



March 22, 2024

Dear Superintendent O'Bryan:

Thank you for submitting the Constellation Schools - Stockyard Community 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 plan demonstrates alignment to the Science of Reading.
- There is evidence of teaming structures in place (DLT, BLT, TBT) and a plan to communicate the reading achievement plan through the teams.
- The professional development plan includes teachers beyond K-3 (includes teachers of grades 4-6).
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**This plan will benefit from:**

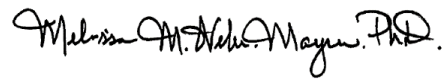
- Expanding student data obtained/reported to include subscores in the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension) and data for students with disabilities.
- Expanding the collaborative team created to design and monitor the plan to include teacher leaders from various content areas and grade levels and family and community engagement team members who represent parents, businesses, health and human services and other community organizations.
- An exploration of Pre-K programs that Kindergarten students come from and how the school can collaborate with those programs.

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

Constellation Schools: Stockyard Community School

**DISTRICT IRN:**

143487

**DISTRICT ADDRESS:**

3200 W 65th St, Cleveland, OH 44102

**PLAN COMPLETION DATE:**

December 31, 2023

**LEAD WRITERS:**

Stephanie Eafford, Principal

Thamani Draft, Principal in Residence

Cathleen Smith, Lead Teacher

Dr. Woodson, Lead Teacher

Donna Gallen, Intervention Specialist

## 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
Stephanie Eafford	Principal	Stockyard Community School	Eafford.stephanie@constellationschools.com
Deborah Piazza	Education Program Coordinator, DLT	Constellation Schools	Piazza.Deborah@constellationschools.com
Thamani Draft	Principal in Residence	Stockyard Community School	Draft.thamani@constellationschools.com
Cathleen Smith	Lead Teacher	Stockyard Community School	Smith.cathleen@constellationschools.com
Christine Garten	Curriculum and Instruction Coordinator, DLT	Constellation Schools	Garten.Christine@constellationschools.com
Dr. Woodson	Lead Teacher	Stockyard Community School	Woodson.tirrell@constellationschools.com
Donna Gallen	Intervention Specialist	Stockyard Community School	<a href="mailto:Gallen.donna@constellationschools.com">Gallen.donna@constellationschools.com</a>

**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.*

Stockyard Community School serves Kindergarten through sixth grade students. 100 percent of our student body is economically disadvantaged, and 12 percent of the students are students with disabilities.

Stockyard Community School Literacy Plan has been developed by our District and Building Leadership Team to ensure alignment to the school and district mission and the existing reading goals. Our District Leadership Team (DLT), the Building Leadership Team (BLT) and the Teacher Based Teams (TBT) looked at multiple resources and data that included the State Report Card, Ohio’s Plan To Raise Literacy, the Ohio Improvement Plan, 11.6 Goals required by our sponsor, Lake Erie West, iReady data, to identify achievement gaps and areas of concern in Reading. The DLT, BLT & TBT used the data analysis to develop targets and to identify building goals.

Monitoring our goals will occur vertically between teams as an ongoing monthly basis. Pre and Post data from Ohio's Learning Standards will be analyzed in the Teacher Based Teams. The teams will also look at I-Ready data reports from Fall of 2023, 2023-2024 Benchmark and Checkpoint Assessments from Ohio Readiness Portal, NWEA Map scores from 2021,2022 and 2023 along with OST data from two previous years. The BLT will analyze the trends and present the information to TBTs for classroom changes in the instruction. The analysis of this information will be shared with the Building Leadership Team. Any recommendations will be continuously shared between the two teams. From there, our monthly meetings will be to inform our District Leadership Team where identifying academic strengths and areas of need. The BLT and TBT will rely on our BLT for guidance as to moving forward in our areas of need.

