



March 22, 2024

Dear Superintendent Bowen:

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

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

**Strengths of the Reading Achievement Plan:**

- Several important data points are provided, along with an analysis of that data.
- The root cause identified by the RAP is focused on a factor that is within the district’s control.
- The plan includes many professional development opportunities that are sustained throughout the school year.

**This plan will benefit from:**

- Consider including classroom teachers on the RAP writing team to add additional perspectives.
- Consider focusing goals on specific statements rather than on broader ideas such as increasing the district’s score on the state report card.
- Action Map 1’s specific action steps focus on adult professional development. Consider focusing on the specific strategies that will be used with students.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Campbell City Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department’s website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

# READING ACHIEVEMENT PLAN

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

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

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

**DISTRICT NAME: Campbell City Schools**

**DISTRICT IRN: 043703**

**DISTRICT ADDRESS: 2002 Community Circle Campbell, Ohio 44405**

**PLAN COMPLETION DATE: December 20, 2023**

**LEAD WRITERS: Lisa Young, Rachael Dinard, Jane Buckingham, Melanie Strohecker**

## OHIO'S LANGUAGE AND LITERACY VISION

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

In addition, the Ohio Department of Education 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 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
Lisa Young	Principal	Campbell Elementary and Middle School	lyoung@campbell.k12.oh.us

Name	Title/Role	Location	Email
Jane Buckingham	Director of Special Services and Director of Federal Programs	District	jbuckingham@campbell.k12.oh.us
Rachael Dinard	Literacy Coach	Campbell Elementary and Middle School	rdinard@campbell.k12.oh.us
Melanie Strohecker	Literacy Coach	Campbell Memorial High School	mstrohecker@campbell.k12.oh.us

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.*

**Develop:** The plan was created and written by members of the District Leadership Team, the District Literacy Committee, and the Building Literacy Committee. The plan was shared with the District Leadership Team (DLT). The development took place in November and December in hour-long meetings to assemble the plan and attend professional development to assist with our discoveries. The job-embedded professional learning during these sessions was facilitated by our building literacy coach on topics such as the science of reading, aligning tier one and two instruction to assessment data. The team members brought data to the meetings, which was disaggregated by the committee and used to construct the plan.

The Reading Tiered Fidelity Inventory was also completed and the results were used to help in the creation of the reading achievement plan.

This Reading Achievement Plan is aligned with and a part of the District and Building One Plan (see section two). Our District Leadership Team creates the Focus Plan in collaboration with our stakeholders. This plan is a three-year plan that is monitored continuously through the DLT.

**Monitor:** The goals set in the Reading Achievement Plan will be monitored through the following:

- Documented walk-throughs
- Building Literacy Team Minutes, Teacher-Based Team (TBT), Building Leadership Team (BLT), and District Leadership Team (DLT) minutes (see section 6).

- Diagnostic Screening assessments and analysis
- Progress monitoring data

Communication Plan: This Reading Achievement Plan will be reviewed at the Building Leadership Team in December, and presented to the School Board and the District Leadership Team in January once approved. At the staff meeting in 2024, the plan overview will be presented and discussed with all K-3 staff members. A sign-in sheet will be provided for staff to acknowledge that they received training on the Reading Achievement Plan. The overview will be recorded for new staff onboarding and for absent staff. They will also be required to sign the acknowledgment sign-in sheet as evidence that they viewed the video.

**SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\***

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

The Reading Achievement Plan is tied to the CEMS Building English Language Arts Goal and the Campbell City District One Plan English Language Arts Goal.

Table One

RAP Goal	Building One Plan Goal	District One Plan Goal
<p>By May 29, 2026, all kindergarten through third-grade students at Campbell Elementary and Middle School will increase performance by 5% annually on the DIBELS mClass composite score.</p> <p>By May 29, 2026, we will improve the performance of all students in third grade at Campbell Elementary and Middle School to increase 5% in Reading/Literacy using the state report card.</p>	<p>By 05/29/2026 we will improve the performance of All Students, Elementary, Middle School students at/in Campbell Elementary School to increase 5.00 % in Reading/Literacy using State Report Card.</p>	<p>By 05/29/2026 we will improve the performance of All Students, All Grades students at/in Campbell City to increase 5.00 % in Reading/Literacy using State Report Card.</p>

This reading achievement goal is aligned with the Building and District One Plan as displayed in Table One .

**Equity Efforts**

Our reading achievement plan is aligned with our many equity efforts at Campbell City Schools. At Campbell Elementary and Middle School, our educators are committed to cultivating a learning environment that embraces and reflects the rich diversity of our students. Following Ohio's Culturally Responsive Practices, our teachers employ a multifaceted approach to ensure that their instructional methods, curriculum choices, and classroom interactions are culturally sensitive and inclusive.

Our teachers recognize the importance of understanding and valuing the diverse backgrounds, experiences, and perspectives that our students bring to the classroom. They actively seek to integrate culturally relevant

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

content into their lessons, fostering connections between the curriculum and the lived experiences of our students. By incorporating diverse voices, histories, and cultural references, our educators create an academically enriching learning environment that is socially and emotionally supportive.

In addition to adapting instructional materials, our teachers prioritize building positive and authentic relationships with their students. They actively listen to students' stories, experiences, and perspectives, creating a sense of belonging and trust within the classroom. By acknowledging and respecting the cultural identities of each student, our educators foster an inclusive and affirming atmosphere that promotes engagement, collaboration, and a shared commitment to learning.

Professional development opportunities are provided to our teachers to enhance their cultural competence and responsiveness. These sessions focus on culturally responsive pedagogy, implicit bias, and equitable practices. By continually expanding their knowledge and skills, our educators remain dedicated to creating a learning environment that prepares students to thrive in an interconnected and diverse world.

We believe that Ohio's Culturally Responsive Practices are not just a set of guidelines but a philosophy that permeates every aspect of our educational community. Through ongoing reflection, collaboration, and a commitment to fostering cultural competence, our teachers strive to create an educational experience that honors and celebrates the uniqueness of each student while promoting a sense of unity within our diverse school community. To further develop our culturally responsive practices, staff will be required to view Culturally Responsive Practices sessions from the Ohio Literacy Academy on Demand 2021. All K-3 staff will view *Intervention Practices* and Culturally Responsive Practices and sign confirming they viewed them.

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

#### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

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

The following data analysis indicates our need for a reading achievement plan as we continue to implement a structured literacy framework.

#### ***The Kindergarten Readiness Assessment - Appendix A***

According to the Fall 2023 Kindergarten Readiness Data, as seen in Appendix A, 13 students, or 14.3%, demonstrated readiness for kindergarten. Thirty-one students, or 34.1%, were approaching readiness, and 47, or 51.6%, scored emerging readiness.

#### ***K-3 Reading diagnostics (include subscores by grade level) Appendix B***



### ***First Grade Dibels mClass***

In first grade, 50 percent of students scored well below the composite benchmark score on mClass DIBELS 8th Edition. Furthermore, 21% scored below benchmark, 19% scored at benchmark, and 11% scored above benchmark.

#### Letter Names (LNF)

In the letter names section of DIBELS 8th Edition, 46% of students scored well below benchmark, 23% scored below benchmark, and 32% scored at benchmark.

#### Phonemic Awareness (PSF)

In the phonemic awareness section of DIBELS 8th Edition, 28% of first-grade students scored well below benchmark, 30% scored below the benchmark, 41% scored at benchmark, and 1% scored above benchmark.

#### Letter Sounds (NWF-CLS)

In this section of DIBELS 8th Edition, 51% of first graders scored well below benchmark, 11% scored below benchmark, 24% scored at benchmark, and 14% scored above benchmark.

#### Decoding (NWF-WRC)

In this section of DIBELS 8th Edition, 46% of first graders scored well below benchmark, 21% scored below benchmark, 21% scored at benchmark, and 12% scored above benchmark.

#### Word Reading (WRF)

In this section, 54% of students scored well below benchmark, 13% scored below benchmark, 16% scored at benchmark, and 17% scored above benchmark.

#### Reading Accuracy (ORF-ACCU)

This assessment was discontinued with 14% of the students. An additional 52% scored well below benchmark, 12% scored below benchmark, and 22% scored at benchmark.

#### Reading Fluency (ORF)

This assessment was also discontinued, with 14% of the students and 48% scoring well below the benchmark. Additionally, 12% scored below benchmark, 14% at benchmark, and 12% above benchmark.

In first grade, Oral reading fluency may be the highest area of need when reflecting upon percentages. However, only 33% of students are accurately decoding words and 38% are accurately using the correct letter sounds. These areas are the earliest deficit in a systematic approach and until decoding is successful, the oral reading fluency data will project lower percentages.

### ***Second Grade Dibels mClass***

In second grade, 50 % of students scored well below the composite benchmark score on mClass DIBELS 8th Edition. Furthermore, 15% scored below benchmark, 22% scored at benchmark, and 13% scored above benchmark.

#### Letter Sounds (NWF-CLS)

In this section of DIBELS 8th Edition, 54% of second graders scored well below benchmark, 14% scored below benchmark, 16% scored at benchmark, 5% scored above benchmark, and 11% of students tested out.

#### Decoding (NWF-WRC)

In this section of DIBELS 8th Edition, 52% of first graders scored well below benchmark, 17% scored below benchmark, 14% scored at benchmark, 6% scored above benchmark, and 11% of students tested out.

