



March 22, 2024

Dear Superintendent Stevens:

Thank you for submitting the Canton College Preparatory School 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:

- The Reading Achievement Plan includes grade bands past grade three.
- Educator input is utilized in the development of professional development planning.
- The root cause analysis focuses on factors within the school's control.

This plan will benefit from:

- Breaking down the end-of-year measure goals into incremental goals throughout the year may help monitor progress towards projected outcome.
- Consider adding in adult implementation goals.
- Consider a specific Action Map for each of the stated goals.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

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

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

DISTRICT NAME: Canton College Preparatory School

DISTRICT IRN: 013255

DISTRICT ADDRESS: 101 Cleveland Ave. NW, Canton, OH 44702

PLAN COMPLETION DATE: 12/07/2023

LEAD WRITERS: Darryl Lindsay, Principal

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

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

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

Name	Title/Role	Location	Email
Darryl Lindsay	Principal	Canton College Prep	dlindsay@cantoncollegeprep.org
Heather Stevens	Regional Vice President	ACCEL Schools	hmstevens@accelschools.com
Renee Mayle	Dean of Academics and Culture	Canton College Prep	rmayle@cantoncollegeprep.org

Name	Title/Role	Location	Email
Erica Young	Dean of Academics and Culture	Canton College Prep	eyoung@cantoncollegeprep.org
Amy Zenner	Teacher	Canton College Prep	azenner@cantoncollegeprep.org
SPA	Spartan Parent Association	Canton College Prep	Various

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.

The leadership met at the beginning of the school year and each week since to review and analyze reading data. The data that has been reviewed and analyzed includes Ohio State Test data, iReady Diagnostic data, iReady Pathway data, short cycle assessment data and Restart Readiness data. The team is committed to meeting weekly to review instruction within reading content areas and deep-diving into the assessment data that will continue to be compiled throughout the school year.

The leadership team communicated the reading achievement plan with the instructional staff during professional development as well as in individual instructional coaching meetings. The R.A.P. will continue to be reviewed throughout the course of the school year. The Director of Academics and the School Principal also provide observational feedback regarding reading instruction to ensure instructional approaches remain aligned with the goals to increase reading achievement.

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 mission and vision is to create a learning environment that will challenge each student to become life-long learners and critical thinkers, inside and outside the classroom. Creating these skills will equip all students to become effective members of society and be able to advocate for themselves throughout their lives. The Reading Achievement Plan is in alignment with the One Needs Assessment and the One Plan. The action steps and strategies were developed to address areas of deficiency in student learning and teacher instruction, to lead to an increase of the overall reading achievement.

Our continuous improvement plan is designed to provide the same advantages in education and college preparation that their public and private school peers have. Canton College Prep has implemented a strong assessment program. Progress monitoring assessments are administered throughout the school year. These assessments are aligned to the state standards and are used to monitor student achievement, differentiated instruction, and to adjust the curriculum in order to better meet the needs of the students. Students, who identified through our assessment system, are below proficiency in Reading and/or Mathematics, will receive an additional support in order to reach proficiency.

The school's improvement plan is a part of its overall Operation Plan, which encompasses the Reading Achievement Plan. For deficits in decoding, comprehension, or fluency, a plan is in place to address the following:

- Services to be provided
- Opportunities for parental involvement
- Research based curriculum
- Plan to monitor progress

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.**
- The school consistently experiences a mobility rate higher than 25%, a student population that is (100%) economically disadvantaged, and an annual SWD population of 15-20%. The mobility within the student population impacts the school's overall percentages. Throughout the previous 2 school years, there was a stronger emphasis on assessment and data tracking. The overall school improvement efforts detail the steps taken to analyze the data throughout the year to inform instruction, and the instructional adjustments being made to raise scores between assessment periods. Relevant data collected is listed below.
- **School Report Card (2022-23)**
 Achievement – 1 star
 Progress – 2 star
 Gap Closing – 1 star
 Early Literacy – 1 star
 - **State Testing Data (ELA Proficiency)**

	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023
3rd Grade	26%	50%	33%	35%	38%
4th Grade	41%	43%	26%	24%	19%
5th Grade	50%	49%	38%	38%	23%
6th Grade	26%	35%	11%	29%	24%
7th Grade	30%	28%	32%	20%	57%
8th Grade	0%	33%	19%	22%	27%

- **KRA (2023)**

In the Language and Literacy component for the 2023-24 SY, the average score for all students was a 12.9/23 = 56%

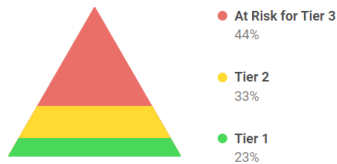
- **iReady Data (EOY 2023 - % on grade level or within one grade level)**

K	100%
1 st	96%
2 nd	64%
3 rd	48%
4 th	34%
5 th	26%
6 th	25%
7 th	37%
8 th	32%

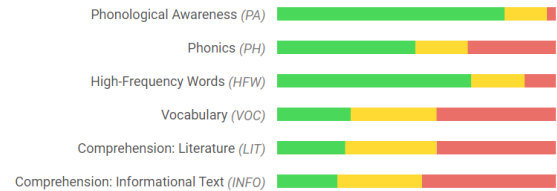
- **iReady Data (EOY 2023 – Breakdown by domain)**

Students Assessed/Total: 366/366

Overall Placement



Placement By Domain



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.

