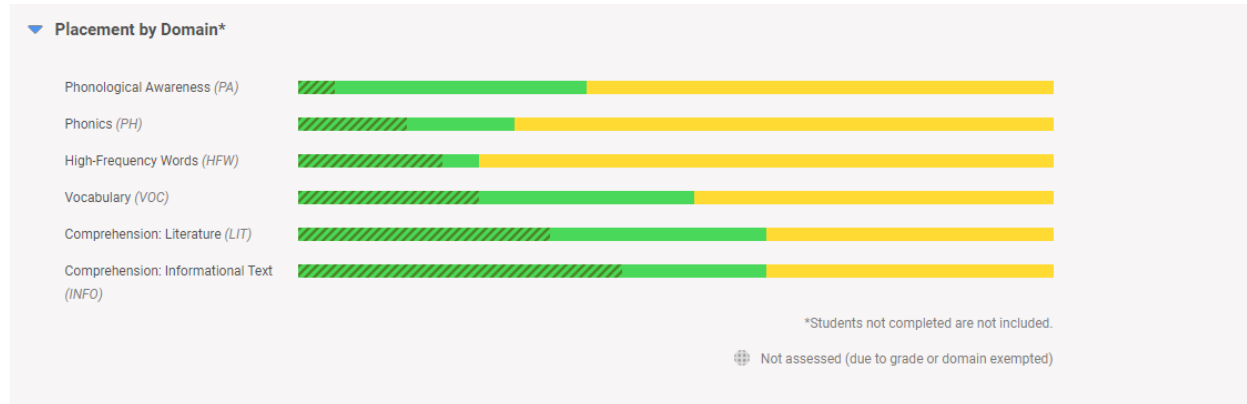
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2024 KRA RESULTS/DATA:

Data Displays

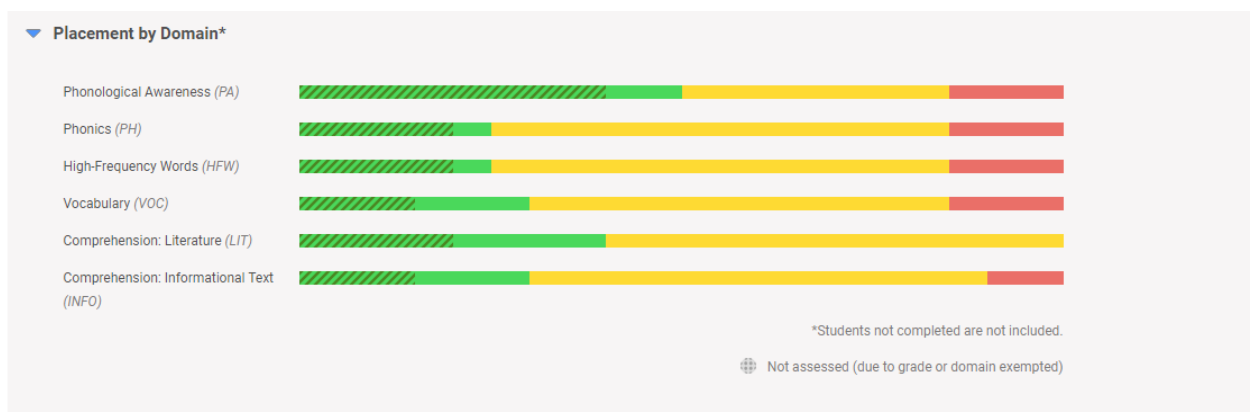


KINDERGARTEN DIAGNOSTIC FALL 2024:

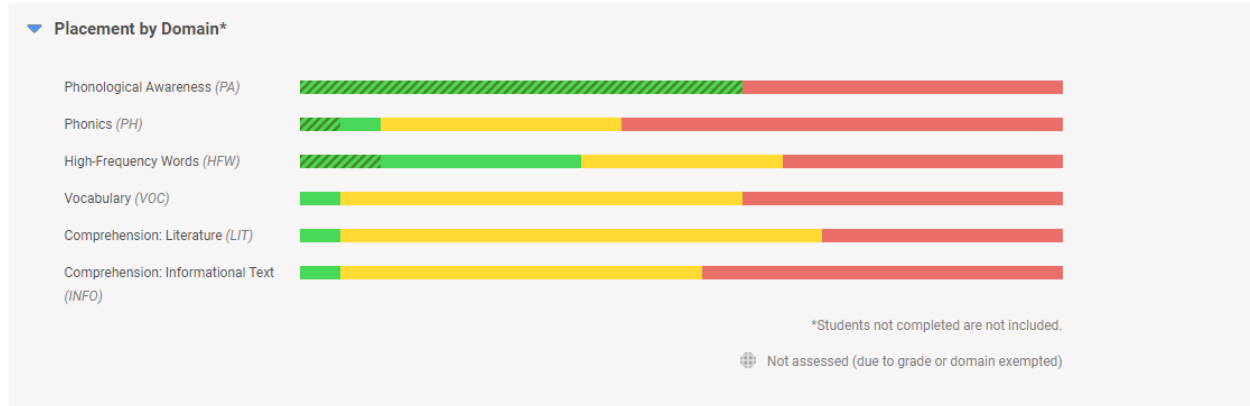


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FIRST GRADE DIAGNOSTIC FALL 2024:

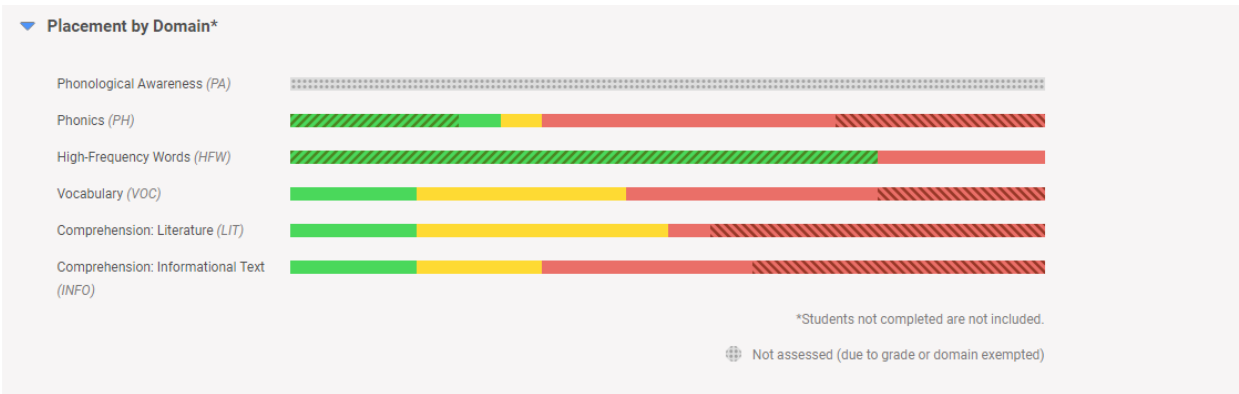


SECOND GRADE DIAGNOSTIC FALL 2024:

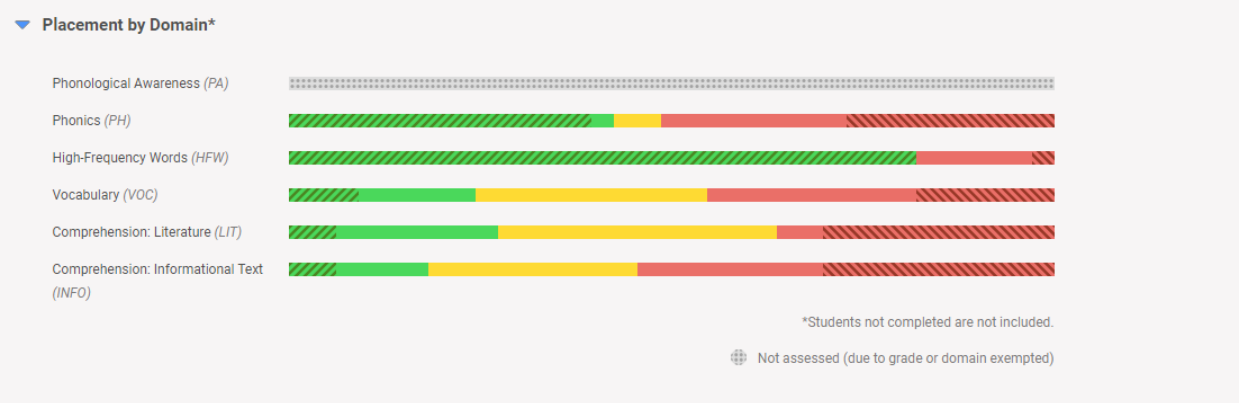


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THIRD GRADE DIAGNOSTIC FALL 2024:

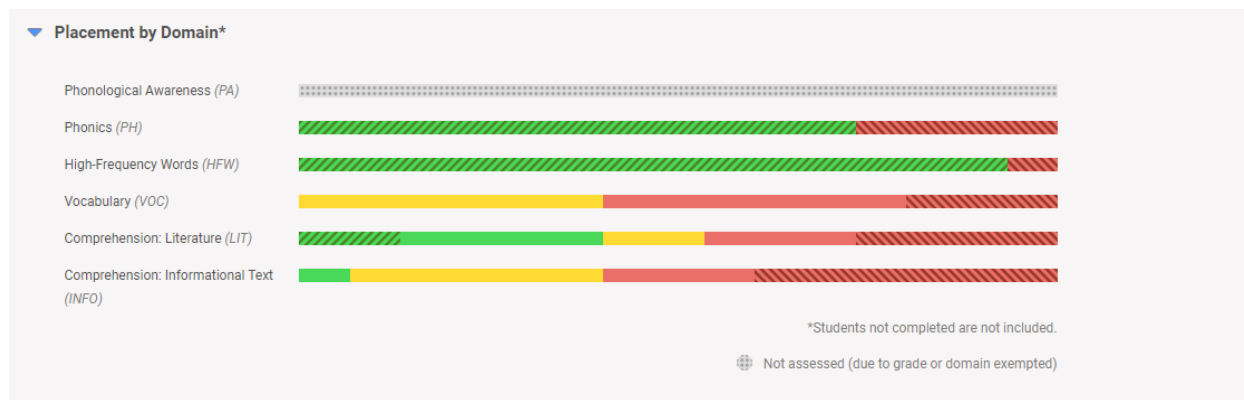


FOURTH GRADE DIAGNOSTIC FALL 2024:



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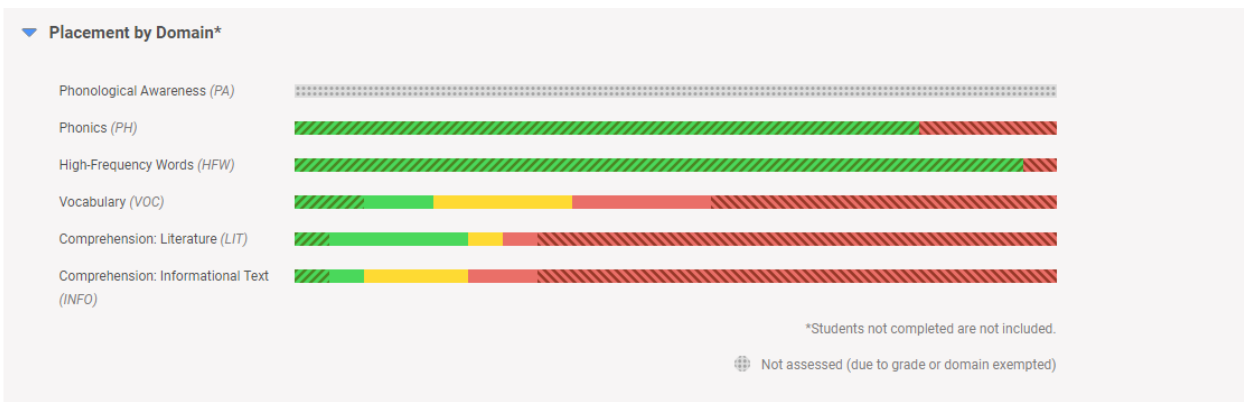
FIFTH GRADE DIAGNOSTIC FALL 2024:



