



March 4, 2024

Dear Superintendent Davenport:

Thank you for submitting the DAMPE 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 RAP provides a clear explanation of the data and its use in creating the plan.
- The external and internal factors impacting student achievement are identified and explained.
- The RAP includes a clear outline of what the professional development will include, along with an explanation of why it is important.

This plan will benefit from:

- Consider providing specifics about how the school will implement the gradual release model and monitor its goals because doing so would make the plan stronger.
- The RAP references using programs, materials, or strategies not aligned with the science of reading.
- The professional development section mentions professional development in the curriculum being used. Consider including it in the Action Map for Goal 1.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If DAMPE 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. 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: Cincinnati Charter Schools Collaborative

DISTRICT IRN: 017212

DISTRICT ADDRESS: 2945 Gilbert Ave., Cincinnati, Ohio 45206

PLAN COMPLETION DATE: 12/14/2023

LEAD WRITERS: Sandra Harris, Academic Curriculum & Instruction Coordinator

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
Jerome Johnson	CCSC Operations Supervisor	Cincinnati Charter Schools Collaborative	jjohnson@dohncincy.org
Javorie Bryant	CCSC Operations Manager	Cincinnati Charter Schools Collaborative	jbryant@dohncincy.org

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

Name	Title/Role	Location	Email
Michelle Simpson	Principal	Cincinnati Charter Schools Collaborative	msimpson@dohncincy.org
Tanquary Dale	School Leader	Cincinnati Charter Schools Collaborative	tdale@dohncincy.org
Tynetta Hurdle	Kindergarten Teacher	Cincinnati Charter Schools Collaborative	thurdle@dohncincy.org
Sarah Miller Willis	Special Education	Cincinnati Charter Schools Collaborative	smillerwillis@dohncincy.org
Paula Goodloe	Middle School Math Teacher	Cincinnati Charter Schools Collaborative	pgoodloe@dohncincy.org
Sandra Harris	Academic & Curriculum Coordinator	Cincinnati Charter Schools Collaborative	sharris@dohncincy.org

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 Reading Achievement Plan was developed by initially completing a comprehensive review and evaluation of all reading performance data available for our k-8th grade students, including utilizing the measurement system governed by the Ohio Department of Education research-based Renaissance STAR Assessment. Based upon the data, the team then completed a needs assessment to determine the causes in order to support the foundational skill mastery and reading comprehension mastery.

The implementation of regular monitoring assessments were put in place to track students' progress and growth while monitoring and developing instructional practices to address the deficiencies that have been identified. The primary responsibility for monitoring the action plan implementation is the school Principal with oversight from the Operations Supervisor and Academic Curriculum & Instruction Coordinator. The monitoring of the plan will include research-based STAR Assessments, student performance assessments, class assessments and classroom observations to ensure the instructional strategies are being implemented and delivered to meet the needs of the students.

The monitoring of the plan and student achievement is an essential part of the Reading Achievement Plan and will be used to modify instructional strategies and the mandatory professional development in order to meet the targets of the Reading Achievement Plan.

A mandatory accelerated program of professional development has been unveiled and is being delivered to all instructional staff. The professional development will be ongoing and will be adjusted as needed based on the performance results achieved by DAMPE's students.

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

The Reading Achievement Plan has been communicated to all instructional staff, parents and stakeholders through school communication platforms, informative meetings and written communications. Quarterly monitoring results of the plan's progress will be communicated in a similar manner, as well as, any changes or modifications to the plan.

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

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

The Reading Achievement Plan is aligned with the School Improvement Plan goals, strategies, implementation, action steps and measurement with the School Improvement Plan. Both plans have included exceptional professional development implementation and improvement goal, research-based assessments and instructional strategies to refine and improve student outcomes. The alignment of the Reading Achievement Plan and the School Improvement Plan allows the school to understand, focus on and outline reading instruction and support for the student. The Reading Achievement Plan focal point is on data analysis, instructional improvement and mandatory professional development of instructional staff. These processes will lead to an overall improvement in prime instructional planning and delivery, and improvement in student outcomes.

