



March 4, 2024

Dear Superintendent Stephens:

Thank you for submitting the Cesar Chavez 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 RAP includes a clear list of internal and external factors influencing student reading achievement, as well as a clear root cause analysis.
- The goals listed clearly link back to the root cause analysis.
- The action map references utilizing a literacy coach.

This plan will benefit from:

- The RAP lists strategies not aligned with the science of reading.
- A clear description of the practices and interventions that will be used with students would make the plan stronger.
- Specifics about what professional development will look like would make the plan stronger.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Cesar Chavez 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:

Cesar Chavez College Preparatory School

DISTRICT IRN:

010036

DISTRICT ADDRESS:

2400 Mock Road, Columbus Ohio 43219

PLAN COMPLETION DATE: 12/22/2023

LEAD WRITERS:

Robert Stephens, Kimberly Williams, Barbra Bowers

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
Dr. Robert Stephens	Executive Director	Educational Solutions Company	rstephens@edsolns.com
Dr. Barbra Bowers	Director of Academics	Educational Solutions Company	bbowers@edsolns.com

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

Name	Title/Role	Location	Email
Ms. Kimberly Williams	Literacy Specialist	Educational Solutions Company	kwilliams@edsolns.com
Mr. John Maynard	Principal	Cesar Chavez College Preparatory School	jmaynard@edsolns.com
Mr. Mohammed Omer	Community Ambassador	Cesar Chavez College Preparatory School	momer@edsolns.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.

Plan Development

This Reading Achievement Plan is the work of the district leadership team in an effort to improve literacy outcomes for all students. The district leadership team began by assessing existing data on reading achievement, such as standardized test scores, literacy rates, cultural needs, and other relevant metrics. This data helped identify areas of improvement and informed the creation of goals and strategies. Based on the assessment, the team established clear and measurable goals for improving reading achievement within Cesar. The team collaborated to determine evidence-based strategies and interventions that align with the established goals. The team evaluated and adopted reading materials to reflect diverse cultures and experiences. We then determined additional resources needed to implement the plan effectively, including budgetary considerations, staffing requirements, technology needs, and partnerships with external organizations or stakeholders. Lastly, we consolidated all the information gathered into a comprehensive reading achievement plan document (attached) , outlining the goals, strategies, timelines, responsibilities, and evaluation methods.

Plan Monitoring

The team defined KPI's and benchmarks to measure progress toward the goals set. These could include reading proficiency rates, student growth, and teacher training hours. The team will meet quarterly and check-in as needed to review the progress of implementation of the plan. During this time, the team will analyze data, discuss challenges, share successes, and adjust strategies as needed. If certain strategies are not yielding expected results, the team may revise or replace them with more effective approaches.

Communicating the Plan

The plan will be distributed to the building leadership team (BLT) to review and release to the building staff January 5, 2024 for implementation with fidelity. The team will encourage feedback from stakeholders and incorporate their input where applicable. We will ensure communication methods respect and reflect diverse cultures and languages within the community (including Spanish and Somali translations).

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

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.

Cesar Chavez has synchronized its Reading Achievement Plan with the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Strategic Plan. The current Reading Performance Index at Cesar Chavez school stands at 68.386.

The CCIP goals for Cesar Chavez state:

Reading/Language Arts and Mathematics

By 2024-2025, the percentage of 3rd graders scoring proficient on the Reading OST is projected to increase by 5% from the current results.

Performance Measure:

The aim is to annually increase the percentage of students—both overall and across subgroups (major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency)—who achieve or exceed proficiency levels in reading/language arts and mathematics in the State's assessment (ESEA Section 1111(h)(1)(C)(i)) by 5%.

The outlined goals and strategies in this plan align with CCIP and complement the district's ongoing improvement endeavors across various domains.