Contributing factors include:

- Low percentage of scholars entering Kindergarten that completed a quality learning program.
- High percentage of scholars attending school from low SES (100% economically disadvantaged)
- Newly enrolled students entering the school several grades behind, as shows in benchmark assessment data
- Low reading fluency levels impeding reading comprehension development
- During the previous school year, SWD made up approximately 14.9% of the total population
- Teachers lacking knowledge/ability to unpack standards

- Historically high middle school teacher turnover rate
- Adjustments to reading curriculum implementation and appropriate trainings

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.

Specific reading deficiencies have been identified in the areas of fluency, decoding and comprehension for all grade levels. Contributing factors include progress monitoring practices that have been inaccurate or inconsistent. This presents an opportunity for the school to revamp its approach to short cycle assessments and data analysis so that intervention strategies can be effectively informed. Successful implementation will be evident through diagnostic growth.

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.

Through implementation of the Reading Achievement Plan, students at Canton College Preparatory School will demonstrate growth of skills and content knowledge in reading by meeting the achievement goals below:

End of Year Measure (K-8)

- a. 85% of K-8 students will achieve > 1 year of growth from BOY to EOY i-Ready reading diagnostics

Additional End of Year Measure (3-8)

- a. 50% of grades 3-8 will perform Proficient or higher on the ELA OST

By 06/30/2026, the school will improve the performance of All Students, All Grades students at/in Canton College Preparatory School to increase by 30.00% in ELA using District Short Cycle Assessments. To monitor effectiveness of adult implementation, data will be monitored by the Superintendent and Principal every semester, followed by appropriate action planning.

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: Implement Action Plan to produce higher levels of achievement for all students in reading comprehension and fluency as evidenced by the achievement goals above.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Short-Cycle Assessments	Reading Comprehension	Phonologic Awareness
Timeline	Bi-weekly short-cycle assessments administered throughout the school year	iReady Diagnostic Assessment administered 3x throughout the school year	Daily reading instruction using the Ready Reading curriculum with fidelity
Lead Person(s)	Darryl Lindsay Classroom Teachers	Darryl Lindsay Classroom Teachers	Darryl Lindsay Classroom Teachers
Resources Needed	Teacher-created assessment documents Instructional coaching and feedback	Assessment Documents Network-approved curriculum Instructional coaching	Ready Reading Curriculum Teacher Training Instructional Coaching
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Data analysis following assessments Differentiation dependent on data Instructional coaching	Data analysis following assessments Differentiation dependent on data Instructional coaching Weekly Lesson Plan review with push for RC growth	Ready Reading curriculum used daily during K-2 Reading Tri-Rotations. Provides scaffolded support to students and opportunity for practice with immediate, corrective feedback.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Goal of 65 PI points per assessment	85% of K-8 students will achieve > 1 year of growth from BOY to EOY i-Ready reading diagnostics	85% of K-8 students will achieve > 1 year of growth from BOY to EOY i-Ready reading diagnostics 50% of grades 3-8 will perform Proficient or higher on the ELA OST
Description of Funding	Title IIA SSI/SQI	Title IIA SSI/SQI Title I General	Title IIA SSI/SQI Title I General
Check-in/Review Date	Following each assessment	Following each assessment	Weekly lesson plan review and observations.

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

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

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

Assessments will be administered by leadership and teachers. Teachers will score each short-cycle assessment and Reading Comprehension data will be provided to building leadership through TBTs. This data will be added to a school-wide data tracker that will be analyzed for trends within grade bands/classrooms. Following each data analysis session, leadership will meet with teachers to conduct data meetings and develop action plans for continued growth.

Once areas for instructional growth are determined, teachers will work closely with leadership and network Instructional Coaches to refine and implement effective instruction that will produce results (inclusive of differentiated instruction, differentiated homework, additional Corrective Reading, tutoring, etc.). ELA lesson plans for all grades will be reviewed weekly by Principal, Instructional Coaches, and the ACCEL Schools management team and feedback will be provided to teachers.

Ready Reading curriculum (Curriculum Associates) will be implemented with fidelity daily by all K-8 teachers daily during reading instruction. Professional Development sessions (2) have been facilitated this year that target effective implementation. Building leaders observe teachers weekly and provide feedback and/or coaching to teachers if necessary.

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

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.*

Implementation of Ready Reading Curriculum (Curriculum Associates) with Fidelity

Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.

Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Ready Reading supports students and teachers with a wealth of on- and off-grade level resources.

The program:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the Ohio's Learning Standards for English Language Arts across K–8 for a coherent path within and across grades

Corrective Reading Instruction (3-8)

Corrective reading is a comprehensively researched approach defended by numerous studies that offers benefits to all students, grades 3-8. Statistical analysis shows that corrective reading provides growth on vital reading areas including but not limited to: verbal comprehension, general reasoning, syllogistic (deductive) reasoning, oral language comprehension and error reduction, in addition to

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

obvious gains in contextual clue usage and phonemic awareness. Additionally, other unique statistics point to overall increase in self-esteem/confidence and even attendance. Corrective Reading is a scripted program used to increase a student's reading fluency and improve decoding skills.