The District Leadership Team is working with the Building Leadership Team to determine necessary resources and a process for allocating these resources at the building level. The District Leadership Team will meet with the Principal and the Principal in Residence quarterly to go over the identified goals, areas of need, and guidance towards moving forward academically. From those monthly meetings, the District Leadership Team will communicate and collaborate with the Building Leadership Team to discuss specific targeted goals and reevaluate and advise the Teacher Based Teams on guidance on academic achievements.

As the plan moves forward, the District Leadership will provide ongoing professional development to the Building Leadership Team and Teacher Based Teams to assist in designing focused improvement strategies, structures, and processes that address the achievement gap.

Our team has re-examined current funding structures and resources and allocations to determine optimal use of resources to develop teacher skills and competencies in the area of reading. Our team is on-going and will be monitored by the DLT for continuous improvement based upon the most current student performance trends within our reading data.

The plan will continuously be communicated through the monitoring of steps during the DLT and BLT updates presented at Board Meetings and PTO meetings. The plan will be presented to all staff at a staff meeting. It will be communicated to parents in a variety of ways including Open House, Literacy Family Nights, and Informational Sessions.

## 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.*

Our Reading Achievement Plan is aligned to data gathered from the Ohio School Report Cards, goals from (our sponsor), iReady data reports from Fall of 2023, 2023-2024 Benchmark and Checkpoint Assessments from Ohio Readiness Portal, NWEA Map scores from 2021,2022 and 2023 along with OST data from two previous years. Below is a list of common goals which we are working towards.

The School, District and State goals align with our school's goals:

Overarching School Goal: “During the 2023-2024 school year, state assessment scores will increase by 30 points in our performance index in Reading and English Language Arts.

During the 2023-2024 school year, 50% of students will meet or exceed their expected growth goal as determined by the iReady Reading Assessment.” Students will practice ownership by formulating high, but attainable goals with their homeroom teachers to meet or exceed their expected growth goal.

During the 2023-2024 school year, 100% of all grade levels will implement the State of Ohio’s 5 Step Process Template for Teacher Based Teams to analyze data and create plans to address achievement gaps within their grade levels.” Teachers will plan 100% with administrators during the TBTs to narrow achievement gaps and reach the OST and i-Ready testing goals.

Our school, through our Needs Assessment, through the Decision Framework, identified concerns in the achievement gaps in reading being below proficient. Our Needs Assessment called for ensuring the high-quality professional development is job-embedded to enhance the reading instructional practices and the principal makes systematic and frequent classroom visits and provide feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats- to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

To address these needs, the school has implemented a Comprehensive Continuous Improvement Plan which includes these goals:

- Ensure alignment of district- selected evidenced-based curriculum, with high -yield instructional strategies, and formative assessments and benchmarks with the state’s academic content standards.
- Ensure the use of evidence- based instructional strategies by every teacher through job- embedded professional development, mentoring, and support.
- Work through the OIP process to track student progress, inform instruction, and plan targeted interventions that focus on the academic needs and reduce the performance gaps in subgroup populations.

- All students will receive ninety minutes of daily grade level reading and language arts instruction in accordance with the Ohio Learning Standards. Students that have met our Right to Intervention (RTI) due to low achieving skills will have small group instruction to focus on deficiencies in one or more of the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) Each tier of Title Service is leveled. We have students that are on the cusp of understanding the concepts taught, therefore, those students will only be progress monitored. These students are tested every-every-another week. Tier 1 students receive reading intervention in small groups for 60 minutes a week and are progress monitored every-every-another week. Tier 2 students receive 90 minutes of intervention a week and are progress monitored every week. Tier 3 students receive 120 minutes of reading intervention per week and are also progress monitored every week. Please see our RTI Flow Chart attached to the appendix.
- Students that are “off track” in grades K - 3rd grade are placed on RIMPS and are progress monitored weekly.
- Our iReady District tests are scheduled 3 times during the school year. After testing, our District and Building Leadership Teams will analyze the data to assess areas of strength and deficiencies in all grade levels in Reading.
- Our district has five scheduled Right to Intervention meetings to assess the RIMPS, District assessments and weekly (or bi-weekly) progress monitoring results to determine if students should remain in that specific tier of title services or be moved based on their needs.
- To wrap all our goals together, administration will be meeting bi-weekly with our Teacher Based Teams (TBTs) to review progress monitoring results, pre/post assessments and any academic gaps teachers have noticed within the classroom. Collectively, we will share academic needs to title and special education teachers. We will also be sharing teacher instructional strategies and depth of knowledge with teachers to ensure learning needs are met for every level student within the class.
- Monthly, TBT data will be shared with our BLT. Our BLT will make recommendations on areas of improvement to address academic gaps for our students.
- Monthly, our BLT will share information regarding our academic goals and results with our DLT.