### Word Reading (WRF)

In this section, 46% of students scored well below benchmark, 7% scored below benchmark, 31% scored at benchmark, 5% scored above benchmark, and 11% tested out.

### Reading Accuracy (ORF-ACCU)

In this section of the assessment, 47% scored well below benchmark, 18% scored below benchmark, and 35% scored at benchmark. There were no students who scored above benchmark.

### Reading Fluency (ORF)

In this section of the assessment, 45% of the students scored well below benchmark. Additionally, 16% scored below benchmark, 28% scored at benchmark, and 11% scored above benchmark.

### Reading Comprehension (MAZE)

In this section of the assessment, 65% of the students scored well below benchmark. Additionally, 14% scored below benchmark, 16% scored at benchmark, and 5% scored above benchmark.

In second grade, reading comprehension may be the highest area of need, with 65% being well below when reflecting upon percentages. However, only 31% of students accurately decode words, and 32% accurately use the correct letter sounds. These areas are the earliest deficit in a systematic approach and until decoding is successful, reading comprehension data will project lower percentages.

## ***Third Grade Dibels mClass***

The overall Composite Score for Third Grade: 50% of the students scored well below benchmark, 8% of students scored below benchmark, 23% scored at benchmark, and 19% of students scored above benchmark.

### Letter Sounds (NWF-CLS)

In third grade, 47% of students scored well below grade level, 12% scored below grade level, 19% scored at benchmark, 18% tested out of this section, and 4% scored above benchmark.

### Decoding (NWF-CLS)

In decoding, 52% of third graders scored well below the benchmark, 10% scored below benchmark, 18% scored at benchmark, 18% of students tested out of this section, and 5% scored above benchmark level.

### Word Reading (WRF)

In word reading fluency, 45% of students scored well below benchmark, 10% scored below benchmark, 23% scored at benchmark, and 5% scored above benchmark.

### Reading Accuracy (ORF-Accu):

52% of students scored well below benchmark, 12% scored below benchmark, and 36% of students in third grade scored at benchmark.

### Reading Fluency (ORF)

In this section of DIBELS 8th addition, 52% of students scored well below benchmark, 12% scored below benchmark, 18% scored at benchmark, and 18% scored above benchmark.

### Reading Comprehension (MAZE) Dibels

In this section, 54% of students scored well below benchmark, 17% scored below benchmark, 25% scored at benchmark, and 4% scored above benchmark.

In third grade, reading comprehension and oral fluency may be the highest areas of need, with 36% of the students fluently reading and 29% comprehending what they are reading. However, 62% of students are struggling with decoders, and 59% are inaccurately using the letter sounds. These areas are the earliest deficits in a systematic approach, and until decoding is successful, reading fluency and comprehension data will project lower percentages.

### **Ohio's State Test for English language arts assessment for grades 3-8, Appendix C**

#### **In 2023**

2023, Ohio State Test for English Language Arts data indicates that 337 students were assessed in grades three through six. Our data indicates the following percentages at proficient and above Third-grade 30%, Fourth-grade 43%, Fifth-grade 54%, and Sixth-grade 50%.

### **The Ohio English Language Proficiency Assessment (OELPA) Appendix D**

2023 Ohio English Language Proficiency data indicates that from the 112 students who tested in grades kindergarten through twelve, 18% scored emerging, 70% scored progressing, and 13% scored proficient. In kindergarten, 16 students were assessed, with 31% scoring proficient compared to the statewide average of 6%. In OELPA Reading, 40% of kindergarten students scored advanced, 40% intermediate, and 20% were beginning. The average scaled score of kindergarten students was 565 compared to the statewide average of 547.

### **The Alternate Assessment for Students with Significant Cognitive Disabilities Appendix E**

2023 Alternate Assessment data indicates that from the three students tested in grades three through eight, two scored accomplished, and one scored limited in English Language Arts.

## **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.*

#### External Factors

#### **English Language Population**

*The growth of our English Learners has been and will continue to be a factor because many of these students do not speak any English. As of October 30, 2023, Campbell City Schools had 123 English Language Learners in grades K-12, with 48 students attending in grades k-2, 39 in grades 3-6, 30 in grades 7-12, and six of those students attending the IMPACT Academy. Along with transitioning these students to a new country and school system, we are also transitioning many of them to a new language and a much different academic culture, which can be shocking to newcomers and their families. Of the 123 students registered this year, 42 are new to the district. Of the 42 new students, 37 are in the k-6 building. The infrastructure of the schools in Puerto Rico and the other countries that our students are coming from is not as stable as in the United States, which leads us to believe that there is a significant cultural difference in the importance of education between our ELs and our native English speakers. Over the last several years, the district has prioritized the education and services provided to our EL students. Campbell City Schools now employs three English language teachers and five bilingual educational assistants. We also employ a full-time bilingual family liaison. This liaison supports*

everything from registration to IEP and ETR meetings. As a result of this commitment, we exited fourteen EL students district-wide in 2023, with twelve students in grades k-6.

### **Socioeconomic Status**

*Campbell City Schools serves a large low socioeconomic population. 100% of our population receives free breakfast and lunch. This impacts student achievement because it is known that children in poverty have a word gap. We will work towards overcoming this word gap by having teachers engage in conversations with students to build background knowledge of students and use proper language structure. As well as providing systematic and explicit language instruction.*

*To address students' basic essential needs, we have a clothing/supply and food pantry overseen by our school social worker. Because we are a transient district, our social worker holds intake meetings with families and provides them with materials to be successful. Along with providing materials, she can also coordinate community contacts to introduce or provide continuing services to families after a move.*

*The food pantry is housed on campus, and support for the pantry is provided by a local parish, St. Michael's, and The Second Harvest Food Bank. This year, 200 of our approximately 603 kindergarten - 6th-grade students receive weekly or biweekly food supplies.*

*As a district, we hold community night events. These events provide a meal, along with information from the school as well as multiple outside agencies. These agencies include OCCHA (Organización Cívica y Cultural Hispana Americana), The United Way, Youngstown State University, PsyCare, and the community's police and fire department.*

### **Transiency**

Campbell City Schools Annual Daily Membership typically remains just over 1000 students. However, the same students who begin an academic year in our district do not finish a year. The number of students moving in and out of the district creates a moving target, as teachers need time to assess academic levels to ensure each can grow academically.

The district ADM for the 2023-2024 school year is 1044, a decrease of 23 students from last year. From August 2023 until December 2023, the district enrolled\*\*\*\*students and withdrew 186 students. Transiency is a systemic issue in Campbell City Schools. From 2015 - 2016 to the end of 2016 - 2017, the district saw 350 enrollments and 290 withdrawals. During the 2017-2018 academic year, our district watched approximately 600 students come or go.

Transiency impacts academic achievement because the more frequently students move, the further behind they fall compared to their grade-level peers.

### **Chronic Absenteeism**

At Campbell Elementary and Middle School, 42.6% of students are chronically absent. Chronic absenteeism can negatively impact students' achievement and graduation rates. When students are absent from school, they miss important instruction.

### **Internal Factors**

## **Tier 1 Implementation and Structured Literacy Framework**

After examining the RTFI data from early 2023, CCSD determined the district's strengths and needs. There are many beginning phases in place in 2023-2024 due to state requirements and student data results.

One of the areas of weakness was the tier-one implementation of a structured literacy framework aligned with the science of reading and the use of Instructional methods/routines that must be used with all learners to develop foundational word reading and comprehension processes. The current structure at that time did not explicitly teach content material systematically. All K-3 classrooms began the common practice of phonemic awareness and decoding skills with the structured literacy curriculums of Haggerty and Really Great Reading. The plan is being supported by embedded professional learning from the literacy coach and curriculum professional learning from Really Great Reading all year to develop the plan's structure with fidelity of implementation.

### **Fidelity of Implementation**

Classroom implementation in the early stages of the new curricula is a concern and the protocol of providing tier-two interventions. Teams and committees have been developed to structure the process and decision-making based on our school data. The teachers continue embedded professional learning in the school year 2023- 2024 with 15 hours and classroom coaching cycles. Administration walk-throughs and teacher-based team data will be in place to support fidelity.

This will be an ongoing analysis during our district leadership teams. The teacher data for progress monitoring will be collected bi-monthly to identify student outcomes. This is a fidelity check on behalf of the staff working with students and the effectiveness of their interventions.

A consistent literacy vision across all grades, research-based resources and teaching methods, the addition of literacy coaches, and the incorporation of embedded professional learning are all things that have been done to increase collective teacher efficacy. We are confident this increase will prove to affect reading achievement positively.

## 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.*

Over 50% of Campbell Elementary and Middle School students are not scoring on track or proficient on their grade level diagnostic or state test. The root cause analysis was determined to be teachers not using evidence-based tier-one instructional strategies aligned with the Science of Reading due to insufficient professional learning and a common curriculum for tier-one instruction.

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

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also, describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic, and time-bound. In addition, goals should be inclusive and equitable.

Goal Statement One: By May 29, 2026, all kindergarten through third-grade students, including students on RIMPs and students with disabilities at Campbell Elementary and Middle School, will increase performance by 5% annually on the DIBELS mClass composite score.

Goal Statement Two: By May 29, 2026, 100% of K-3 teachers will be trained on implementing evidence-based tier-one instructional strategies aligned with the Science of Reading.

Goal Statement Three: By May 29, 2026, we will improve the performance of all third-grade students, including students on RIMPs and students with disabilities at Campbell Elementary and Middle School, to increase 5% in Reading/Literacy using the state report card.

**SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\***

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

**Goal # 1 Action Map**

Goal Statement One: By May 29, 2026, all kindergarten through third-grade students at Campbell Elementary and Middle School will increase performance by 5% annually on the DIBELS mClass composite score.

Evidence-Based Strategy or Strategies: There is promising evidence that schools should “screen all students for potential reading problems at the beginning of the year and again in the middle of the year” and schools should “provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below benchmark score on universal screeners. (WWC | *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, 2020)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	All K-3 teachers will participate Amplify professional learning and embedded coaching regarding Dibels implementation and Dibels data analysis.	All K-3 teachers will receive training and embedded job coaching in the district decision rules on the assessments and interventions housed within our K-3 decision rules.	All K-3 teachers will receive professional learning and coaching regarding using the data from the DIBELS screener assessment and the diagnostic assessments found within the district decision rules to ensure that students are receiving the appropriate tier-two interventions

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	August 2023-May 2024	August 2023-May 2026	August 2023-May 2026
Lead Person(s)	Rachael Dinard	Rachael Dinard	Rachael Dinard
Resources Needed	Amplify DIBELS online platform, testing book, online modules, substitutes	Amplify DIBELS online platform, decision rules, substitutes,	Amplify DIBELS online platform, decision rules, substitutes,
Measure of Success	Student: DIBELS benchmark, progress monitoring  Adult: 100% of classroom teachers participate in professional development	Student: DIBELS benchmark, progress monitoring  Adult: 100% of classroom teachers participate in professional development	Student: DIBELS benchmark, progress monitoring  Adult: 100% of classroom teachers participate in professional development
Description of Funding	ESSER Funds, Disadvantaged Funds	ESSER Funds, Disadvantaged Funds	Title I, Title 2A
Check-in/Review Date	BOY, MOY and EOY Monthly by Literacy Team	BOY, MOY and EOY Monthly by Literacy Team	BOY, MOY and EOY Monthly by Literacy Team

### Goal # 2 Action Map

Goal Statement Two: By May 29, 2026, 100% of K-3 teachers will be trained on implementing evidence-based tier-one instructional strategies aligned with the Science of Reading.

Evidence-Based Strategy or Strategies: There is strong evidence of when students “develop awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize words” (*WWC | Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, 2016) that it improves students’ foundational skills

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	job-embedded professional development	TBT evidenced-based instructional strategies discussion	Culturally Responsive Practices sessions from the Ohio Literacy Academy
Timeline	September 2023-May 2026	September 2023-May 2026	August 2024-May-2026

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Rachael Dinard	Lisa Young Rachael Dinard	Lisa Young/Rachael Dinard
Resources Needed	DIBELS train the trainer professional development. DIBELS online training modules substitutes for embedded professional development	Evidenced-based strategies	Modules from the Ohio Literacy Academy Google Form
Measure of Success	job-embedded professional development attendance teachers administering DIBELS	TBT attendance Implementation of evidenced-based strategies	Completion data from Google form that the teachers complete after viewing the modules.
Description of Funding	Title 2A	Title 2A	No funding required
Check-in/Review Date	Three times a year in September, January and May	Three times a year in September, January and May	January 2025 May 2026

### Goal # 3 Action Map

Goal Statement Three: By May 29, 2026, we will improve the performance of all students in third grade, including students on RIMPs and students with disabilities at Campbell Elementary and Middle School to increase 5% in Reading/Literacy using the state report card.

Evidence-Based Strategy or Strategies: There is strong evidence that supports the teaching of segmenting sounds, decoding and analyzing words and parts of words. There is moderate evidence that schools should “ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension” (*WWC | Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, 2016).

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Tier One Curriculum Adoption from state-approved list. The Literacy Leadership Team will interview publishers with a set of questions. The district will request samples of two or three	Professional Learning from the publisher of the Tier One curriculum.	Embedded grade level teams meet with literacy coach to deconstruct the tier one curriculum biweekly and calibrate their teaching practices.



	Action Step 1	Action Step 2	Action Step 3
	evidenced curriculums. The literacy leadership team will use a district checklist based on the Reading League Curriculum Audit to narrow the selection process to two curriculums. The district literacy leadership team will narrow the selection to two curriculums after calibrating and discussing their checklist findings. Staff vote from the top 2		
Timeline	January 2024-May 2024	August 2024-May 2026	August 2024-May 2026
Lead Person(s)	Literacy Team	Literacy Team	Literacy Team
Resources Needed	Samples from publishers Questions for publishers checklist to review curricula	professional development from publishers	supplies and materials from chosen curriculum
Measure of Success	Evidence of Team structure and attendance to preview new curriculum.	Attendance of participants at the literacy team.	New curriculum purchased and delivered to the school.
Description of Funding	Title I, Title 2A	Title I, Title 2A	Title I
Check-in/Review Date	March-May 2024	August 2024-May 2026	August 2024-May 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.*

Currently, at CEMS, we use the OIP. This plan will be monitored weekly in TBTs and monthly at BLT and DLT. The literacy team meets at least monthly and will use data to inform intervention decisions. Attendance will be taken at each TBT, BLT, DLT, and Literacy team meeting. Notes are also taken at each of these meetings. Attendance and data will be tracked to ensure the school meets the plan. Data will be collected and reviewed regularly; changes will be made to the plan if needed. Also, professional development attendance will be taken. The literacy coach will be responsive to data and teacher feedback and may plan and replan professional development to meet the needs of teachers and students. All stakeholders will complete a form acknowledging that they have received a copy of the plan and will be made aware of when changes need to be made. This will help reduce the communication barriers that can happen in a school.

## 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.**

The strategies selected align with the skill deficits identified in the DIBELS screener. The students were then given the diagnostic from Really Great Reading. RIMPs were created based on the skill deficit. Most skill deficits are foundational literacy skills, including blending, segmenting, and manipulating sounds and decoding, analyzing, and recognizing words. Tier 2 interventions will be focused on the skill deficits identified in the screener and diagnostic assessments. Progress monitoring occurs every two weeks. After six weeks of intervention, the team reviews the data. It determines if the intervention needs to be changed in frequency and duration or if a different intervention should be used. This is also tied to the strong evidence of "provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark core on a universal screener. Typically, these groups meet three to five times a week, for 20-40 minutes." (WWC | *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, 2020). Currently, students on RIMPs have small group intervention during non-instructional time for 30 minutes three to five times a week. The intervention is aligned with the skill deficit identified in the universal screener.

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

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

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

Strategy 1. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (adopted from the IES practice guide)

- Effective
  - Recommendation 2, develop awareness of segments of sounds in speech and how they link to letters, has strong evidence of success in improving students' foundational skills. These skills include manipulating segments of sounds with activities like blending and segmenting syllables, onsets, and rimes, counting words in sentences, and using Elkonin sound boxes to isolate sounds in words. Professional development in the Science of Reading and tier-one instructional strategies will help ensure that these recommendations are successfully implemented. Our staff also participated in the ODE Dyslexia 18-hour training, which helped build their foundational practices.
- Show Progress
  - Campbell Elementary and Middle School started using DIBELS mClass in the 2023-24 school year. We now have a screening measure to track our students' progress with their foundational skills. Our building literacy coach has been facilitating professional learning with our literacy coach regarding data interpretation and matching data with interventions.
- Improve upon strategies utilized the two prior consecutive school years
  - While Haggerty Phonological Awareness has been used for the past three years, teachers have just begun to use Really Great Reading and Elkonin boxes to blend sounds to make words. Through professional development, teachers will develop a solid understanding of the scope and sequence of skills that should be taught and mastered.

Strategy 2. Assisting Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades (adopted from the IES practice guide)

- Effective
  - Screening students for potential reading problems at the beginning of the year and again mid-year and monitoring progress has moderate evidence (*WWC Assisting Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades, 2020*). At CEMS, we screen all students in grades one through three using DIBELS MClass three times a year and kindergarten students two times a year. All incoming new students are screened within the first 30 days of arrival. There is also strong evidence for providing systematic, intensive instruction on foundational skills in small groups for students who did not score on the benchmark level. Students who do not score on track receive intervention three to five days a week for 30 minutes per session.
- Show progress
  - Progress monitoring happens every two weeks at the end of six-week intervals. At this time, the team will decide if the intervention needs to increase in frequency and intensity or if a new intervention is needed to meet the student's needs.
- Improve upon strategies utilized the two prior consecutive school years
  - This is the first year that the school has used Amplify DIBELS mClass. This universal screener has helped align the literacy practices for our staff and students. We also are beginning to use diagnostic assessments to determine interventions based on student areas of identified need. Our DIBELS data and diagnostic data support us in implementing an intervention model based on data analysis. We created decision rules to guide our teachers in using data to intervene (see Appendix G).

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\*

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

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

### Curriculum Training

All K-3 staff and interventionists are implementing evidence-based practices that align with the science of reading in the areas of phonemic awareness, decoding, word fluency, and text fluency utilizing the Really Great Reading Curriculum. The curriculum supports a multisensory approach in an explicit, systematic structure, making it intensive in the foundational areas of reading. Teachers have completed eight modules over the course of 5 months during their TBT time. Therefore, it is sustained. They have continued support from the literacy coach and curriculum representatives from Really Great Reading and their grade-level teams, making this a collaborative learning experience.