SIXTH GRADE DIAGNOSTIC FALL 2024:

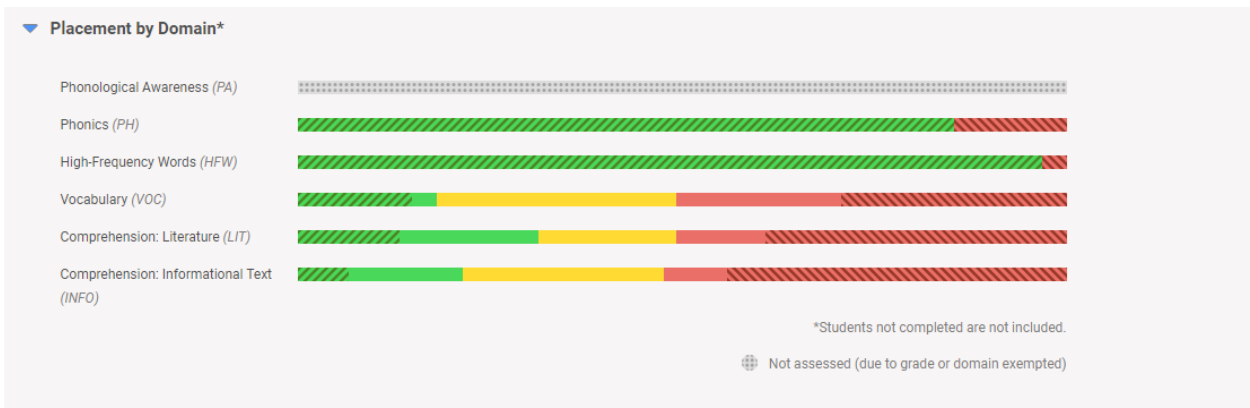


SEVENTH GRADE DIAGNOSTIC FALL 2024:



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EIGHTH GRADE DIAGNOSTIC FALL 2024:



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OST Comparison Detail Report

Constellation Schools Eastside Arts Academy

Grade 3 English Language Arts

All Students

Multi-Year ratings include all OST data available for the selected test administrations. If historical data is not available the calculations will be pro rated to the available terms.

Comp Year(s)

Spring2024
Spring2023
Spring2022

Mean			Median			Proficiency Rate			Performance Index		
Comp Year(s)	Spring2024		Comp Year(s)	Spring2024		Comp Year(s)	Spring2024		Comp Year(s)	Spring2024	
688.0	690.1	2.1	683	683	0.0	35.1%	33.3%	-1.8	67.0	68.0	1.0

Sub Scores

Each tested grade/subject will have 3 to 5 sub scored areas. The student's performance in each area is scored at "Below", "At/Near" or "Above" the standard. (Color coded based on 50% threshold.)

Sub Score performance icons (arrows) represent the cumulative change of "At/Near" and "Above" combined. Upward pointing arrows would indicate a positive shift toward "At/Near" and "Above".

Reading Informational Text			
	Comp Year(s)	Spring2024	
Below	40.5%	40.0%	≡
AtNear	40.5%	40.0%	≡
Above	18.9%	20.0%	≡
Raw points possible:14-16			

Reading Literary Text			
	Comp Year(s)	Spring2024	
Below	40.5%	33.3%	≡
AtNear	43.2%	53.3%	≡
Above	16.2%	13.3%	≡
Raw points possible:14-16			

Writing			
	Comp Year(s)	Spring2024	
Below	54.1%	53.3%	≡
AtNear	32.4%	33.3%	≡
Above	13.5%	13.3%	≡
Raw points possible:10			

Writing Scores	Organization		Elaboration		Conventions	
		Spring2024		Spring2024		Spring2024
	Comp Year(s)		Comp Year(s)		Comp Year(s)	
	0				14%	20%
	1	47%	47%	47%	36%	27%
Not Scored Reasons	2	11%	13%	11%	11%	20%
	3	0%	0%	0%		
	4	0%	0%	0%		
	BR	0%	0%	ND	3%	7%
	FR	0%	0%	NO	28%	20%
	UR	8%	7%	RT	0%	0%
	TR	3%	7%			
BR-Blank Response, FR-Foreign Lang. Response, UR-Unreadable Response TR-Off Topic Response, ND-Not Enough Data, NO-Not Enough Original Text RT-Repetitive Text						

All calculations are based on data reported through the TIDE testing site. Results may not match the final Local Report Card as calculated by the ODE. These reports do not exclude based on minimum number of students. Results include re-tested EOC tests.

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OST Comparison Detail Report

Constellation Schools Eastside Arts Academy

Grade 4 English Language Arts

All Students

Multi-Year ratings include all OST data available for the selected test administrations. If historical data is not available the calculations will be pro rated to the available terms.