High achievement for ALL students is our expectation and this plan outlines the steps to follow on that pathway to success. The plan calls for reinforcement, encouragement and support, and data monitoring. The plan will be revisited annually to prompt discussion amongst stakeholders to honor our commitment for students to gain mastery of state English Language Arts standards in the following domains: Reading for Literature, Reading for Information, Foundational Skills, Speaking and Listening, and Language.

### 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.**

Kindergarten Data:

**Emerging:** Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

**Approaching:** Students demonstrated some foundational skills and behaviors that prepare them for instruction based on kindergarten standards.

**Demonstrating:** Students demonstrated foundational skills and behaviors that prepared them for instruction based upon kindergarten standards.

**Percentage of kindergarten Students At Each Grade Level Fall 2023**

Emerging	14.3%
Approaching	57.1%
Developing	28.6%

**Percentage of Students Passing the FALL 2023 English language arts assessment for Grade 3**

40%

**Percentage of Students Passing the Spring Assessments 2023**

Overall Performance Index: 47.1

	Reading	Mathematics
Grade 3	22.2	14.8
Grade 4	26.7	6.7
Grade 5	64.7	11.8
Grade 6	19.21	7.7

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

## Percentage Levels Of Students On The Ohio English Language Proficiency Assessment (OELPA) 2023 Results

Emerging	25%
Progressing	75%
Proficiency	0%

### 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.*

In the 2021/2022 school year all our Kindergarten students are on RIMPs denoting that they are not on track for grade level standard proficiency in English Language Arts. This number jumps significantly when we look at first grade where we have all our students on RIMPs. We know that every moment of reading instruction and engagement with text matters and giving students more reading instructional time over the summer months could help save some of students between their Kindergarten and first grade year. When considering our entire K-3 student population, 88% are not on track with reading skills as measured by the KRA and iReady. More than 88% of our student population is struggling with reading and it is up to us to intervene, remediate, and support. Drilling down to grade three specific data we see that currently 57% of our third-grade students did not meet the promotion score on the state ELA OST test and are at risk of being retained. As noted on our most recent local school report card (2021-2022 school year), the district met 1 out of 5 indicators 1.5 earning a grade of an F. We believe that parental involvement and a strong parent education continuum model can help us in the effort of raising overall student achievement. Additionally, data from the 2021-2022 school year shows that 17 out of 20 Kindergarten students 88% were not on track, as measured by RIMPs, for grade level English Language Arts standards creating an urgent need to mobilize resources in early literacy support for students, families, and teachers.

Although we have pacing guides and curriculum maps in ELA for all grade levels, we need to spend time making sure our instruction matches the rigor of the Ohio Learning Standards. We have not been able to spend enough time collaborating to vertically align our work either. We need to provide specific, ongoing, embedded professional development to complete this work and provide all staff with a common understanding of the language and literacy continuum.

### 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.*

- Lack of participation in Headstart or preschool programs for incoming kindergarten students
- Not enough exposure to print/books for children before starting school.
- Misalignment of intervention supports student specific need.
- Lack of professional development on the five big areas of reading
- Few opportunities to collaborate to vertically align curriculum.
- Gaps in communication of at-risk student data to involved stakeholders.
- Lack of training in co-teaching.
- The turnover rate and loss of teachers is high. Last year, we lost 90% of our teachers, making the new staff need to be retrained in policies, procedures and the new curriculum.
- Instruction was not aligned to the Science of Reading.