**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.**

Grade	Fall 2019 NWEA MAP T2 T3	Fall 2020 Results T2 T3	Mid Year 2021 T1, T2, T3	Spring 2021 T2 T3	TOOL
K	136	616	670	700	STAR Reading
1	149	666	688	813	STAR Reading
2	154	760	767	810	STAR Reading
3	163	883	872	851	STAR Reading
4	176	888	922	881	STAR Reading
5	194	905	947	938	STAR Reading
6	193	949	986	1004	STAR Reading
7	204	978	976	969	STAR Reading
8	196	980	1008	992	STAR Reading

STAR Assessment- Students receive a scaled score (SS) i.e. growth score, which is based on the difficulty of the questions and the number of correct answers. Scaled scores are useful for comparing your child's performance over time and across grades. STAR Reading scaled scores range from 0-1400.

STAR Reading is an assessment of reading comprehension and skills for independent readers through grades K-12. STAR Reading tracks development in five domains: 1) Word Knowledge and Skills, 2) Comprehension Strategies and Constructing Meaning 3) Analyzing Literary Text 4) Understanding Author's Craft 5) Analyzing Argument and Evaluating Text.

On the Fall 2020 Assessments, 96% of students in grades K-8 scored in the Urgent Intervention range in reading. The mid-year assessment goal, projected 85% of students would increase their individual growth score in reading by 2 - 4 points. The actual results reflect, students in grades K – 6th and 8th meet the estimated average growth score in reading.

- The Spring 2021 Assessment results indicates:
 - 1) June 2021 SIP Goal was not met
 - 2) Increased growth scores in grades K, 1st, 2nd, and 6th in reading

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

Grade	Fall 2021	Mid Year 2022	End of Year 2022	Tool
K	636	640	716	STAR Reading
1	681	681	688	STAR Reading
2	746	765	780	STAR Reading
3	815	773	792	STAR Reading
4	852	898	906	STAR Reading
5	884	954	938	STAR Reading
6	935	938	920	STAR Reading
7	930	882	939	STAR Reading
8	928	996	992	STAR Reading

The Fall 2021 Assessment estimated 85% of students would increase their individual growth scores by 2 or more points to further decrease the total percentage of students scoring below the benchmark and increase the average scores in reading. Overall the 85% school-wide goal was not met; as 35% of students in grades K-8 increased their individual reading growth score by 2 or more points.

Renaissance STAR Assessment

Grade	Test Administered	Fall 2022	Fall 2023	Lowest Scaled Score % Median Scaled Score % Highest Scaled Score %
K	STAR Reading	630	665	LSS 599 – 4% MSS 665 – 22% HSS 763 – 81%
1	STAR Reading	698	733	LSS 583 – 1% MSS 733 – 23% HSS 808 – 67%
2	STAR Reading	721	717	LSS 691 – 1% MSS 717 – 1% HSS 803 – 13%
3	STAR Reading	805	788	LSS 715 – 1% MSS 788 – 2% HSS 974 – 61%
4	STAR Reading	862	872	LSS 615 – 1% MSS 872 – 4% HSS 1014 – 57%
5	STAR Reading	937	891	LSS 891 – 3% MSS 781 – 1%

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

				HSS 986 – 21%
6	STAR Reading	959	950	LSS 869 – 1% MSS 950 – 5% HSS 1048 – 36%

During the 2023-2024 school year, we will implement research-based reading interventions that will improve the reading skills for the K-8th Grades.

Our reading interventions will be targeted at instruction to accelerate students who are reading below grade level. Some of the strategies that will be implemented are word study.

Word Study Interventions will target student difficulty with text comprehension which stems from underlying issues with their foundational literacy skills.

- Phonemic Awareness which will provide opportunities for students to segment, blend, and manipulate phonemes that are presented orally before moving to print.
- Decoding strategies that will direct students on letter-sound correspondences and word patterns.
- High-frequency words usage will deliver discrete lessons on high frequency words from regular phonics lessons.
- Syllabication teaches the syllable types and have students break down longer multisyllabic into syllables and readable chunks.
- Spelling teaches students spelling patterns and complement activity with spelling tasks.

Focusing on Fluency Skills because learning to read words with automaticity and connected text with fluency are crucial for comprehension.