Comp Year(s)

Spring2024
Spring2023
Spring2022

Mean			Median			Proficiency Rate			Performance Index		
Comp Year(s)	Spring2024	15.4	Comp Year(s)	Spring2024	14.5	Comp Year(s)	Spring2024	13.4	Comp Year(s)	Spring2024	8.4
676.4	691.8		681	696		36.6%	50.0%		64.6	73.0	

Sub Scores

Each tested grade/subject will have 3 to 5 sub scored areas. The student's performance in each area is scored at "Below", "At/Near" or "Above" the standard. (Color coded based on 50% threshold.)

Sub Score performance icons (arrows) represent the cumulative change of "At/Near" and "Above" combined. Upward pointing arrows would indicate a positive shift toward "At/Near" and "Above".

Reading Informational Text			
Comp Year(s)	Spring2024		
Below	43.9%	30.0%	
AtNear	43.9%	50.0%	
Above	12.2%	20.0%	
Raw points possible:14-16			

Reading Literary Text			
Comp Year(s)	Spring2024		
Below	48.8%	30.0%	
AtNear	36.6%	70.0%	
Above	14.6%	0.0%	
Raw points possible:14-16			

Writing			
Comp Year(s)	Spring2024		
Below	46.3%	30.0%	
AtNear	26.8%	40.0%	
Above	26.8%	30.0%	
Raw points possible:10			

Writing Scores	Organization		Elaboration		Conventions	
	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024
	0				0%	0%
	1	51%	50%	61%	70%	46%
	2	39%	50%	29%	30%	44%
Not Scored Reasons	3	0%	0%	0%	0%	
	4	0%	0%	0%	0%	
	Comp Year(s)	Spring2024			Comp Year(s)	Spring2024
	BR	0%	0%		ND	0%
	FR	0%	0%		NO	10%
	UR	0%	0%		RT	0%
	TR	0%	0%			

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TR-Off Topic Response, ND-Not Enough Data, NO-Not Enough Original Text
RT-Repetitive Text

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OST Comparison Detail Report

Constellation Schools Eastside Arts Academy

Grade 5 English Language Arts

Comp Year(s)

Spring2024
Spring2023
Spring2022

All Students


Multi-Year ratings include all OST data available for the selected test administrations. If historical data is not available the calculations will be pro rated to the available terms.

Mean			Median			Proficiency Rate			Performance Index		
Comp Year(s)	Spring2024	-9.8	Comp Year(s)	Spring2024	-9.0	Comp Year(s)	Spring2024	-13.3	Comp Year(s)	Spring2024	-10.0
688.2	678.5	▼	690	681	▼	39.6%	26.3%	▼	69.4	59.5	▼


Sub Scores

Each tested grade/subject will have 3 to 5 sub scored areas. The student's performance in each area is scored at "Below", "At/Near" or "Above" the standard. (Color coded based on 50% threshold.)

Sub Score performance icons (arrows) represent the cumulative change of "At/Near" and "Above" combined. Upward pointing arrows would indicate a positive shift toward "At/Near" and "Above".

Reading Informational Text				
	Comp Year(s)	Spring2024		
Below	37.7%	52.6%	≡	
AtNear	43.4%	36.8%	≡	
Above	18.9%	10.5%	≡	
Raw points possible:14-16				

Reading Literary Text				
	Comp	Year(s)	Spring2024	
Below	45.3%		63.2%	⋈
AtNear	41.5%		26.3%	⋈
Above	13.2%		10.5%	⋈
Raw points possible:14-16				

Writing				
	Comp Year(s)	Spring2024		
Below	39.6%	31.6%	≡	
AtNear	34.0%	21.1%	≡	
Above	26.4%	47.4%	≡	
<i>Raw points possible:10</i>				

	<u>Organization</u>		<u>Elaboration</u>		<u>Conventions</u>		
	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024	
<u>Writing Scores</u>	0				6%	5%	
	1	32%	16%	45%	37%	38%	26%
	2	49%	53%	45%	42%	49%	53%
	3	11%	16%	2%	5%		
	4	0%	0%	0%	0%		
<u>Not Scored Reasons</u>	Comp Year(s)	Spring2024			Comp Year(s)	Spring2024	
	BR	0%	0%		ND	2%	5%
	FR	0%	0%		NO	6%	11%
	UR	0%	0%		RT	0%	0%
	TR	0%	0%				
BR-Blank Response, FR-Foreign Lang. Response, UR-Unreadable Response TR-Off Topic Response, ND-Not Enough Data, NO-Not Enough Original Text RT-Repetitive Text							

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RT-Repetitive Text

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OST Comparison Detail Report

Constellation Schools Eastside Arts Academy

Grade 6 English Language Arts

All Students

Multi-Year ratings include all OST data available for the selected test administrations. If historical data is not available the calculations will be pro rated to the available terms.

Comp Year(s)

Spring2024
Spring2023
Spring2022

Mean			Median			Proficiency Rate			Performance Index		
Comp Year(s)	Spring2024		Comp Year(s)	Spring2024		Comp Year(s)	Spring2024		Comp Year(s)	Spring2024	
689.2	684.1	-5.0	688	681	-6.5	40.0%	33.3%	-6.7	69.8	63.3	-6.4

Sub Scores

Each tested grade/subject will have 3 to 5 sub scored areas. The student's performance in each area is scored at "Below", "At/Near" or "Above" the standard. (Color coded based on 50% threshold.)

Sub Score performance icons (arrows) represent the cumulative change of "At/Near" and "Above" combined. Upward pointing arrows would indicate a positive shift toward "At/Near" and "Above".