## 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:

Increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 28.6% to 60% by Spring of 2024 as measured by the iReady diagnostics and universal screening assessments for phonemic awareness.

### Data:

Kindergarten started the year at risk at Initial Sound Fluency.

In first grade at the beginning of the year, 62% of 65 students 95% are at risk in phonemic awareness as measured by the IReady diagnostic Data.

The data showed a need to review the Kindergarten and First Grade curriculum and adult implementation on phonemic awareness. This review revealed that there is only incidental phonemic awareness instruction occurring in Kindergarten ( no explicit systematic instruction).

In First Grade, phonemic research- based curriculum is available for teachers but there has not been any PD conducted.

The summaries of the RAP data teams also showed gaps in student achievement and growth, as well as gaps in service delivery, many of which were revealed through the formula for The Simple View of Reading and have already been addressed with a future curriculum adoption in the fall of 2024. For example, the district began an emphasis on teaching Word Recognition, however, we were weak in the category of Language Comprehension. We did not see results in Reading Comprehension. To give our K-3 teachers some basic understanding of this as well as the Science of Reading, they have participated in Dyslexia Modules provided by the Ohio Department of Education, and we had professional development with our sponsors and curriculum director on the Science of Reading. We have chosen Savvas My World Interactive and Savvas Interactive Science to provide students with rich, grade level text. Explicit vocabulary instruction is also a focus for our students. The academic coaches are providing professional development to support teachers in explicit instruction of vocabulary.

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

**Goal Statement:** By the end of the SY 2023-2024, the Stockyard Community students will increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 65% to 90% by Spring of 2024 as measured by the iReady diagnostics and universal screening assessments for phonemic awareness.

**Evidence-Based Practice:**

1.1 - Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge (Tier 1).

1.2 - Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary (Tier 1).

1.3 - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	District and School Leaders will develop systems to support teachers with creating and implementing effective early childhood literacy instruction.	Develop systems to support effective PreK literacy instruction by building the capacity of staff, students and families.	Develop data systems to support effective and efficient monitoring of PreK literacy skills
<b>Timeline</b>	January 24-June 24	January 24-June 24	January 24-June 24
<b>Lead Person(s)</b>	District and School Leaders (District Educational Team, Principal, Principal in	District and School Leaders (District Educational Team, Principal, Principal in	District and School Leaders (District Educational Team, Principal, Principal in

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

	Action Step 1	Action Step 2	Action Step 3
	Residence, and Instructional Coach).	Residence, and Instructional Coach).	Residence, and Instructional Coach).
Resources Needed	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring aligned with the evidence-based practices, resources/knowledge of instructional strategies [professional development for effective instructional and intervention strategies, support for parent involvement - how parents can support learning at home].	Job-embedded PD related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated instruction; high quality literacy resources.	Systemic Progress Monitoring Tool, job-embedded professional development, ongoing coaching and support.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Staff will acquire knowledge, skills and abilities of Scientifically Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner	· Implementation district wide with identified classrooms/schools.  Ongoing job embedded professional development regarding implementation and	Ongoing staff development and coaching support for all classroom teachers.  Schedule ongoing parent learning opportunities.

	Action Step 1	Action Step 2	Action Step 3
	together to build opportunities for learning at home.	utilization of the program and effective early literacy practices.	
Measure of Success	Collect baseline data on student literacy skills using the ELA iReady diagnostic assessment results.	Utilize systemic progress monitoring tools with additional informal teacher assessments.	Usage and Student growth from the beginning of the year and end of the year as measured by program, IReady ELA Spring Administration, report card data, and BOY KRA scores of students entering Kindergarten.
Description of Funding	If funds are needed, we will use funds from on Professional Development Budget.	If funds are needed, we will use funds from on Professional Development Budget.	If funds are needed, we will use funds from on Professional Development Budget.
Check-in/Review Date	Monthly	BOY, MOY & EOY	Monthly

**Goal 2 Statement:** By the end of the SY 2023-2024, the Stockyard Community third grade students who are identified as needing ESL services or as English Learners (EL) will demonstrate a 5-percentage point increase in proficiency on the state’s ELA Assessment.