When implemented effectively:

- Corrective reading exhibits comparable gains throughout all demographic levels
- The student receives daily practice in oral reading, with immediate feedback
- Students observe progress in reading rate and reading accuracy
- Stories and story comprehension activities assure that students attend to the content of what they read
- Students practice using the vocabulary of instruction

Implementation:

- The program is taught for 10-20 minutes per day in grades 3-8
- One lesson is completed each day
- Skills and instructional procedures used in the programs have a scientific basis in increased decoding skills, vocabulary, contextual understanding, comprehension and ORF (Oral Reading Fluency)
- Aligns with Common Core Literature Standard 10 for each grade level where students are expected to read grade-level texts

iReady Blended Instruction (K-8)

The i-Ready program was built specifically for the Common Core and is proven to substantially improve student progress towards mastery of these rigorous new standards. Development for each component—i-Ready Diagnostic, i-Ready Instruction, and Ready Common Core instruction—is supported by expert advisors and a strong research base.

The OLS grouped the very basic and essential building blocks of literacy together as foundational skills—print concepts, phonological awareness, phonics and word recognition, and fluency. i-Ready Diagnostic & Instruction assesses and teaches the foundational skills of phonological awareness, phonics, and high-frequency words.

Implementation:

- iReady is web-based - Students can access the program from any computer with an internet connection
- Diagnostic Assessment is designed to find exactly the level at which the student is performing both by domain and at the sub-skill level
- Once Diagnostic is completed, student is automatically assigned to online instruction
- Teacher-led instruction supports mastery of each skill
- iReady's progress monitoring capabilities allows teachers to track/analyze progress.
- Students will have access to iReady instruction 4-5 days per week:
 - K-2 30 minutes 5 days per week during Reading Tri-Rotations
 - 3-4 40 minutes 4 days per week
 - 5-8 60 minutes 4 days per week

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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 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.*

Multiple Training Sessions have been facilitated to train teachers on implementation of Ready Reading, iReady and Corrective Reading with fidelity inside their classrooms. The delivery of each is observed weekly by building leaders and instructional coaching which is followed up by feedback and coaching when necessary.

In terms of effectiveness, progress will be collected, tracked and analyzed to determine effectiveness of the 3 strategies. The leadership team will monitor data/results from all mentioned assessments. Collaborative Action Plans will be created among Management, building leadership and teachers based on data analysis. Overall effectiveness of the strategies will be evident through individualized trackers contained within each program, as well as the progress toward the identified benchmark goals for each grade level on the short-cycle assessments and Reading Comprehension.

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 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.*

The school prioritizes Culturally Responsive Practice (CRP) and the Science of Reading (SoR) as two important aspects of education that address diversity and effective literacy instruction. Here's how the school incorporates both into the professional development plan:

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

Needs Assessment:

- Before developing the professional development plan, the school conducted a needs assessment to identify areas where teachers may need support. This involved surveys, classroom observations, and data analysis to understand the cultural and literacy needs of the student population.

Culturally Responsive Practice:

- **Training and Workshops:** The school includes workshops and training sessions that focus on cultural competency, sensitivity, and awareness. These sessions cover topics such as understanding diverse cultures, addressing implicit biases, and creating an inclusive classroom environment.

Science of Reading:

- **Professional Development Modules:** The school designs/facilitates modules that delve into the Science of Reading, covering topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These modules are delivered through a combination of in-person sessions, observation/feedback cycles, and self-paced learning.
- **Collaborative Learning Communities:** Collaborative learning communities (TBTs) focused on the Science of Reading allows teachers to share experiences, discuss challenges, and collectively problem-solve. This fosters a supportive environment for professional growth.
- **Use of Evidence-Based Practices:** Teachers are encouraged to incorporate evidence-based reading strategies into their classrooms, aligning instruction with the latest research on literacy development.

Integration of CRP and SoR:

- **Intersectionality:** The professional development plan emphasizes both CRP and the Science of Reading, recognizing that effective literacy instruction must consider the cultural backgrounds and individual needs of students. Teachers learn to apply literacy strategies in a way that respects and incorporates diverse cultural perspectives.

Ongoing Support:

- **Coaching and Mentoring:** The school provides ongoing coaching and mentoring to support teachers in implementing CRP and the Science of Reading in their classrooms. This support is personalized to address individual needs and challenges.
- **Feedback and Reflection:** Regular feedback and reflection sessions allow teachers to assess their progress, share successes, and identify areas for further development.

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

The Professional Development plan includes, but is not limited to:

Instructional Planning PD

Corrective Reading PD (x2)

Text Complexity

Ready Reading PD

Ready Reading Revisit PD

Curriculum Resources PD

iReady Training

iReady Follow Up Training

Short-cycle training (x4)

Vocabulary Instruction

RAM Training

Weekly Lesson Plan review

Bi-weekly observation/feedback cycles

Introduction to Dyslexia course, K-3

**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.*