Reading Informational Text			
	Comp Year(s)	Spring2024	
Below	42.5%	53.3%	⇐
AtNear	32.5%	26.7%	⇐
Above	25.0%	20.0%	⇐
Raw points possible:20-24			

Reading Literary Text			
	Comp Year(s)	Spring2024	
Below	37.5%	60.0%	⇐
AtNear	40.0%	20.0%	⇐
Above	22.5%	20.0%	⇐
Raw points possible:16-20			

Writing			
	Comp Year(s)	Spring2024	
Below	45.0%	40.0%	⇐
AtNear	52.5%	53.3%	⇐
Above	2.5%	6.7%	⇐
Raw points possible:20			

		<u>Organization</u>		<u>Elaboration</u>		<u>Conventions</u>	
<u>Writing Scores</u>		Comp Year(s)	Spring2024	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024
	0					3%	7%
	1	43%	43%	44%	43%	23%	20%
	2	49%	43%	49%	47%	69%	67%
	3	3%	7%	1%	3%		
	4	0%	0%	0%	0%		
<u>Not Scored Reasons</u>		Comp Year(s)	Spring2024		Comp Year(s)	Spring2024	
	BR	0%	0%	ND	0%	0%	
	FR	0%	0%	NO	6%	7%	
	UR	0%	0%	RT	0%	0%	
	TR	0%	0%				
	BR-Blank Response, FR-Foreign Lang. Response, UR-Unreadable Response TR-Off Topic Response, ND-Not Enough Data, NO-Not Enough Original Text RT-Repetitive Text						

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OST Comparison Detail Report

Constellation Schools Eastside Arts Academy

Grade 7 English Language Arts

All Students

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Comp Year(s)

Spring2024
Spring2023
Spring2022

Mean			Median			Proficiency Rate			Performance Index		
Comp Year(s)	Spring2024	0.0	Comp Year(s)	Spring2024	0.0	Comp Year(s)	Spring2024	0.0	Comp Year(s)	Spring2024	0.0
716.8	716.8		723	723		66.7%	66.7%		90.0	90.0	

Sub Scores

Each tested grade/subject will have 3 to 5 sub scored areas. The student's performance in each area is scored at "Below", "At/Near" or "Above" the standard. (Color coded based on 50% threshold.)

Sub Score performance icons (arrows) represent the cumulative change of "At/Near" and "Above" combined. Upward pointing arrows would indicate a positive shift toward "At/Near" and "Above".

Reading Informational Text		
Comp Year(s)	Spring2024	
Below	26.7%	26.7%
AtNear	26.7%	26.7%
Above	46.7%	46.7%
Raw points possible:20-24		

Reading Literary Text		
Comp Year(s)	Spring2024	
Below	13.3%	13.3%
AtNear	20.0%	20.0%
Above	66.7%	66.7%
Raw points possible:16-20		

Writing		
Comp Year(s)	Spring2024	
Below	0.0%	0.0%
AtNear	66.7%	66.7%
Above	33.3%	33.3%
Raw points possible:20		

		<u>Organization</u>		<u>Elaboration</u>		<u>Conventions</u>	
<u>Writing Scores</u>		Comp Year(s)	Spring2024	Comp Year(s)	Spring2024	Comp Year(s)	Spring2024
	0					0%	0%
	1	33%	33%	40%	40%	27%	27%
	2	57%	57%	50%	50%	70%	70%
	3	7%	7%	7%	7%		
	4	0%	0%	0%	0%		
<u>Not Scored Reasons</u>		Comp Year(s)	Spring2024			Comp Year(s)	Spring2024
	BR	0%	0%		ND	0%	0%
	FR	0%	0%		NO	3%	3%
	UR	0%	0%		RT	0%	0%
	TR	0%	0%				
BR-Blank Response, FR-Foreign Lang. Response, UR-Unreadable Response TR-Off Topic Response, ND-Not Enough Data, NO-Not Enough Original Text RT-Repetitive Text							

All calculations are based on data reported through the TIDE testing site. Results may not match the final Local Report Card as calculated by the ODE. These reports do not exclude based on minimum number of students. Results include re-tested EOC tests.

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

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.

There are several factors that we believe contributed to the low reading achievement of our students at EAA. Transient student population which equates to regular student withdrawal throughout the years, regular enrollment throughout the school years, and the teacher shortage which causes staff changes and inconsistencies and teachers who have not been classically trained are the primary factors that have impacted the students' performance. We currently have not had a classically trained, certified ELA teacher yet this year for grades 5-8 as our ELA teacher retired last school year and there are no qualified candidates willing to work in the area of Cleveland where the school is located. Without targeted professional development in the Science of Reading and intentional planning, the building was in decline. To purposefully guide all our staff, we needed to retarget our TBT and BLT schedule for the remainder of the 24-25 SY to build upon our collegial conversations about data and discuss how to implement the Marzano 9 Effective Instructional Strategies to guide our instructional planning. We will implement the Science of Reading professional developments for the remainder of the 24-25 SY and obtain the training of Heggerty for grades K-3. With the foundational pieces in K-3, our students in the middle school will start to show growth in iReady and on OST Benchmarks and EOY OST exams. Other factors that contributed to the reading performance of some students is their school attendance. EAA attendance rating for the following two school years: EAA 23-24 SY overall attendance rate: 88.19%; 24-25 SY attendance rate: 91.79% These attendance rates are closely correlated with lower student achievement. These factors along with the transitory nature of our students is decidedly another factor. Additionally, the lack of instructional tools and resources is another contributing factor to low student literacy performance. The decline in certified teachers and the shortage has affected not only EAA, but the nation as a whole. We will move toward more specific professional development in the 24-25 SY to align with the Science of Reading and the use of the Heggerty phonics program to build our reading program at EAA. We will ensure that all K-2 teachers are certified in Heggerty, as well as the K-8 staff will be provided professional development in the Science of Reading. These additional professional development opportunities will continue to support and coach new teachers or new to education teachers with instructional strategies proven to target learning gaps and deficiencies. In addition, the district along with the Curriculum and Instruction Director has selected Wonders curriculum

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for K-5 and StudySync for grades 6-8 for the 24-25 SY. We also have supplemental curricula such as Reading A-Z & Raz Kids for grades K-3, Scholastic magazines for grades K-8, i-Ready for all grades, Newsela for grades 3-8, and IXL for all grades. At this juncture, we created “if...then...” statements to summarize our findings. These are divided into grade bands to capture a holistic view of our school and find the challenge of Tier 1 core instruction.