### Screening and Diagnostic Training

All K-3 staff and interventionists are implementing DIBELS mClass Amplify to screen all students for reading difficulties. Amplify conducted a train-the-trainer model of the assessment screener. The teacher leads from each grade level K-6 participated, as did the literacy coach and intervention specialists. There has been continued support from Amplify and ongoing, embedded professional learning from the literacy coach every Wednesday of each month. This demonstrates the sustainability of the professional learning regarding the assessments, and they are aligned with the five components of reading measures. The reports and data collection support the intensity of the instruction with research-based activities. And they are tailored to the needs of each child. The evidence-based activities are aligned with the science of reading in the areas of phonemic awareness, decoding, word fluency, text fluency, and comprehension. Teachers had professional training from the literacy coach on how to pull those reports and analyze that data. They will have continued professional learning in preparing the research-based materials and the activities by creating binders with the downloaded resources. Amplify screens the students. However, further diagnostic testing does have to take place to determine reading deficits for each student. Foundational Surveys and Phonemic Awareness diagnostics are then performed on those students showing off track. Interventionists have completed training on these assessments conducted by the literacy coach. They have also completed training using the online grouping matrix database through Really Great Reading. Once they completed the training on how to administer online, the coach conducted a training on data analysis. K-3 classroom teachers will have professional learning on diagnostics in January of 2024. This training will be conducted during embedded professional development once a month till the end of the year.

### Structured Literacy Framework Professional Learning

All K-3 classroom teachers, K-6 intervention specialists, and support staff have all completed the 18 online training modules provided by the state. This was conducted by State Support Team 5 during school waiver days built into the distinct calendar

## Culturally Responsive Practices

All staff members are expected to complete the Culturally Responsive Practices video presentations from the 2021 Literacy Academy. Once teachers have completed these modules, they will complete a Google Form verifying they completed them. Culturally responsive practices are infused within daily instructional practices.

*\*\*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.*

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

Bibliography

WWC | *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. (2016).

Ed.gov. <https://ies.ed.gov/ncee/WWC/PracticeGuide/21>

WWC | *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. (2020). Ed.gov. <https://ies.ed.gov/ncee/WWC/PracticeGuide/3>

## Appendix A

2023 Lang Lit KRA ☆ 📁 ☁

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A	B	C	D	E	F
		K Teacher	Lang Lit Score		
			298		24 of 87 on track - 27.6%
			262		
			269		
			202		
			248		
			228		
			248		
			269		
			265		
			235		
			235		
			283		
			235		
			253		
			283		
			251		
			256		
			235		
			265		
			241		
			223		
			269		

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

## Appendix B

Grade 1						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					105
Letter Names (LNF)	23-24 BOY					105
Phonemic Awareness (PSF)	23-24 BOY					105
Letter Sounds (NWF-CLS)	23-24 BOY					105
Decoding (NWF-WRC)	23-24 BOY					105
Word Reading (WRF)	23-24 BOY					105
Reading Accuracy (ORF-Accu)	23-24 BOY					105
Reading Fluency (ORF)	23-24 BOY					105
Grade 2						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					94



Letter Sounds (NWF-CLS)	23-24 BOY  94
Decoding (NWF-WRC)	23-24 BOY  94
Word Reading (WRF)	23-24 BOY  94
Reading Accuracy (ORF-Accu)	23-24 BOY  94
Reading Fluency (ORF)	23-24 BOY  94
Reading Comprehension (Maze)	23-24 BOY  94

Grade 3	
Measures	Total Students
Composite Score	23-24 BOY  83
Letter Sounds (NWF-CLS)	23-24 BOY  83
Decoding (NWF-WRC)	23-24 BOY  83
Word Reading (WRF)	23-24 BOY  83
Reading Accuracy (ORF-Accu)	23-24 BOY  83
Reading Fluency (ORF)	23-24 BOY  83
Reading Comprehension (Maze)	23-24 BOY  83

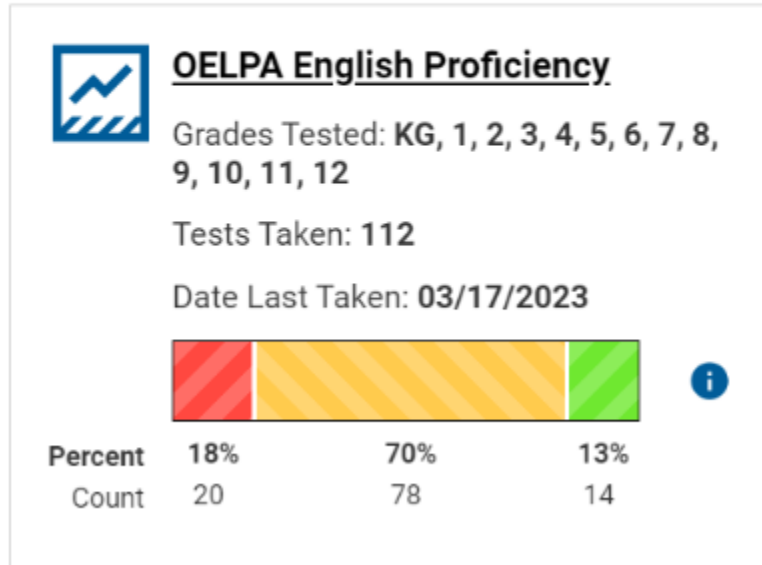
## Appendix C

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken												
<a href="#">Grade 3 English Language Arts</a>	Ohio's State Tests	3	Spring 2023 (OST)	91	682	<table border="1"> <tr> <td>Percent</td> <td>44%</td> <td>26%</td> <td>13%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>Count</td> <td>40</td> <td>24</td> <td>12</td> <td>7</td> <td>8</td> </tr> </table>	Percent	44%	26%	13%	8%	9%	Count	40	24	12	7	8	04/20/2023
Percent	44%	26%	13%	8%	9%														
Count	40	24	12	7	8														
<a href="#">Grade 4 English Language Arts</a>	Ohio's State Tests	4	Spring 2023 (OST)	79	693	<table border="1"> <tr> <td>Percent</td> <td>30%</td> <td>27%</td> <td>22%</td> <td>15%</td> <td>6%</td> </tr> <tr> <td>Count</td> <td>24</td> <td>21</td> <td>17</td> <td>12</td> <td>5</td> </tr> </table>	Percent	30%	27%	22%	15%	6%	Count	24	21	17	12	5	04/20/2023
Percent	30%	27%	22%	15%	6%														
Count	24	21	17	12	5														
<a href="#">Grade 5 English Language Arts</a>	Ohio's State Tests	5	Spring 2023 (OST)	79	700	<table border="1"> <tr> <td>Percent</td> <td>29%</td> <td>18%</td> <td>22%</td> <td>14%</td> <td>18%</td> </tr> <tr> <td>Count</td> <td>23</td> <td>14</td> <td>17</td> <td>11</td> <td>14</td> </tr> </table>	Percent	29%	18%	22%	14%	18%	Count	23	14	17	11	14	04/20/2023
Percent	29%	18%	22%	14%	18%														
Count	23	14	17	11	14														
<a href="#">Grade 6 English Language Arts</a>	Ohio's State Tests	6	Spring 2023 (OST)	88	696	<table border="1"> <tr> <td>Percent</td> <td>28%</td> <td>22%</td> <td>27%</td> <td>15%</td> <td>8%</td> </tr> <tr> <td>Count</td> <td>25</td> <td>19</td> <td>24</td> <td>13</td> <td>7</td> </tr> </table>	Percent	28%	22%	27%	15%	8%	Count	25	19	24	13	7	04/20/2023
Percent	28%	22%	27%	15%	8%														
Count	25	19	24	13	7														

## Appendix D




### Performance Distribution, By Test Group: Campbell City SD, 2022-2023

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



#### Average Score and Performance Distribution for **Kindergarten OELPA** (Spring 2023 (OELPA)), by School and Reporting Category: Campbell City SD, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OELPA) |

School		Total				
	Total	Student Count	Average Overall Scale Score	Average Comprehension Scale Score	Performance Distribution	Percent Determined Proficient
State		10554	5467	5449	 <small>Percent</small> 21%    72%    6% <small>Count</small> 2.3K    7.6K    669	6%
District		16	5757	5585	 <small>Percent</small> 25%    44%    31% <small>Count</small> 4    7    5	31%
<a href="#">Campbell ES</a>		16	5757	5585	 <small>Percent</small> 25%    44%    31% <small>Count</small> 4    7    5	31%

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

Campbell City SD, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OELPA) |

School	Percent Determined Proficient	Listening	Reading	Reading	
				Average Scale Score	Performance Distribution
State	6%			547	 Percent: 17% 18% 37% 13% 15% Count: 1.8K 1.9K 3.8K 1.3K 1.6K
District	31%			565	 Percent: 20% 40% 40% Count: 3 6 6
<a href="#">Campbell ES</a>	31%			565	 Percent: 20% 40% 40% Count: 3 6 6



Average Score and Performance Distribution for **Grade 1 OELPA** (Spring 2023 (OELPA)), by School and Reporting Category: Campbell SD, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OELPA) |

School	Total	Total				
		Student Count	Average Overall Scale Score	Average Comprehension Scale Score	Performance Distribution	Percent Determined Proficient
State		10555	5443	5441	 Percent: 15% 70% 15% Count: 1.6K 7.4K 1.9K	15%
District		10	5359	5373	 Percent: 10% 90% Count: 1 9	0%
<a href="#">Campbell ES</a>		10	5359	5373	 Percent: 10% 90% Count: 1 9	0%

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

## Appendix E

Average Score and Performance Distribution, by Assessment: Campbell City SD, 2022-2023

Features & Tools

Filtered By: School: All Schools | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">HS English Language Arts</a>	AASCD	10	2022-2023 (AASCD)	2	426	 Percent: 50% 50% Count: 1 1	04/20/2023
<a href="#">Grade 5 English Language Arts</a>	AASCD	5	2022-2023 (AASCD)	1	540	 Percent: 100% Count: 1	03/15/2023
<a href="#">Grade 8 English Language Arts</a>	AASCD	8	2022-2023 (AASCD)	1	442	 Percent: 100% Count: 1	03/15/2023
<a href="#">Grade 6 English Language Arts</a>	AASCD	6	2022-2023 (AASCD)	1	534	 Percent: 100% Count: 1	03/13/2023

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

# Literacy Academy 2021

## Culturally Responsive Practices and Text Sets Viewing Guide

### **Intended Use**

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

### **Acknowledgements**

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Gholneskar Muhammad. We are grateful to Dr. Muhammad for sharing her expertise with Ohio educators.