**Evidence-Based Practice:**

3.1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary (Tier 3).

3.2 - Teach students to decode words, analyze word parts and recognize words (Tier 1).

3.3 - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1). 3.4 - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Tier 2)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	District and School Leaders will develop systems to support teachers with creating and implementing effective Reading Improvement and Monitoring Plans.	District and School Leaders will develop systems to support effective K-3 literacy instruction by building the capacity of staff, students, and families.	District and School Leaders will develop data systems to support effective and efficient monitoring of K-3 literacy skills.
<b>Timeline</b>	January 24-June 24	January 24-June 24	January 24-June 24
<b>Lead Person(s)</b>	District and School Leaders (District Educational Team, Principal, Principal in Residence, and Instructional Coach).	District and School Leaders (District Educational Team, Principal, Principal in Residence, and Instructional Coach).	District and School Leaders (District Educational Team, Principal, Principal in Residence, and Instructional Coach).
<b>Resources Needed</b>	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring, training resources/knowledge of instructional strategies [professional	Job-embedded PD related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated	Systemic Progress Monitoring Tool, job-embedded PD, ongoing coaching and support



	Action Step 1	Action Step 2	Action Step 3
	development for effective instructional and intervention strategies, support for parent involvement - how parents can support learning at home	instruction; highquality literacy resources.	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Use Certify System to monitor completion/compliance of Notification Letter, RIMP, and Intervention Flags.  Identify data collection strategies to support Progress Monitoring.	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner together to build opportunities for learning at home.	June - July 2024 Summer School Implementation · Summer professional development.  Utilize with K-3rd grade students · Digital Student Rostering.  Ongoing job embedded professional development regarding implementation and utilization of the iReady tool and effective early literacy practices.  Student training on access the iReady Program/Tool · Parent learning opportunities.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of students moving to on-track status, improved score on State Report Card, “Closing the Gap”.	iReady progress monitoring, MAP, increase in the # of students that move from not-on-track to on-track.	Usage and Student growth from the beginning of the year and end of the year as measured by iReady assessment scores.
Description of Funding	If funds are needed, we will use funds from on Professional Development Budget.	If funds are needed, we will use funds from on Professional Development Budget.	If funds are needed, we will use funds from on Professional Development Budget.
Check-in/Review Date	Monthly	BOY, MOY & EOY	Monthly

## 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.*

The district will use diagnostic data, iReady, three times a year, and OST data. Initially in September to obtain baseline data and as a diagnostic to determine on track/not on track students as required for the Third Grade- Ready Guarantee. After the universal screener, teachers will identify the academic levels and literacy deficit are if needed additional diagnostic testing will be done to make sure students are placed into the correct intervention. Then teachers will create targeted Reading Intervention Monitoring Plans (RIMP). Homogeneously differentiated student groups will be identified, instructed, and adjusted to the results of progress monitoring and frequent assessments. Intervention/ reteach, practice, and enrichment plans will occur utilizing evidence-based practices and strategies,

Teachers will monitor Tier 2 & 3 students biweekly or monthly. RTI meetings will look at the progress monitoring data to ensure the differentiated groups of students are all allowing adequate progress. If students are not showing progress, adjustments will be made to the RTI groups. TBT's will meet bi-weekly to discuss and analyze data from the benchmark assessments, progress monitoring, assessments in the district's adopted literacy curriculum, or formative assessments using the 5- Step process and make adjustments to core instruction if the percentage of mastery was not met based on the smart goal.