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.

- poor alignment of curriculum
- lack of participation in Head Start or preschool programs for incoming kindergarten students
- not enough exposure to print/books for children before starting school
- not enough students being read to as a child in order to grow their literacy
- misalignment of intervention supports to students specific needs
- lack of professional development in the five components of reading
- few opportunities to collaborate vertically to align the curriculum
- inconsistent operation of building leadership teams
- gaps in communication of at-risk student data to involved stakeholders
- lack of training in co-teaching model
- teacher, administration turnover rates are high
- teacher shortage
- instruction was not aligned to the Science of Reading

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

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Student Goals

Goal 1-By the publication of the 2024-2025 School Report Card, Increase the number of students on track at each grade level by 10%.

- Kindergarten will increase from 19% to 29%. • First grade will increase from 19 percent to 29%. • Second grade will increase from 13% to 23%
- Third grade will increase from 12% to 32%.

Goal 2-By the publication of the 2024-2025 School Report Card, decrease Chronic Absenteeism by 5% across all grade levels compared to the previous academic year. Chronic Absenteeism will decrease from 52% to 47%.

Goal 3- By the publication of the 2024-2025 School Report Card, students will meet the expected value-added growth in Reading.

- 50% of all Kindergarten students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all first-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all second-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all third-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.

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- 50% of all fourth-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.

Adult Implementation Strategies

Strategy 1: Reading Program Implementation

Beginning in the 2025-2026 school year, a new Tier 1 Reading program will be adopted that is research based, structured, and aligns with the SOR and the Simple View of Reading and Scarborough's Reading Rope principles.

Strategy 2 Enhancing Teacher Knowledge in the Science of Reading

Teachers will receive professional development focused on the science of reading, including phonics instruction. Professional Development will occur annually and ongoing through the BLT to the TBT.

Strategy 3 Early Intervention for Kindergarten Readiness

Implement a Kindergarten readiness program prior to each academic year to increase basic literacy skills by 5% as measured by a basic K reading inventory.

Monitoring progress regularly, analyzing Ohio State Test reading scores, TBT data, and adjusting strategies based on ongoing assessments will be crucial in ensuring the effectiveness of these SMART goals in addressing the identified root causes of low achievement in reading.

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

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

Goal Statement 1: Leadership by December 2023, WCSA will have a written and revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. *Maximize our capacity to collaborate as coordinated school and instructional leaders

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Write a comprehensive literacy plan EEK-8	Implementation of Literacy Plan by each classroom	Monitoring of district literacy plan
Timeline	December 2024	Current-2025	Current-2025
Lead Person(s)	Executive Principal Rybak Dean of Students Johnson Academic Coach Curriculum & Instruction Manager	Executive Principal Rybak Dean of Students Johnson Academic Coach TBT	BLT
Resources Needed	Collaboration Time	Collaboration Time	Time. Monthly meetings scheduled
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The literacy team will meet in order to discuss the literacy plan, collect information and create the reading achievement plan	Using grade level goals, TBT teams will implement strategies and to meet bi-weekly on common goal using the 5 step OIP process. Literacy team will meet at least 4 times per year	The BLT will support TBT's and literacy team, attend literacy meetings, respond to support needed, and collect measures of success. The team will also plan Literacy meetings as

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No text	Action Step 1	Action Step 2	Action Step 3
No text		and send measures of success to the BLT	needed to review the progress and the goals
Measure of Success	Completed and submitted RAP Reading Achievement Plan December 2024	Agendas, meeting dates, meeting minutes, and reported outcomes.	Collected data from TBTs & BLTs
Description of Funding	General Funding	No text	No text
Check-in/Review Date	December 2024 (plan submission)	Quarterly	Quarterly

Goal Statement 2: *Assessment by Fall of 2024. Teachers will be trained and effectively use iReady and OST benchmark data to guide and drive literacy instruction.*

Evidence-Based Strategies

No text	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create a comprehensive literacy assessment calendar	Write and implement a grade level and school literacy assessment plan	Monitoring completion of plan
Timeline	Completed by December 2024	Current-2025	Current-2025
Lead Person(s)	EAA Literacy Team	Executive Principal Rybak Dean of Students Johnson Academic Coach BLT	BLT

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No text	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Collaboration Time	Collaboration Time	Time. Monthly meetings scheduled. Literacy assessment data.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The literacy team will meet to collect information regarding current assessments utilizing data from 3 year trend and create assessment calendar	The Literacy Team will meet a minimum 4 times a year to articulate plans and measures of success to the literacy team quarterly. Teachers and administration will administer the iReady assessment three times a year (Sept. Dec, and , April) to all students. We will also administer the OST Benchmark assessment twice a year, October and January). Kindergarten teachers will administer the KRA to all kindergarten students within state required time lines. Teachers and administration will have data folders for every student that includes results from grade level appropriate assessments iReady, OST benchmark KRA, and OST yearly exams.	The BLT will support grade level TBT's and building literacy team and collect measures of success from the assessment data. The team will also plan Literacy data meetings to review progress and attain stated goals
Measure of Success	District Assessment Calendar	Agendas, meeting date, reported outcomes through TBTs on district and state assessments.	Collected data from TBTs to report to the BLT.
Description of Funding	General Funding	No text	
Check-in/Review Date	January 2025	Quarterly	Quarterly

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

Goal Statement 3: Instruction: By Spring 2025, all teachers will implement grade appropriate literacy strategies based on data and driven by the EAA curriculum.