Building Comprehension: Content Knowledge and Comprehension Strategies. This intervention will support students in obtaining the knowledge on the content or topic of the text in order to grasp its full meaning.

Vocabulary Interventions and Implementing Learning Farm which is an Ohio state standards-based practice and Instruction. Learning Farm, houses an extensive library of original literary and informational texts which enables students to acquire the skills of 21st century literacy.

I-Ready Reading and Writing that teaches students and help to build upon their foundational skills such as phonological awareness, high-frequency words, and phonics.

Furthermore, we will continue to use data to determine eligibility and inform instruction to determine those that need addition supports in Tier 1, Tier 2 targeted intervention, or Tier 3 intensive intervention.

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.

Internal and external factors believed to contribute to low reading achievement within DAMPE may consist of:

- Students relocated in and out of the school district annually-
Student mobility can both positively and negatively affect student’s academic and social behavior. Grades can drop, behaviors can change, and in some cases students can even drop out of school.
- High Poverty-100% Free and Reduced Lunch-
High Poverty affects a child’s ability to succeed both academically and socially in a school environment. It is well documented that poverty does affect a child’s readiness for school through aspects of health, home life, schooling and neighborhoods.

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

- **Inexperienced Teachers-**
Research shows that teacher qualifications and experience matter for the opportunities students have to learn, their well-being, and their academic outcomes.
- **High Teacher attrition rate-**
Teacher turnover increased 4 percentage points above pre-pandemic levels, reaching 10 percent nationally at the end of the 2021–2022 school year.
- **Lack of family reinforcement at home of skills learned-**
Parents helping students with homework has a multitude of benefits including spending individual time with children, enlightening strengths and weaknesses, making learning more meaningful, and having higher aspirations while managing behaviors.
- **A need for additional and continuous Professional Development-**
Effective Professional Development helps teachers improve their understanding of how to deliver effective education, and ensures they can adapt to the changing needs of students.
- **A need for a researched-based Academic Curriculum Program and resources, including textbooks-**
Administrators and educators must work to ensure that internal consistency within the school and grade level is a key aspect of their curriculum. This can and is achieved when students can expect to acquire the same skills and understanding regardless of the experience level of their teachers.

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.

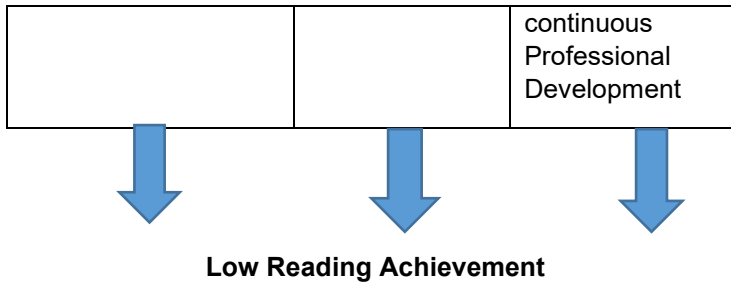
The root causes analysis is a process that helps identify the underlying reasons for a problem or issue. In the context of DAMPE’s Reading Achievement Plan, it can help identify the root causes of low reading scores and develop strategies to address them.

Root Causes

Factors contributing to Low Reading Achievement

Grades K-2: lack a firm foundation in phonics, grammar and vocabulary.	Lack of family reinforcement at home of skills learned	Inexperienced Teachers
Grades 3: Identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts.	High Poverty- 100% Free and Reduced Lunch	High Teacher attrition rate
		A need for additional and

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



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 1

By June 2024; all students in grades K-3 will demonstrate growth in reading by increasing their growth on the STAR Reading assessment (which assesses multiple CCSS reading standards) by at least one level towards meeting the standard to the intervention category (between 11-24 percentile rank).

Goal 2

By June 2024; school wide average daily attendance will improve from the current rate of 75.8% to an average daily attendance rate of 90%.

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

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: By June 2024; all students in grades K-3 will demonstrate growth in reading by increasing their growth on the STAR Reading assessment (which assesses multiple CCSS reading standards) by at least one level towards meeting the standard to the intervention category (between 11 – 24 percentile rank).