The district is actively collaborating with stakeholders to enhance success in the following areas:

- Curriculum and Instruction
- Gap Closing
- K-4 Literacy
- Assessment

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

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **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.**

NWEA MAP 2022-2023

Grade	Performance Level	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023
Kinder	Low	25%	52%	39%
	Average	69%	43%	58%
	High	5%	5%	4%
Grade 1	Low	35%	34%	28%
	Average	58%	64%	67%
	High	6%	2%	5%
Grade 2	Low	30%	23%	19%
	Average	57%	60%	67%
	High	13%	17%	14%

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

Grade 3	Low	19%	25%	21%
	Average	71%	66%	72%
	High	10%	8%	8%

NWEA MAP 2021-2022

Grade	Performance Level	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
Kinder	Low	12%	35%	36%
	Average	85%	60%	56%
	High	2%	5%	8%
Grade 1	Low	36%	23%	27%
	Average	59%	67%	68%
	High	5%	11%	5%
Grade 2	Low	51%	48%	22%
	Average	45%	46%	67%
	High	4%	6%	11%
Grade 3	Low	25%	28%	22%

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

	Average	70%	67%	68%
	High	5%	5%	10%

Diagnostic Data (KRA, State approved vendor assessment- NWEA MAP)

	2021-2022	2022-2023
Kindergarten	52.5 % (21 out of 40 students)	40.0 % (22 out of 55 students)
Grade 1	55.17 % (32 out of 58 students)	51.61 % (32 out of 62 students)
Grade 2	60.38 % (32 out of 53 students)	44.44 % (24 out of 54 students)
Grade 3	52.27 % (23 out of 44 students)	37.93 % (22 out of 58 students)

Ohio State Testing- Spring ELA Assessment

	2021-2022	2022-2023
Grade 3	35.30%	50.00%
Grade 4	55.30%	47.50%
Grade 5	47.20%	69.40%

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.

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

Factors both internal and external are considered to be influencing low reading achievement within the school district

Internal Factors:

- 1) Lack of teacher knowledge of literacy instruction and delivery
- 2) Supports for Struggling Readers
- 3) Access to quality resources aligned to the science of reading.

External Factors:

- 1) English proficiency of families and community
 - a. Lack of basic English vocabulary (Tier 1 words)
- 2) Socio-economic status
 - a. 100% free-reduced breakfast/lunch program
- 3) Socio-cultural factors
 - a. Culturally relevant materials and access to quality materials at home. Language barriers affecting reading achievement.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

The primary reason behind the early literacy concerns is a deficiency identified through multiple data sources (KRAL, MAP, standards-aligned benchmark assessments). These sources collectively point out that the substandard performance in English Language Arts (ELA) is rooted in the absence of systematic and direct instruction in crucial reading fundamentals, including phonics, phonemic awareness, fluency, vocabulary, and comprehension, specifically within grades K-3. Continuous monitoring of progress in these foundational components and offering targeted support in these areas are crucial steps toward bolstering proficiency in ELA.

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.

Measurable Learner Performance Goals (K-3):

Kindergarten (K) and Grade 1:

Phonemic Awareness and Letter Recognition:

- 15% increase in the number of students proficient in identifying phonemes and recognizing upper and lowercase letters by the end of the academic year.

Basic Reading Comprehension:

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

- 10% increase in the number of students identifying main story elements (characters, settings, events) in simple stories by the end of the academic year.

Fluency:

- 10% increase in the number of students will read aloud accurately at a rate of at least 30 words per minute by the end of Grade 1 by the end of the academic year.

Grade 2 and Grade 3:

Reading Comprehension:

- 15% increase in the number of students able to summarize main ideas and details in grade-appropriate texts by the end of the academic year.
- 10% increase in the number of students who show proficiency in making inferences and drawing conclusions from reading passages by the end of the academic year.

Vocabulary and Word Recognition:

- 15% increase in the number of students able to correctly use context clues to determine the meaning of unfamiliar words by the end of the academic year.

Reading Fluency and Expression:

- 10% increase in the number of students who read grade-level text aloud fluently and with appropriate expression at a rate of at least 80 words per minute by the end of the academic year.

Measurable Adult Implementation Goals (K-3):

Internal Factors:

Teacher Professional Development:

- 100% of K-3 teachers will participate in at least three professional development sessions focused on effective phonics instruction and literacy strategies.

Differentiated Instruction:

- 90% of educators will implement differentiated reading activities to address diverse learning needs within their classrooms.