Additional grade level teams will share evidence based instructional strategies that support students becoming proficient readers. Individual student RIMPS will be reviewed / updated every 8-10 weeks documenting student progress and making decisions about what to do next to advance their language and literacy skills. Based on the newly obtained data, specific students may receive additional decoding/fluency surveys to determine additional needs. Teachers of learners who are not progressing towards the goal will receive increased support from Instructional Coaches. Additional professional development will also be afforded to staff around embedded literacy instruction.

Attendance and discipline data will also be considered to determine if there is a correlation with a lack of student performance. Adjustments will be made to interventions, both academic and/or behavioral necessary. These students will be offered additional support such as afterschool tutoring, mentoring, or wrap, or wrap around service supports from outside providers. The benchmark data will be given again in January and May. Teacher Based Teams, Instructional Coaches, Curriculum Director, and administration will monitor the progress of these goals.

## 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.**

Scientific studies have found that explicit systematic phonics instruction is the most effective way to teach children how to read. It is important to teach letter sounds in a systematic way, beginning with simple letter sounds and then moving onto more complex associations. “Systematic and explicit phonics instruction improves children word recognition, spelling, and reading comprehension, and is most effective when it begins in kindergarten, and first grade. Educational Research has identified two basic processes necessary for learning to print. The first process can be taught through phonics and can lead to students comprehending the meaning of text. Phonics and word analysis of alphabetic knowledge and phonemic awareness, it will be difficult for students to move onto the more complex skills of this practice. A strong systematic phonics component taught as articulated in the district- adopted reading program and supplemental materials as Reading. Additional phonics instruction will take place in core reading small groups and in the RTI block. Learning to recognize letter patterns and word parts will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy and comprehension.

School is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3 grades, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation.

The Leadership Team analyzed data obtained from achievement, benchmarking and diagnostic testing to obtain valuable information about students’ reading strengths and gaps in grades K-3. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across our school. Prioritizing the most pressing needs of our students, along with data-based and

appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.

Students' progress will be evaluated on a weekly basis through the use of classroom assessments at grade level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RTI and the possible need for more intensive services (i.e., tier 2 and 3 interventions, special education) will be discussed and acted upon. This weekly data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) quarterly.

Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education) the following strategies will be utilized in order to enact the Local Literacy Plan described above, based on the logic model provided by the Simple View of Reading.

In grades K-3, our 90 minutes literacy block is based on the reading pillars designated as the non-negotiable components of daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)

In grades 4-8 our 90-minute literacy block is based on the reading pillars comprehension and vocabulary. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)

By implementing all of the research-based strategies and plans listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficiency for all of our students in the area of English Language Arts.

#### 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.*

The district is committed to the Evidenced based Strategies and ensures that they are implemented and supported systemically. We will ensure its effectiveness through monitoring the progress of an adult implementation. We will use the following measures to monitor effective implementation.

1. Instructional Frameworks and Individual Teacher Lesson Plans

Instructional Plans are designed in alignment with the Instructional Framework to ensure that Identified targets are adequately addressed. Teacher Lesson Plans are submitted weekly and monitored by the building principals with feedback pertaining to the literacy instruction, ensuring accessibility to all learners- and addressing any learning needs and academic barriers. K-3 lesson plans must address Phonemic awareness and Phonics deficits.4-8 Lesson Plans must address all components of the Teaching, effective Feedback, and Teacher- Student Relationships. Through embedded PD, coaching will continue to support individual teacher needs around these strategies, leading towards ongoing teacher professional growth.

## 2. Classroom Observations and Principal Walk- Through Forms

The building administrators conduct regular observations to observe, gather, and analyze classroom instructional practices. Written feedback from observations and walk- through is shared with the observed teacher and used as a discussion prompt in follow- up conversations. The combined data is tallied and analyzed for grade level building leaders ensure that the following non-negotiable items are followed. Building trends and to guide the building/district focus and actions using the OIP framework. The K-3 Walkthrough data includes monitoring non-negotiable literacy expectations, which are recorded on the Walk- Through Form. As part of our literacy monitoring, building leaders ensure that the following non-negotiable items are followed. These observations and walkthrough data will be used to drive discussions, coaching, and professional development, leading toward ongoing teacher and school building improvement.