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide professional development (PD) for all instructional staff on the STAR system.	Provide on-going professional development (PD) for all instructional staff on the use of the strategies listed in the inquiry process section, learning intentions and success criteria of the Ohio common core standards.	Implement the Ohio Improvement Process by creating a Building Leadership Team (BLT).
Timeline	December 2023 – June 2024	December 2023 – ongoing	December 2023 – June 2024
Lead Person(s)	Educational Team, School Leaders, Curriculum Coordinator	Education Team, School Leaders, Curriculum Coordinator	Education Team, School Leaders, Curriculum Coordinator
Resources Needed	Trainers to support PD for teachers and staff	Trainers to support PD for teachers and staff	Team of stakeholder to create roles and responsibilities
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will receive training, coaching and support.	Curriculum leaders will create a list of strategies for intervention in the district. The strategies will be communicated to all stakeholders.	Education Team will create a list of roles and responsibilities for each Building Leadership Team member.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Professional Development Plan Sign-In Sheets STAR Data State and Federal mandated test results STAR Assessments Informal and Formal Observations Lesson plans Data Walkthroughs	Professional Development Plan Sign-In Sheets, Use of evidence-based strategies in lesson plans. Progress Monitoring Results Data Walkthroughs STAR Data Lesson Plans Walkthroughs	Monthly BLT meeting with required Sign-In Sheets BLT Progress Notes
Description of Funding	N/A	N/A	N/A
Check-in/Review Date	1/19, 2/16, 3/15, 4/19, 5/17	1/19, 2/16, 3/15, 4/19, 5/17	1/19, 2/16, 3/15, 4/19, 5/17

Goal# 2 Action Map

Goal Statement: By June 2024; school-wide average daily attendance will improve from the current rate of 75.8% to an average daily attendance rate of 90%.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	Established attendance support measures committee to improve attendance via school-parent-community partnerships.	Complete weekly attendance and participation verifications and refer students as applicable per HB 410 requirements.

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

	Action Step 1	Action Step 2
Timeline	December 2023 – ongoing	December 2023 – ongoing
Lead Person(s)	Principal and/or School Leaders and staff	Principal and/or School Leader and staff
Resources Needed	Pupil Services, Office Manager and Attendance Officer	Pupil Services, Office Manager and Attendance Officer
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Committee Meeting Notes and HB 410 notices	Committee Meeting Notes and HB 410 notices
Measure of Success	Daily Attendance Logs, Stakeholder Communication	Daily Attendance Logs, Stakeholder Communication
Description of Funding	N/A	N/A
Check-in/Review Date	Daily Check-in and Daily Review	Daily Check-in and Daily Review

****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.

Progress monitoring of the Reading Achievement Plan will be performed through thorough analysis of student performance data and tracking by using the Gradual Release Model. School Leaders, Lead Teachers and the Education Team members will be fully trained in the use of this model. The goal of the Gradual Release of Responsibility Framework is to provide appropriate instruction, moving students towards independence. Importantly, the Gradual Release of Responsibility Framework does not have to be linear. Based on the instructional objectives, educators may appropriately choose to begin in any part of the framework.

- Focused Instruction
- Guided Instruction
- Collaborative Learning
- Independent Learning

Monitoring goals is critical in ensuring that the goals outlined with the Reading Achievement Plan are effectively and accurately implemented. Importantly, the focus on Ohio's Learning Standards, and the correct alignment of curricula resources that support student development in the targeted areas will ensure that the goals of this plan are met and exceeded. The four key principles that are essential in the evaluation of progress are:

- Assessment: Implementing rigorous assessments that provide meaningful data
- Analysis: Examining the results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teaching effectively what students most need to learn.
- Culture: Creating an environment in which data-driven instruction can thrive.

These four key principles will serve as the core to monitoring progress and the implementation of ensuring the correct data is being monitored, measured and reported.