External Factors:

Family and Community Engagement:

- Increase parental involvement in literacy activities by 20% through regular communication, workshops, and take-home resources.

Resource Allocation:

- Ensure 100% availability of appropriate reading materials and resources aligned with curriculum standards in each classroom by the end of the first semester.

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: Improve phonemic awareness and letter recognition skills in students in grades K-3.

Evidence-Based Strategy or Strategies: Structured Literacy Approach

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement targeted small group instruction for students.	Provide additional resources such as multisensory materials and manipulatives for struggling learners.	Train teachers in phonemic awareness instructional strategies through workshops and coaching sessions.
Timeline	September to May	September to May	September to May
Lead Person(s)	Principal, Grade Level Teachers	Literacy Specialist, DOA, Principal	Literacy Specialist, DOA
Resources Needed		Phonics manipulatives,	Professional Development Materials
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>*Administration and Literacy coach will monitor lesson plans to ensure proper ELA lesson planning is taking place.</p> <p>*Based on testing results, classrooms who may need heavy support will be identified and literacy coach will observe lessons, model lessons, co-teach, share research, provide resources as needed, etc.</p>	<p>*Administration and Literacy coach will monitor lesson plans to ensure proper ELA lesson planning is taking place.</p> <p>*Based on testing results, classrooms who may need heavy support will be identified and literacy coach will observe lessons, model lessons, co-teach, share research, provide resources as needed, etc.</p>	<p>Professional Development: Conduct workshops on effective phonemic awareness instruction, followed by coaching sessions for teachers to practice strategies.</p> <p>Ensure buy-in and support from school administration for the implementation and allocation of resources.</p>
Measure of Success	Increased proficiency in phonemic awareness and letter recognition skills among students, evidenced by assessments and progress monitoring data showing improvement.	Increased proficiency in phonemic awareness and letter recognition skills among students, evidenced by assessments and progress monitoring data showing improvement.	Teacher growth as indicated by OTES Student growth as indicated by PM and benchmark data, lesson plans
Description of Funding	n/a	Allocated budget for resources, materials, and coaching sessions.	Allocated budget for professional development resources, materials, and coaching sessions.
Check-in/Review Date	weekly/bi-weekly	weekly/bi-weekly	Monthly

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

Goal # 2 Action Map

Goal Statement: Enhance reading comprehension skills in students in grades K-3.

Evidence-Based Strategy or Strategies: Scaffolded Instruction, Differentiated Instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide targeted small group interventions using scaffolded reading activities for students.	Offer professional development workshops on effective comprehension strategies and differentiated instruction methods for teachers.	Implement progress monitoring tools to track individual student comprehension levels and adjust interventions accordingly.
Timeline	January - May	January - May	January - May
Lead Person(s)	Literacy Specialist, Administration, Teachers	Literacy Specialist, Administration	Literacy Specialist, Administration
Resources Needed	Comprehension-based materials	Professional Development materials	Progress Monitoring Tools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide resources and materials supporting scaffolded instruction and differentiated strategies for varied reading levels.	Conduct workshops on effective comprehension strategies, emphasizing differentiation to meet diverse learner needs. Offer coaching and modeling sessions to assist teachers in implementing differentiated approaches in the classroom.	Develop a framework for progress monitoring and data analysis to tailor interventions.
Measure of Success	Improved reading comprehension skills demonstrated by increased performance on comprehension assessments and progress monitoring data for students with Reading Improvement and Monitoring Plans.	Improved reading comprehension skills demonstrated by increased performance on comprehension assessments and progress monitoring data for students with Reading Improvement and Monitoring Plans.	Improved reading comprehension skills demonstrated by increased performance on comprehension assessments and progress monitoring data for students with Reading Improvement and Monitoring Plans.
Description of Funding	Allocation for professional development resources, materials, and progress monitoring tools.	Allocation for professional development resources, materials, and progress monitoring tools.	Allocation for professional development resources, materials, and progress monitoring tools.
Check-in/Review Date	weekly/biweekly	monthly	biweekly/ quarterly

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

Goal # 3 Action Map

Goal Statement: Improve reading fluency skills in grades K-3 students.