### **Reproducing the Viewing Guide**

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

### **Culturally Responsive Practices and Text Sets**

**Age/grade band:** Multi-age

**Presenter:** Dr. Gholneskar Muhammad

Prework should be done before watching all three session videos and post-work at the completion of the videos.

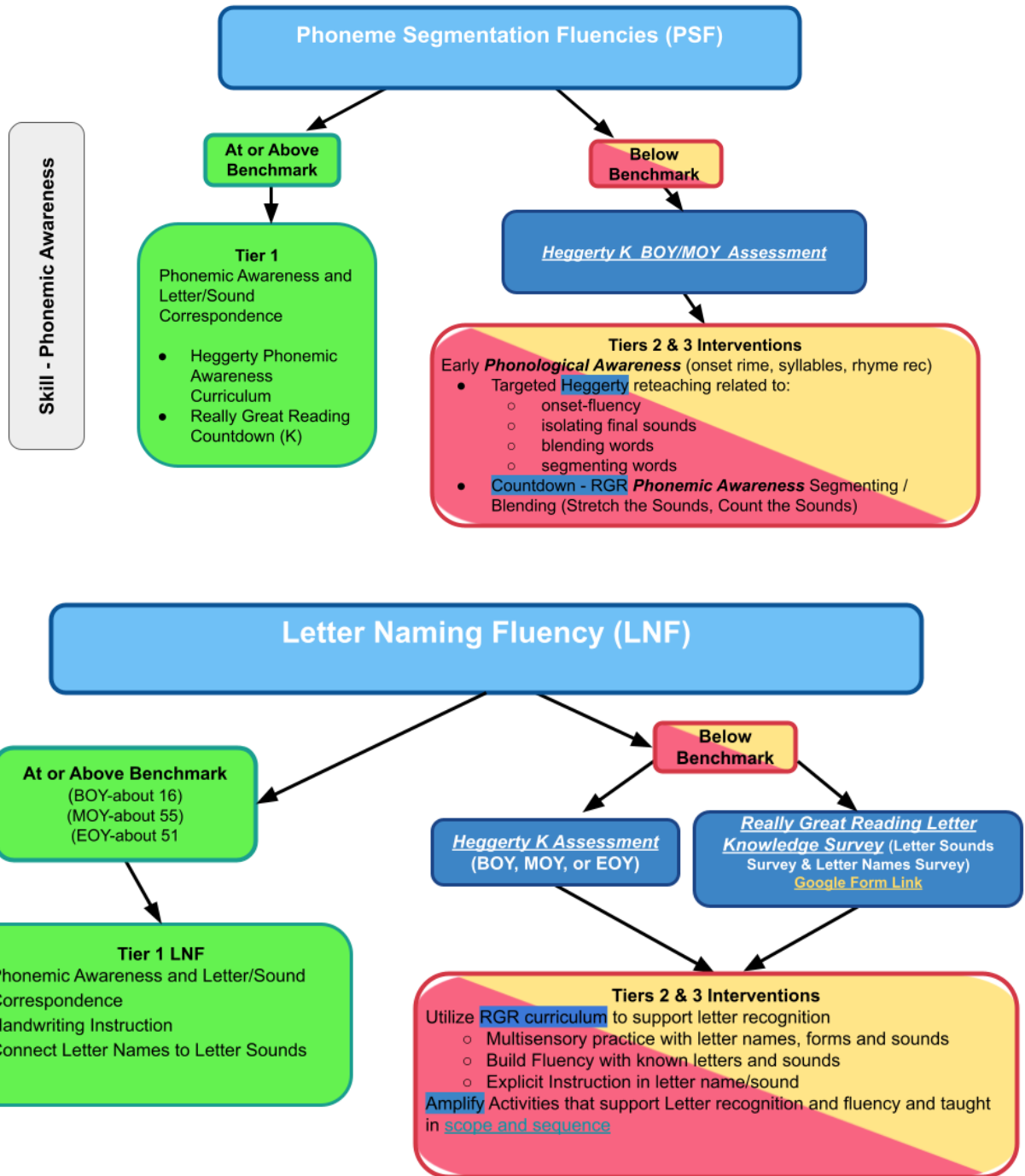
#### **Complete prior to viewing Session 1-3 video presentations:**

1. Read "[Culturally Responsive Education: A Primer for Policy and Practice](#)" by Evan M. Johnston, Pamela D'Andrea Montalbano and David E. Kirkland.
2. Read "[Author Interview with Dr. Gholdy Muhammad: 'Cultivating Genius'](#)" by Larry Ferlazzo from Education Week.

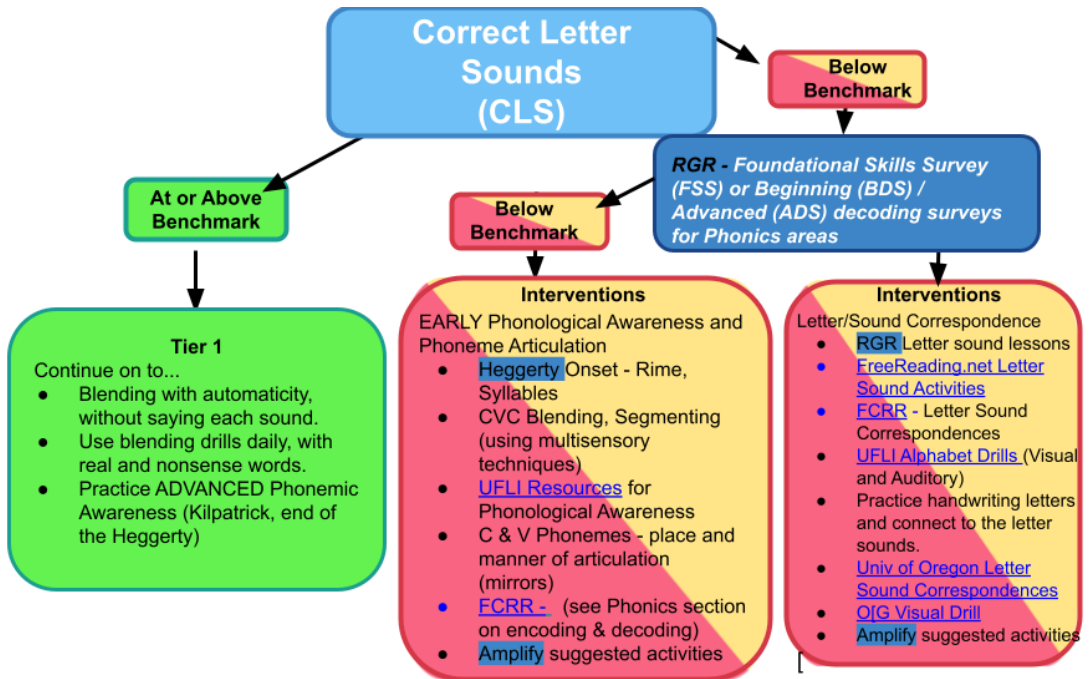
#### **Complete after viewing Session 1-3 video presentations:**

1. Watch "[Rethinking Intervention with Dr. Gholdy Muhammad](#)" by Instruction Partners.
2. Review the "[Culturally Responsive Curriculum Scorecard](#)" from the New York University Metro Center.
3. As an individual or in a group, answer the following questions:

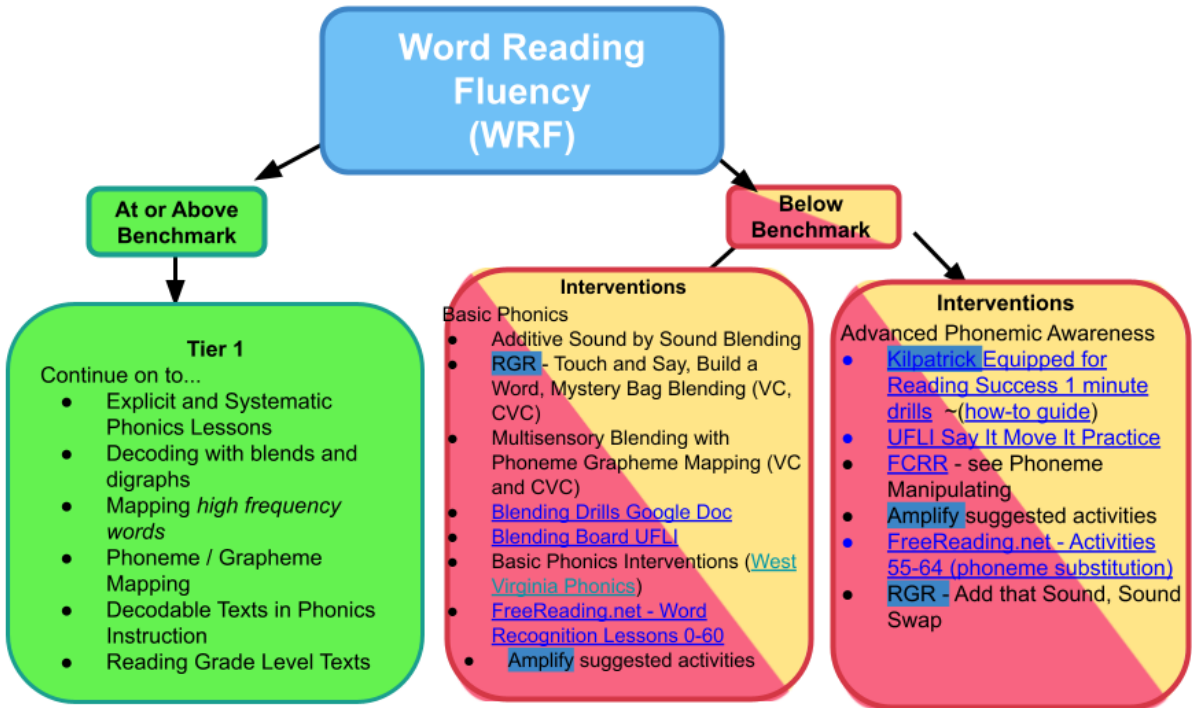
## Appendix G



Skill - Phonemic Awareness AND Alphabetic Principle



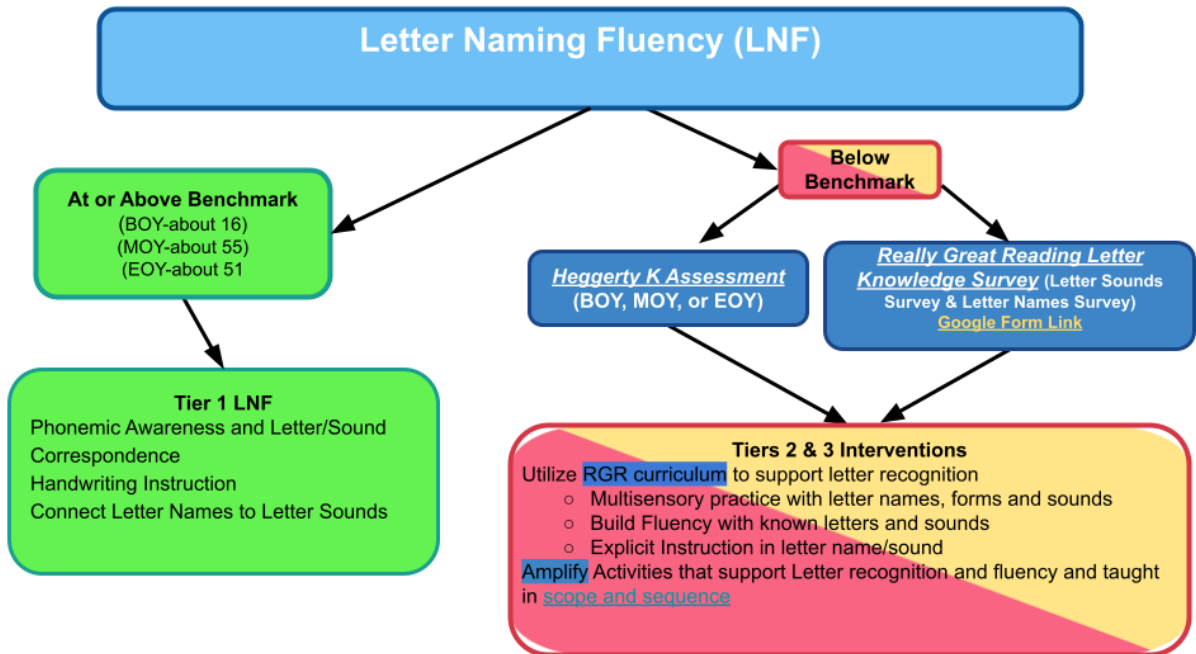
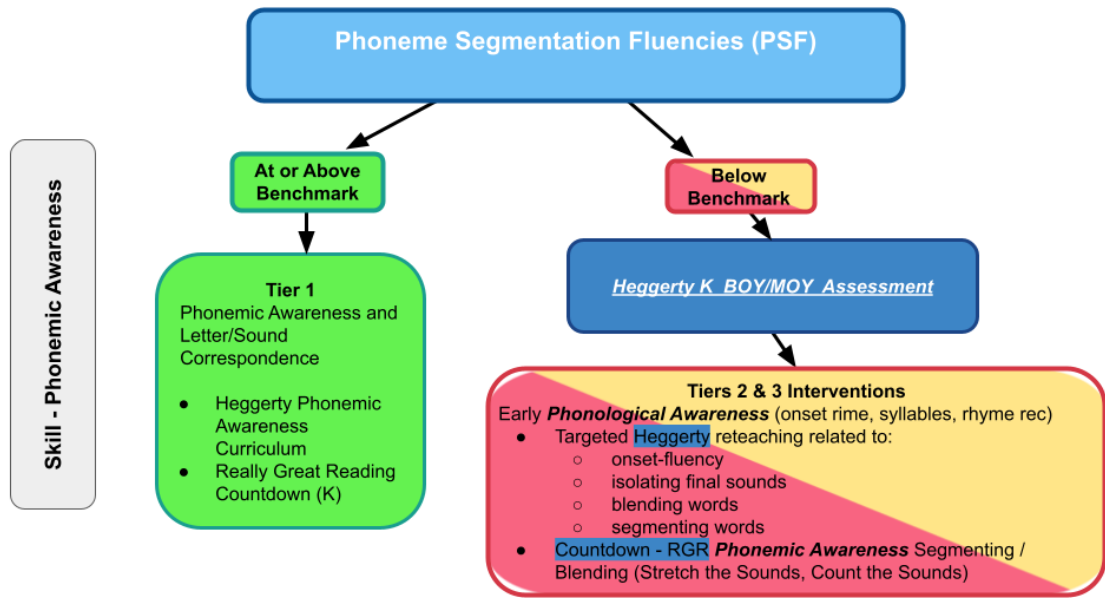
Skill - Phonics and Advanced Phonemic Awareness



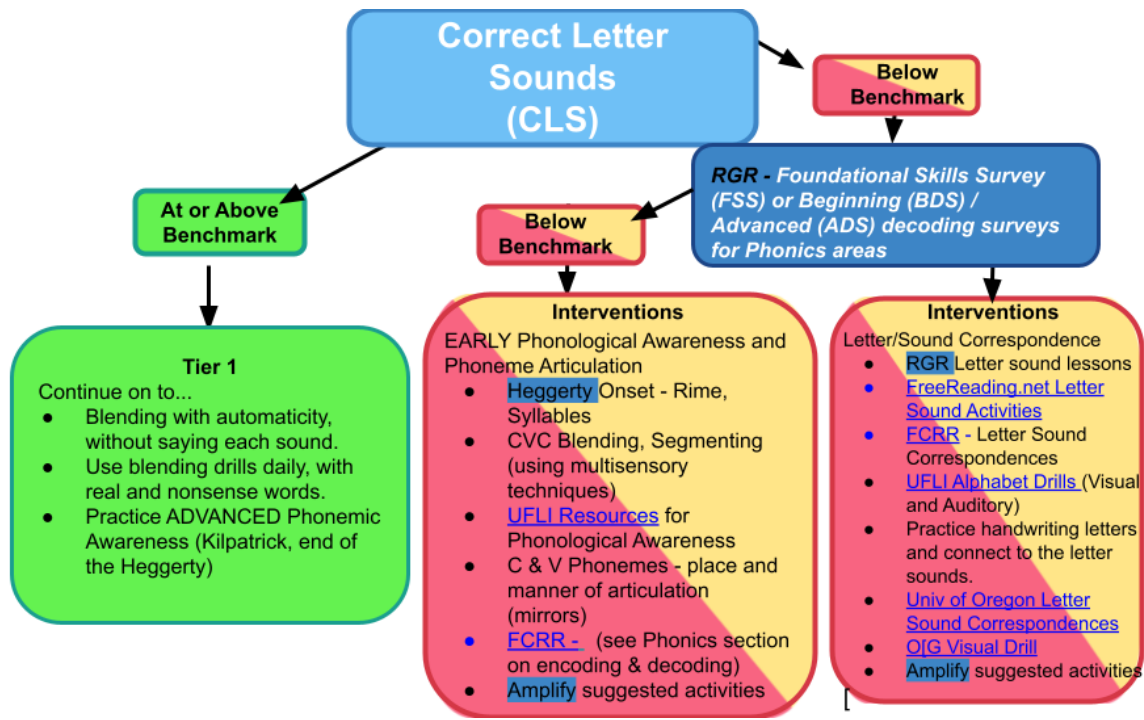
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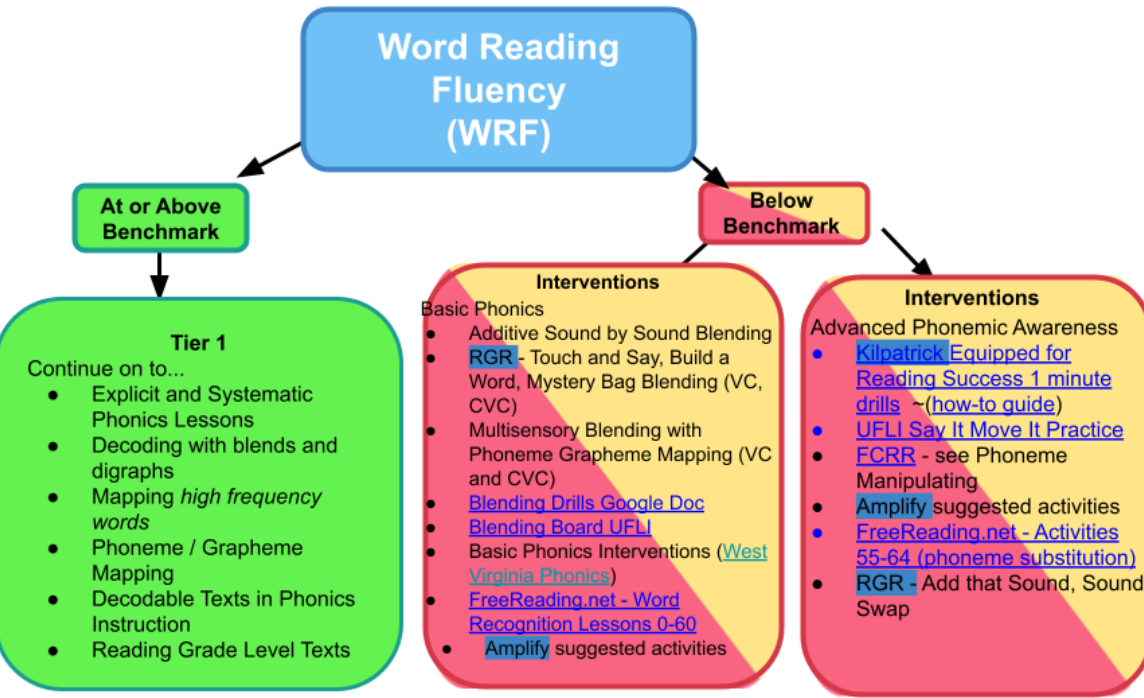
## First Grade