**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.**

Based upon our research-based diagnostic and interim testing data, as well as formal and informal testing data grades K-2 lack a firm foundation in phonics, grammar and vocabulary. Whereas grade 3, lacks identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts. With a determined concentration plan designed to ensure that our K-3 is mastering these essential skills. With the addition of the I-Ready Standard Curriculum Program to ensure consistency in lesson delivery for literacy instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and mastery in phonics, fluency and comprehension. Using Heggerty Phonemic Awareness Curriculum research provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. All students will participate in the lessons as part of the Tier 1 curriculum in K – 3rd classrooms. Studies have shown that phonemic awareness is a foundational skill, essential for learning to read. As students learner to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.

Furthermore, the average daily attendance rates are negatively impacted by student demographics, social-economic factors and the global pandemic. Looking at all absences is important because, regardless of why they are missing school, students do not learn when they are not in class. Research shows that chronic absenteeism increases a student's risk of academic failure and is an early predictor of high school dropout rates.

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

**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.*

Grades K-3: Improve phonemic awareness skills through the use of read aloud, the use of word walls, the gradual release model (e.g. I do, We do, You do), online platforms such as MobyMax, direct instruction with blending, improve fluency through repeated reading, building stamina by reading to self or partner reading, explicit vocabulary instruction, create learning intentions and success criteria for each lesson, model think aloud, use of leveled readers through RAZ Kids, small group guided reading instruction, instruction planned and implemented through the use of district pacing guides for specific grade levels. The implementation of attendance supportive measures with families i.e. family-school-community partnerships, daily phone calls, truancy committee meetings, student incentives for attendance and participation, and review attendance and participation reporting procedures and protocols.

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.*

Professional Development Plan

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

To ensure that K-8 teachers are provided with opportunities that encourage collaboration and the sharing of resources while practicing learned strategies, a few of the professional development training sessions will take place throughout the school year. Heggerty Professional Development learning opportunities provide support for implementation of the phonemic awareness lessons in a classroom setting. They also give teachers and staff a common language around the lessons, fidelity of implementation with phonemic awareness skills, and consistency of instruction among classrooms.

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

The Heggerty Professional Development program introduces the curriculum, and consists of trained teachers and Reading Specialists who encourages continued life-long learning opportunities.

Intensive: Focused on a circumspect concept, practice or program.

Learning delivery methods are the main five ways of organizing learning experiences using specific technology and facilities. They include face to face training, online learning, virtual classrooms, blended learning and mobile learning. In order to capture and differentiate the learning for all learner, the Gradual Release of Responsibility Model will also be utilized. The Gradual Release of Responsibility Model ensures that all staff are supported in their acquisition of the skills and strategies necessary for success.

In addition, the implementation and training of assessing teacher understanding will be conducted. Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.

Short-Cycle Assessments will be utilized to track standards mastery progress of the students and to allow for grade-bands and different content areas to collaborate on common literacy standards.

Collaborative: Teacher collaboration happens when educators work together to create innovative lesson plans, discuss concerns about student achievement or behavior, determine student progress and challenges.

There will be an implementation of Data Strategy Collaborations that will focus on student data to ensure foundational skills mastery. The data collaborations will consist of all grade levels, and will allow for instructional staff to demonstrate their concrete understanding of literary practices and strategies.

Job-Embedded: Collaborative work is the focus of job-embedded professional development, evaluating and solving problems of practice in order to improve teacher quality.

The utilization of student performance data to inform decisions of job-embedded professional development. In addition to the alignment of teacher evaluation with the teacher learning occurring in job-embedded professional development so teachers can regularly strengthen their practice. While measuring the progress of teacher and student learning to ensure the success of all.

Data-Driven: Based upon and responsive to real-time information about the needs of instructors and their students.

The K-3 Data Meetings are data driven and allow the instructional staff to discuss real-time data and develop strategies on how they will address individual student results.

Instructionally-Focused: The relationship of practices that are taking place in the learning environment during the teaching process.

Teaching instructors the aspects of professional development by transferring what is learned outside the classroom to instructional practice. Continuous training, observations, and feedback are provided on daily and weekly basis by the Academic Coordinator and Education Team, as well as lesson plans and delivery.

APPENDICES

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

Glossary of Terms

1. Cincinnati Charter Schools Collaborative (CCSC)
2. Dance, Arts, Music, Physical Education (DAMPE)

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