Evidence-Based Strategy or Strategies

No Text	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure school curriculum is aligned to the OH Curriculum and frameworks for ELA and literacy	Standardized literacy instruction K-4 with explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and writing	Tailor core instruction, strategic instruction, and intensive instruction provided by classroom teachers and specialists to meet the needs of ALL students with more opportunities for practice.
Timeline	January 2025- ongoing throughout SY 25-26	January 2025-ongoing throughout SY 25-26	Fall 2025-ongoing throughout SY 25-26
Lead Person(s)	Literacy Team Curriculum and Instruction Director	Executive Principal Rybak Dean of Students Johnson Academic Instructional Coach Teachers	Classroom teachers Coaches SpED teachers Title teachers Title coach
Resources Needed	Ohio curriculum framework Collaboration Time Training	Time for & facilitation of professional development K-4 reading & writing materials	scope and sequence professional development differentiated material planning time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Curriculum committee meeting (new resources) curriculum maps, maps disseminated to all stakeholders, implementation,	Provide at least a 120 minute block for ELA, provide PD to teachers in the five components of reading, Heggerty, Science of Reading, and data driven instruction	Implement a systematic tiered model of instruction, provide PD opportunities on differentiated instruction and interventions

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No text	Action Step 1	Action Step 2	Action Step 3
No text	collaboration, and training		No text
Measure of Success	Standards are clearly visible, verbalized, and referenced to enhance student understanding of expectations.	<p>Feedback from PD</p> <p>Student data from formative and summative assessments</p> <p>Observable evidence from (walkthroughs, pre and post conference, OTES observations)</p> <p>Increase in student writing across all content areas that reflect student knowledge and understanding of content.</p>	<p>Student data</p> <p>Formative and summative assessments</p> <p>Student Engagement</p> <p>Observable evidence in classrooms</p>
Description of Funding	General Funding	No text	No text
Check-in/Review Date	Quarterly check-ins from January 2025- 25-26 SY	Following Professional development days; quarterly 25-26 SY	Quarterly check ins from Sept 2025-2026

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Goal Statement 4: Evidence-Based Strategy or Strategies Professional Development By Fall 2025, all teachers will implement grade appropriate literacy strategies based on data and driven by the WCSA curriculum. All K-2 teachers will participate in Heggerty training, K-8 teachers will participate in the Science of Reading training. They will be coached directly by the administration and academic coaches with support by the district curriculum and instruction director as well as data coach.

No text	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Solicit PD needs and requests	Develop PD calendar of PD offerings	Implement and monitor a consistent cycle of PD based on needs, especially, literacy needs
Timeline	January 2025	May 2025	2025-2026 School year
Lead Person(s)	Executive Principal Rybak Dean of Students Johnson Curriculum and Instruction Director Academic Instructional Coach BLT	Executive Principal Rybak Dean of Students Johnson Curriculum and Instruction Director Academic Instructional Coach BLT	Executive Principal Rybak Dean of Students Johnson Curriculum and Instruction Director Academic Instructional Coach BLT
Resources Needed	List of PD Needs and times	Calendar PDs Time Resources for PD	Presenters Budget for PD Time to hold PD
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Executive Principal Rybak, Dean of Students Johnson, Curriculum and Instruction Director, Academic Instructional Coach, BLT will analyze data for trends and identify needs	Share calendar with stakeholders, write course offerings, solicit providers, internal and external providers with stakeholders input, assign PD courses	Collect data, reflect on and assess information to develop a new cycle of PD based on needs of teachers and goals.

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No text	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Completed list of PD needs and times/dates for PD	Calendar PDs Times and Dates of PDs Resources that are needed for PD	Presenters Budget Time
Description of Funding	General Funding		No text
Check-in/Review Date	January 25	May 25	Quarterly check ins 2025-2026

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.

Progress monitoring is a pivotal part of the instructional cycle. It allows us to not only make discernment about student progress and achievement but also about the effectiveness of the Tier 1 instruction itself. Several data sources will allow WCSA staff to monitor the success of the Reading Achievement Plan.

Assessments: EAA will collect data on all Kindergarten-8th grade students following the assessment calendar. Use of formative assessments, running records, reading inventories, and assessments from curriculum resources, as well as the Heggerty tool. We will use RIMP's in K-3 classes and closely monitor the progress on these assessments. The administration team and instructional coaches will complete walkthroughs and provide the staff with in the now and specific feedback in regard to their Tier 1 instructional practices.

Reporting Methods: The literacy team will provide monthly updates at EAA BLT meetings. The teacher based teams will meet bi-weekly to discuss progress on the 9 Marzano strategies and how Tier 1 instruction is implemented. That information will be disseminated to the BLT, which in turn will report to the DLT.

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Committee: The Literacy Team will share its progress at staff meetings, professional development opportunities. It is the intention of the literacy Team to share its progress digitally through the Wolverine Watch monthly newsletter, and the districts website. TBT's occur bi-weekly, where the 5 components of reading will be discussed, and reports will be submitted to the BLT monthly.

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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.*

School Expectations for strategies to support ALL students:

- 90 Minutes of core reading instruction daily
- small group instruction
- direct phonics instruction K-3
- RIMPS to meet the needs of students not on target
- iReady data analysis to determine core needs for instruction and tiered intervention in the individual's needs.
- OST analysis to determine core needs for instruction and tiered interventions in the areas of vocabulary acquisition and use, literature, and informational text, foundational skills, and language and writing.
- EAA is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3 grade, our analysis determined that there is a critical need for

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evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation.