- 120 minutes per day of ELA time
- 20 minutes per day of Phonological Awareness (Heggerty)
- 30 minutes Phonics ( Foundations)
- Strategies to Practice (Bridge to Practice)
- 30 minutes of iReady Curriculum
- 40 Differentiated embedded into daily routines in both small and whole group
- Alignment with Grade Level Instructional Plans

The 4-8 Walkthrough Forms will concentrate on implementation of the adopted Instructional Framework with a specific focus, determined by the Building Leadership Teams in cooperation with the District Leadership Team.

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

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

To ensure that the proposed evidence-based strategies will be effective and improved upon the strategies utilized during the two prior consecutive school years, the district will:

- Progress monitor using iReady quarterly for all students.
- Progress monitor using iReady monthly for all students who are not on track.
- Review intervention data bi-weekly at TBT meetings across all grade levels. Data will be the discussion weekly.
- Instruction and strategies will be modeled, and all K-3 teachers will be provided with appropriate support throughout the year.

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

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. 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.*

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

<b>Pillar</b>	<b>Audience</b>	<b>PD Topic</b>	<b>Timeline</b>
Foundational Skills	Grades K-3	Heggerty	Fall 2024
Science of Reading	Grades K-8	Ohio’s Course on LMS	Spring 2025
Dyslexia Pedagogy	Grades K-8	Ohio’s Dyslexia Course on LMS	Spring 2025

The school’s professional development model is exemplified through embedded coaching, much like that endorsed by the state of Ohio. Instructional coaching is provided by designated coaches as well as by trained building administrators. **Intensive:** We will continue to focus our efforts on the Reading Comprehension prong to the Simple View of Reading at the elementary level and evidence-based strategies within the related research.

**Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. The professional development plan will include all staff in grades K-8, and district level administrators in collaboration with outside consultants working together to increase the instructional skills of staff, which will in turn, increase the reading comprehension skills of students. Established teacher-based teams meet weekly to review student data, set goals and implement interventions to increase student achievement.

**Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. Our professional development will include opportunities for staff and administrative learning. Using our current instructional coach educators will have access to modeling, data, discussions, observation and feedback all of which are job-embedded. The job-embedded support will continue via building administrators who will be able to provide support to staff in real time.

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

**Classroom Focused:** Related to the practices taking place in the learning environment during the teaching process. The professional development plan is directly related to the practices taking place in the learning environment. The District Leadership Team is goal oriented toward improving reading skills across the



district. The professional development will allow staff to use scientific research based instructional literacy strategies.

Also, necessary coaching could also occur by outside consultants contracted by the school. The outcomes of the professional development plan will be measured in multiple ways: observational data collected via instructional rounds using a school template, as well as ultimately by student outcome data (iReady and OST results).

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

Resources Required	Outcome/ Evaluation
<p>3. Internal facilitators will deliver development on engaging learning strategies. Google Badges will be created for personalized learning plans centered on student engagement strategies.</p>	<p>All stakeholders will grow their skills how to make classroom instruction engaging resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the school’s walk tool will measure both students’ time on tasks and the engagement strategies utilized in the lesson. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data will be reported will include: TBT/BLT/DLT notes, lesson plan.</p>
<p>4. The team will deliver professional development on student-to-student interactions. Google Badges will be created for additional personalized learning plans on strategies for student -to-student interactions.</p>	<p>All stakeholders will improve their skills in implementing effective student -to-student interactions resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the school’s walk will measure the frequency and use of student-to-student interactions. Attendance reports and Google Badge certificates will be kept to document participation in professional learning, Other data that will be reported will include: TBT/BLT/DLT notes, lesson plan</p>

**\*\*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.**

**\*\*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.**

## APPENDICES

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