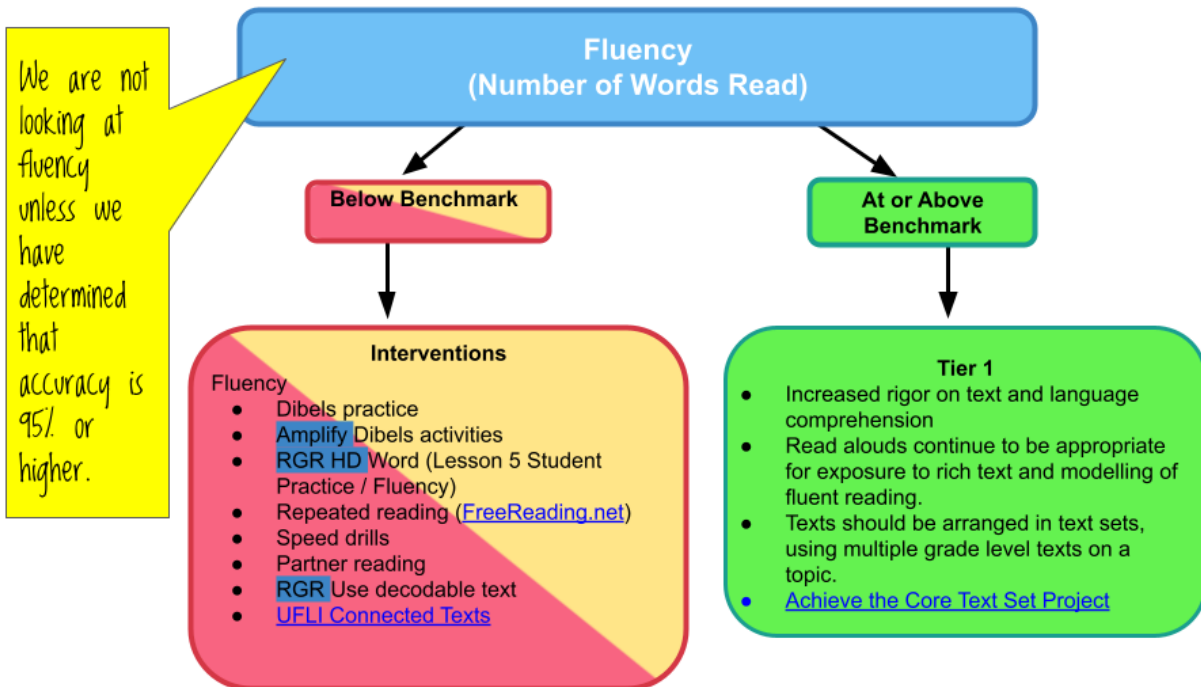
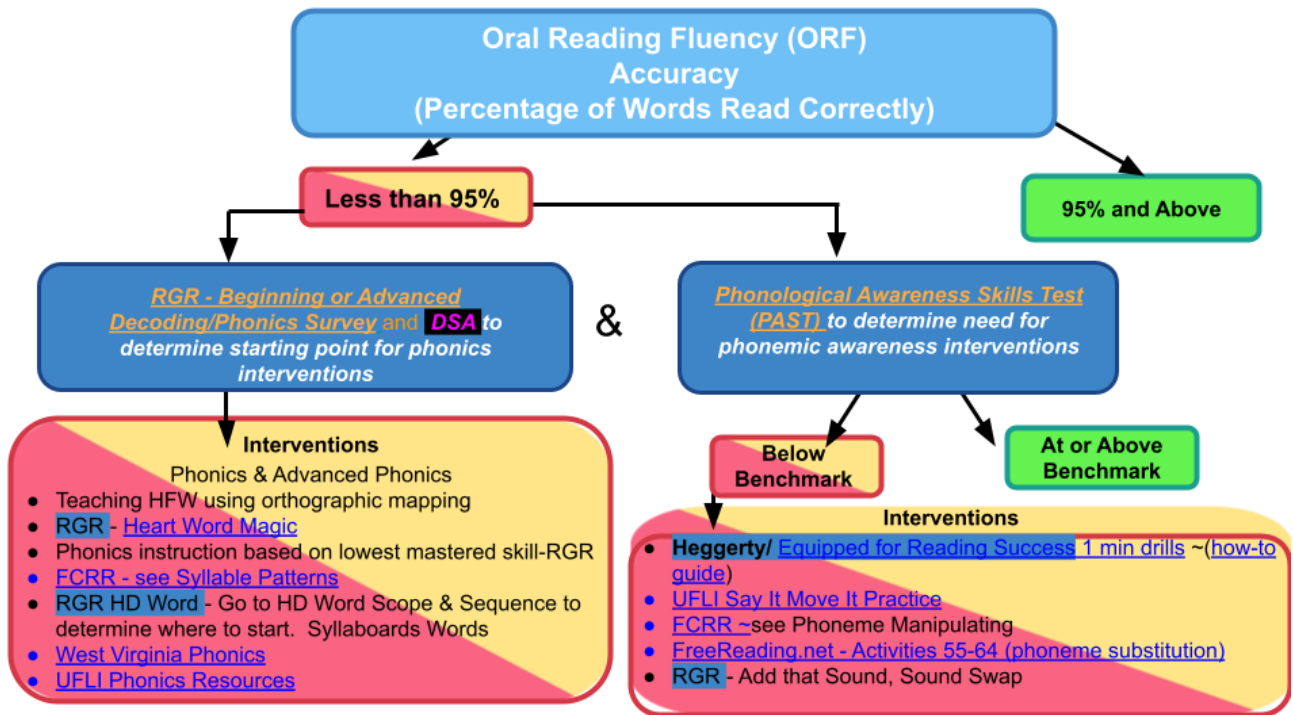
**Skill - Phonemic Awareness AND Alphabetic Principle**