Evidence-Based Strategy or Strategies: Fluency-building Interventions, Multi-sensory Techniques

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement small-group interventions focusing on fluency-building activities for students.	Provide professional development workshops for teachers on multi-sensory techniques to improve reading fluency.	Establish a peer observation system where teachers can observe and learn from each other's successful fluency instructional practices.
Timeline	October - May	October - May	October - May
Lead Person(s)	Literacy Specialist, Administration, Teachers	Literacy Specialist, Administration	Literacy Specialist, Administration
Resources Needed		PD Materials	Peer Observation Forms
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>*Administration and Literacy coach will monitor lesson plans to ensure proper ELA lesson planning is taking place.</p> <p>*Based on testing results, classrooms who may need heavy support will be identified and literacy coach will observe lessons, model lessons, co-teach, share research, provide resources as needed, etc.</p>	<p>Professional Development: Conduct workshops on effective phonemic awareness instruction, followed by coaching sessions for teachers to practice strategies.</p> <p>Ensure buy-in and support from school administration for the implementation and allocation of resources.</p>	<p>Professional Development: Conduct workshops on effective phonemic awareness instruction, followed by coaching sessions for teachers to practice strategies.</p> <p>Ensure buy-in and support from school administration for the implementation and allocation of resources.</p>
Measure of Success	Improved reading fluency demonstrated by increased oral reading rate, accuracy, and expression among students	Teacher growth as indicated by OTES Student growth as indicated by PM and benchmark data, lesson plans	Teacher growth as indicated by OTES Student growth as indicated by PM and benchmark data, lesson plans
Description of Funding	Allocation for fluency-building materials.	Allocation for professional development facilitators.	Allocation for resources supporting the peer observation system
Check-in/Review Date	weekly/bi-weekly	monthly	monthly

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

Goal # 4 Action Map

Goal Statement: Increase family and community engagement to support literacy development for K-3 students.

Evidence-Based Strategy or Strategies: Family Literacy Workshops, Community Outreach Programs

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Conduct targeted family literacy workshops or sessions specifically designed for families of students	3rd Grade TGRG Parent Session	4-5 Parent Literacy/Testing Session
Timeline	February 2024	February 2024	February 2024
Lead Person(s)	Community Liaison, Principal	Community Liaison, Principal	Community Liaison, Principal
Resources Needed	At-home literacy materials	Ohio State TGRG materials Parent resources for TGRG	Ohio State Testing parent resources
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	School administration, community liaisons, and teachers will provide parents with information and home activities to help students develop literacy skills	School administration, community liaisons, and teachers will provide parents with information and home activities to help students develop literacy skills	School administration, community liaisons, and teachers will provide parents with information and home activities to help students develop literacy skills
Measure of Success	Parent survey	Parent survey	Parent survey
Description of Funding	Allocation for materials and refreshments	Allocation for materials and refreshments	Allocation for materials and refreshments
Check-in/Review Date	March-April 2024	March-April 2024	March-April 2024

**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.

Monitoring and Measuring Progress:

Progress toward learner performance will be monitored by using the following:

1. Benchmark Assessment System (BAS) administered at the beginning and end of the year. Student growth measured at the end of the year.
2. Running records to monitor reading performance measured weekly to inform their future instruction.
3. NWEA MAP administered three times a year. Student growth is measured by each administration.
4. Pre and Post quarterly assessments measured three times a year (1st-3rd quarters)
5. Reading Improvement Plan for students below grade level performance updated each quarter and measured for student growth.