- The Leadership Team analyzed data obtained from achievement, benchmarking and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades K-3. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across our school. Prioritizing the most pressing needs of our students, along with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.
- Additionally, students' progress will be evaluated on a weekly basis through the use of classroom assessments at grade level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RtI and the possible need for more intensive services (i.e., tier 2 and 3 interventions, special education) will be discussed and acted upon. This weekly data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) quarterly.
- Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education) the following strategies will be utilized in order to enact the Local Literacy Plan described above, based on the logic model provided by the Simple View of Reading.
- In grades K-3, our 90 minutes literacy block is based on the reading pillars designated as the non-negotiable components of daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)
- In grades 4-8 our 90 minute literacy block is based on the reading pillars comprehension and vocabulary Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)
- By implementing all the research-based strategies and plans listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficiency for all our students in the area of English Language Arts.

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The below strategies will be used in classrooms to meet student's specific needs. These strategies include Marzano strategies that will support students growth on reading improvement and monitoring plans.

- activating prior knowledge: students are unable to understand what they are reading without thinking about what they already know. Students will develop their schema(previous experiences, knowledge, emotions, and understanding) to understand how it has an effect on their learning , Students will be taught to use their schema to help develop their reading skills.
- questioning: Teaching students to ask questions while reading will allow them to understand the text better. We will teach our students to ask questions before, during, and after reading. Our students will be taught to use questions to increase comprehension.
- making inferences: Students will be taught to draw conclusions about what they read. Teaching students to make inferences will allow them to understand the deeper meaning of the text being read. We will teach students to take what they already know (schema) and combine it with what's in the text to form inferences about deeper meanings or ideas in the reading.
- visualizing: Students will be taught to create mental images of what they read in the text. Research shows that when readers create mental images in their head while reading, the level of engagement increases.
- Determining Importance: Students will be taught to determine the important information in the text. They will determine the purpose for reading the information, this will guide them in determining the important information. It will be important for students to filter the important from the non-important. Determining this will allow students to better answer questions and comprehend the information.
- Summarize and synthesize information: Students will be taught to sift through all the information in a text to provide the most important ideas and a general idea of what was read. Students will be taught to take what was read and combine it with previous knowledge. Students will then form their own opinion about the information read.

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SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

In order to ensure that the research-based strategies are being utilized and students are progressing in the area of English Language Arts, the district will do the following:

- Implement a curriculum that utilizes research-based materials, interventions, and strategies aligned with Ohio's Learning Standards and effective literacy instruction practices and The Science of Reading
- Continue implementation of a differentiated curriculum
- Provide support (RTI) in all grade levels and content areas.
- Instruction in the school is evaluated frequently.
- Administrators will evaluate the implementation and fidelity of the use of the research-based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- Hold grade level meetings to determine areas of need and student need in order to develop specific skills based intervention groups.
- Use data driven decision making.
- Communicate assessment results to all stakeholders to reflect the most recent student performance data.
- Work with DLT, BLT, and TBTs to assure students are making progress in the area of reading. If progress is not being made, the teams will convene and determine next steps to assure student progress and growth. To ensure that the proposed evidence-based strategies will be effective and improved upon the strategies utilized during the two prior consecutive school years, the district will:

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- Progress monitor using iReady quarterly for all students.
- Progress monitor using iReady monthly for all students who are not on track.
- Review intervention data bi-weekly at TBT meetings across all grade levels. Data will be the discussion weekly.
- Instruction and strategies will be modeled, and all K-8 teachers will be provided with appropriate support throughout the year.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

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

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

Our professional development plan will promote the teacher's capabilities to implement evidence-based instruction based on the components of the Simple View of Reading as well as The Science of Reading as illustrated below:

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

Pillar	Audience	PD Topic	Timeline
Foundational Skills	Grades K-3	Heggerty	Fall 2025
Science of Reading	Grades K-8	Ohio's Course on LMS	Spring 2026
Dyslexia Pedagogy	Grades K-8	Ohio's Dyslexia Course on LMS	Spring 2026

The school's professional development model is exemplified through embedded coaching, much like that endorsed by the state of Ohio. Instructional coaching is provided by designated coaches as well as by trained building administrators.

Intensive: We will continue to focus our efforts on the Reading Comprehension prong to the Simple View of Reading at the elementary level and evidence-based strategies within the related research.

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. The professional development plan will include all staff in grades K-8, and district level administrators in collaboration with outside consultants working together to increase the instructional skills of staff, which will in turn, increase the reading comprehension skills of students. Established teacher-based teams meet weekly to review student data, set goals and implement interventions to increase student achievement.

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. Our professional development will include opportunities for staff and administrative learning. Using our current instructional coach educators will have access to modeling, data, discussions, observation and feedback all of which are job-embedded. The job-embedded support will continue via building administrators who will be able to provide support to staff in real time.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. The professional development plan is based upon the needs identified through the DLT and BLT, staff development needs assessment and the analysis of the district data collected on student reading achievement.

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Instructionally Focused: Related to the practices taking place in the learning environment during the teaching process. The professional development plan is directly related to the practices taking place in the learning environment. The District Leadership Team is goal oriented toward improving reading skills across the district. The professional development will allow staff to use scientifically research based instructional literacy strategies. Also, necessary coaching could also occur by outside consultants contracted by the school. The outcomes of the professional development plan will be measured in multiple ways: observational data collected via instructional rounds using a school template, as well as ultimately by student outcome data (iReady and OST results).

Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Professional development will first be conducted with all staff in grades K-8 from a vetted literacy expert. This may initially come in the form of an outside consultant, SST, ESC personnel, and Sponsor support. The sustainability of the plan will come from our internal teams DLT to BLT to TBT. As well, the district has calendared days for continuing professional development for all staff throughout the year.

**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.*