**Skill - Phonics and Advanced Phonemic Awareness**

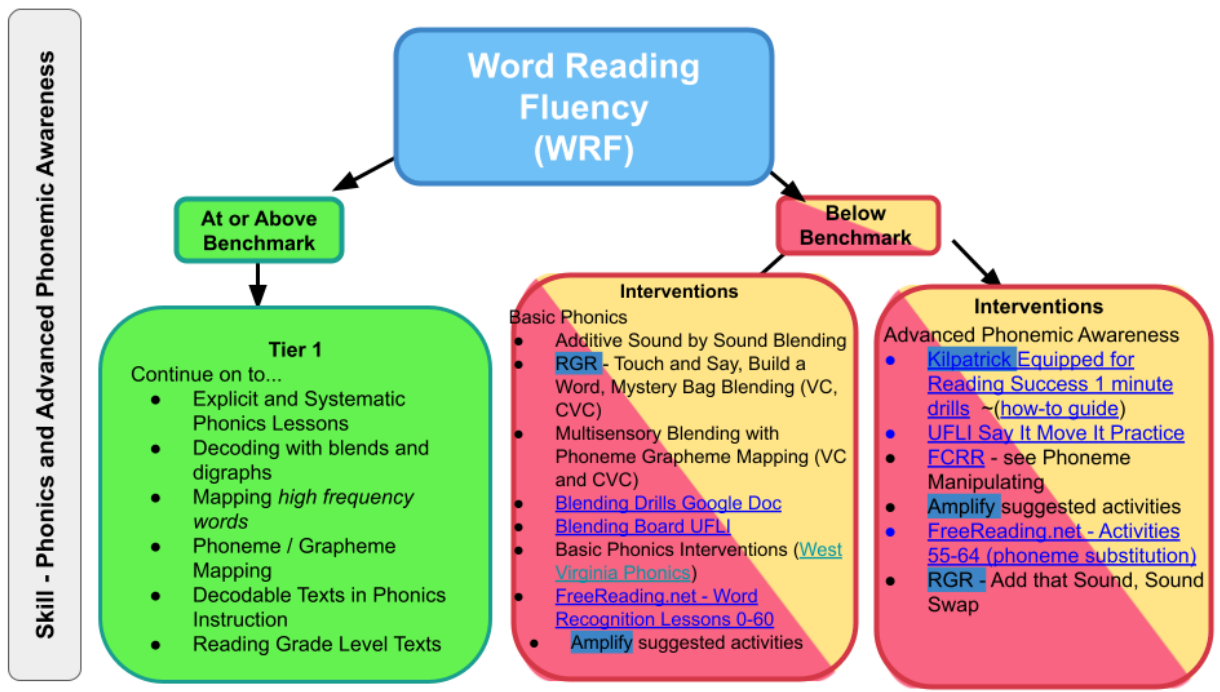
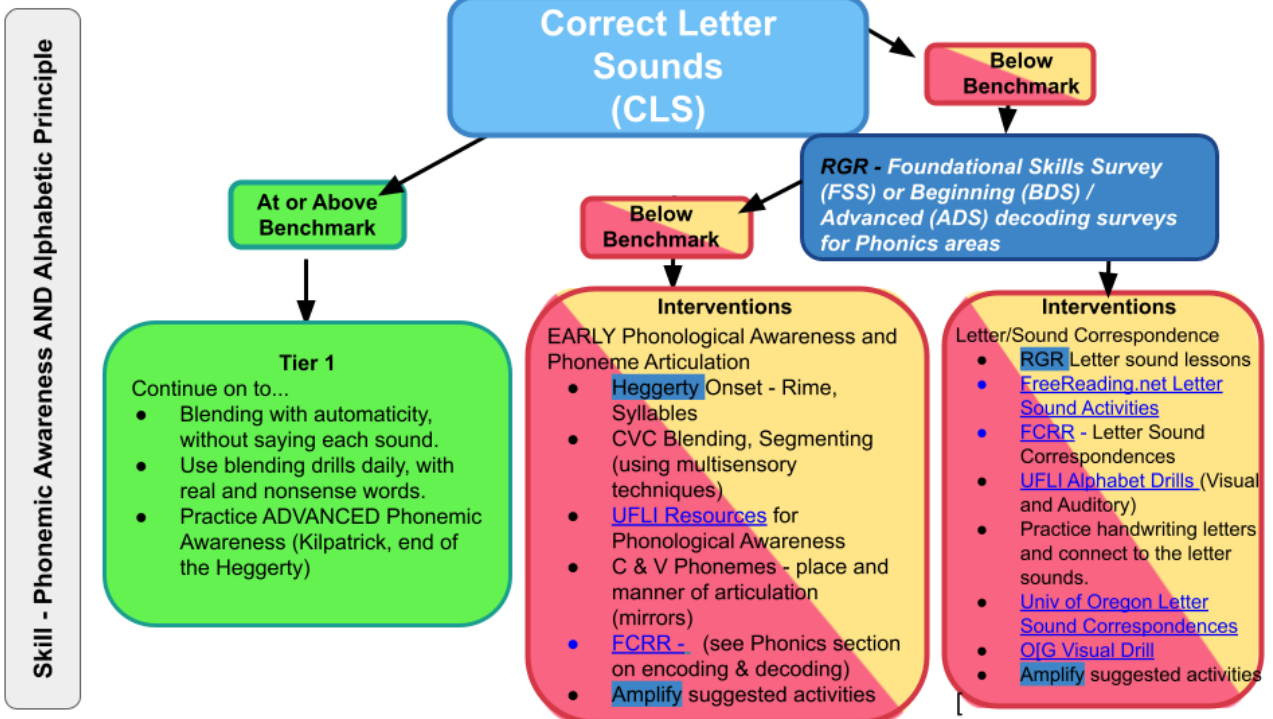


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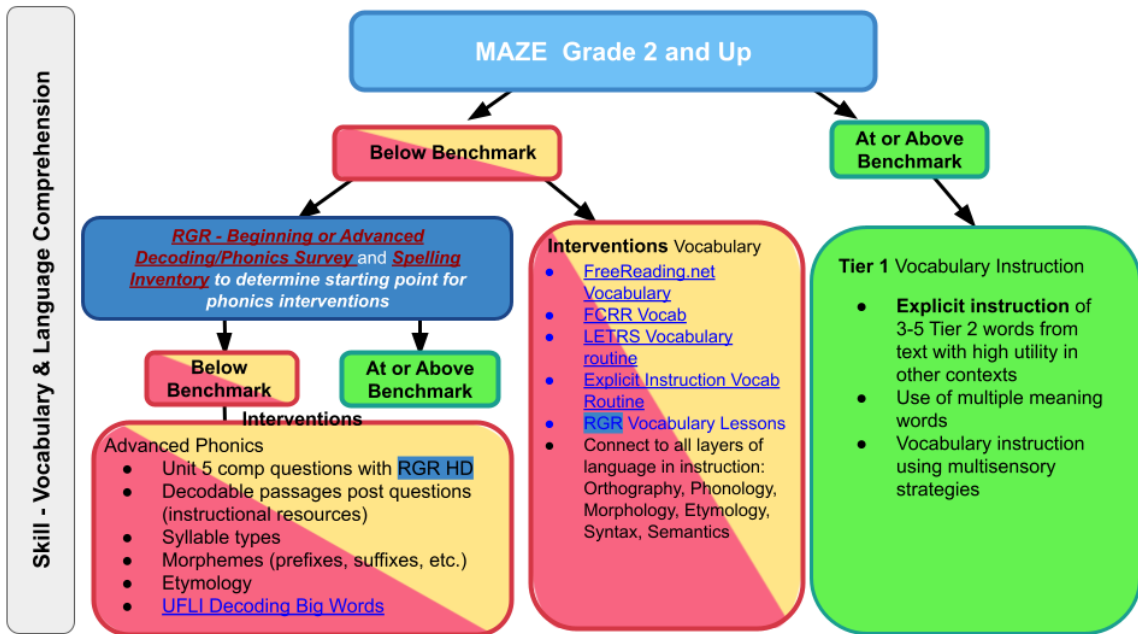


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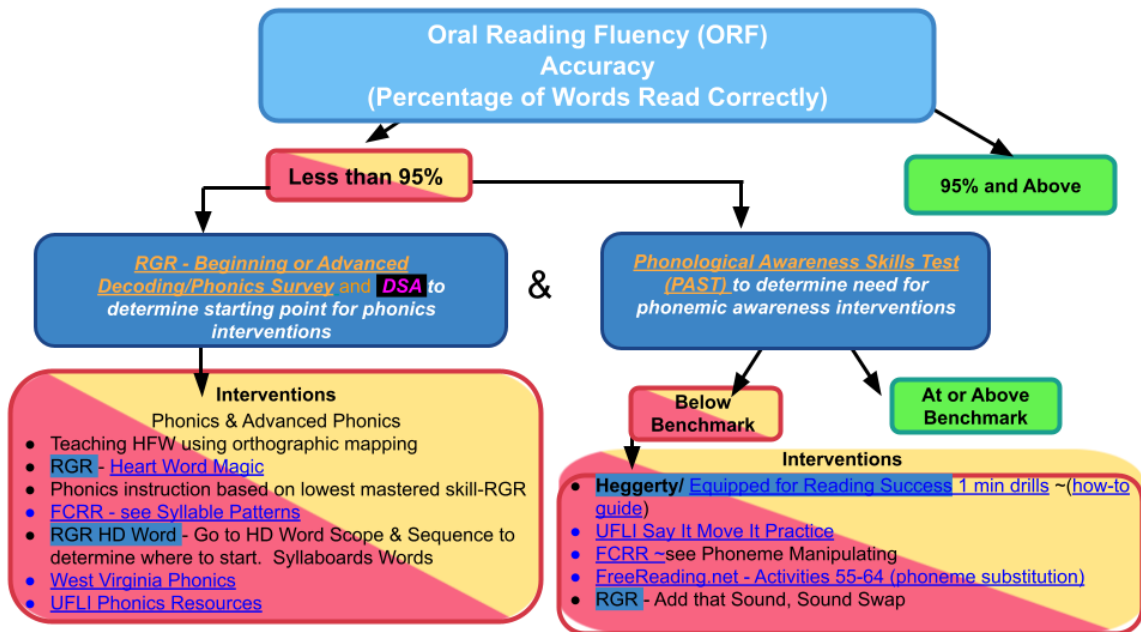
## Second Grade



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



Third Grade



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