Recording Progress:

1. Google sheets
2. Student portfolios
3. Data walls/binders
4. Reading Improvement Plan documents

**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.

Evidence-Based Strategies:

- 1. Structured Literacy Approach:** emphasizes the systematic, explicit teaching of phonics, phonemic awareness, decoding, and encoding skills. This approach helps students struggling with foundational reading skills by providing structured and sequential instruction, aiding their progress in decoding and word recognition.
- 2. Differentiated Instruction:** Tailoring teaching methods and content to suit diverse learning needs within a classroom. This allows educators to address individual student needs, providing targeted instruction, materials, and tasks, ensuring each student receives appropriate challenges and support.
- 3. Scaffolded Instruction:** Breaking down complex skills or tasks into smaller, manageable parts, providing support as students develop mastery. This approach assists students in gradually acquiring and mastering new reading skills, supporting their progression from foundational to more complex literacy skills.
- 4. Multi-Sensory Techniques:** Incorporating visual, auditory, kinesthetic, and tactile elements into teaching methods. This benefits diverse learners by engaging multiple senses, reinforcing learning, and aiding memory retention, especially beneficial for students with different learning styles.
- 6. Progress Monitoring and Feedback:** Regularly assessing student progress using formative assessments and providing timely, specific feedback. This helps educators track individual student growth, identify areas needing improvement, and adjust instruction accordingly, providing targeted support.

How They Support Learners on Reading Improvement and Monitoring Plans:

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

- **Alignment with Individual Learning Needs:** These strategies can be tailored to address specific learning deficits identified in Reading Improvement Plans, providing targeted support for struggling readers.
- **Data-Driven Instruction:** Evidence-based strategies allow for systematic progress monitoring aligned with Monitoring Plans, ensuring that interventions and instruction are responsive to student needs.
- **Differentiation and Personalization:** Strategies like differentiated instruction and scaffolded learning support the individualized goals set in Improvement Plans, catering to each student's unique needs and abilities.
- **Continuous Improvement through Feedback:** Progress monitoring and feedback mechanisms integrated into these strategies align with the monitoring aspect of the plan, enabling continuous assessment and adjustment based on data.

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.*

Targeted Training Programs: Provide ongoing professional development that aligns with identified needs, emphasizing effective reading instruction methodologies.

Access to Materials and Tools: Ensure that educators have access to updated and varied reading materials, technology tools, and resources aligned with the Reading Achievement Plan.

Professional Learning Communities (PLCs): Foster PLCs where educators collaborate, share best practices, and discuss challenges related to implementing reading achievement strategies. Establish systems for teachers to receive feedback on their implementation of strategies, allowing for ongoing improvement.

Use of Data for Instructional Planning: Train educators to collect and analyze student data to inform instructional decisions, ensuring interventions are targeted and effective. Implement a system to regularly monitor and evaluate the implementation of strategies, using both qualitative and quantitative data to assess effectiveness.

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.**

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

***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.*

Strategy	What it looks like
Implement all parts of Literacy Framework	<ul style="list-style-type: none"> -Read aloud, writing about reading, interactive writing, shared reading, guided reading, centers, writing workshop -Administration conducts walk throughs and provides immediate feedback and ensures that a balanced literacy program is being implemented -Teachers attend weekly PLC opportunities, read and keep current with best research practice -Teachers implement balanced literacy framework -Literacy Coach models, collaborates, and provides feedback to teachers to ensure success
Guided Reading	-Job embedded coaching. Literacy Coach will observe guided reading lessons and provide immediate feedback. Modeling will occur as well.
Monthly Professional Development	<ul style="list-style-type: none"> -Each month teachers receive at least 2 hours of literacy professional development. Presentations are broken into different needs, grade levels (i.e. primary and intermediate), etc. -Teachers will collaborate and conduct data team meetings monthly to discuss student data and instructional strategies.
Literacy coach on site	<ul style="list-style-type: none"> -Literacy Coach on site to observe literacy lessons in grades K-5 classrooms, model lessons, provide immediate feedback, share research, locate and/or share materials needed to best instruct students, videotape teaching and share research. Follow ups will occur as needed.
Administration	-Administration will conduct frequent walk-throughs and observations during literacy blocks to monitor learning and instruction. Administration will discuss their observations with the Literacy Coach and teachers to maximize effective lesson delivery and student learning.
Teachers will receive in-house inservice and ongoing support on interpreting data and conducting data teams.	<ul style="list-style-type: none"> *Administrators will attend to support teacher *Administrators will provide staff meeting time to read and analyze data. *Teachers will plan instruction based on data from formative and summative assessments.

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