



March 4, 2024

Dear Superintendent Farah:

Thank you for submitting the Focus Learning Academy of Northern Columbus 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 goals listed in the RAP are clear and key components needed for success are clearly identified.
- The RAP includes a goal around family engagement. This directly links back to the needs identified as external factors contributing to student performance.
- The professional development outline provided is clear and detailed.

This plan will benefit from:

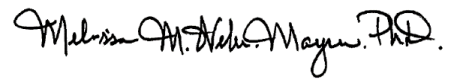
- Consider including specifics about how all of the district's the plans are all aligned (MTSS and Title 1, One Plan).
- For each goal, consider including a check-in/review date on the action map. This will help ensure that your school is on-track to meeting the goal.
- The progress monitoring section only includes monitoring for adult implementation and not for student learning. Consider including a description of how student learning will be monitored.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Focus Learning Academy of Northern Columbus 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: Focus Learning Academy of Northern Columbus

DISTRICT IRN: 142943

DISTRICT ADDRESS: 1900 East Dublin Granville Road Columbus Ohio, 43229

PLAN COMPLETION DATE: December of 2023

LEAD WRITERS: Travis Budd / Khuloud Alissa / Monika Miller, Sid Casino, Renee Jefferson, Nicole Budd, Kelsey Flinn, Patricia Goldrick, Naima Guled, Bethany Howard.

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
Abdizirak Farah	Superintendent	1900 E. Dublin Granville Rd.	afarah@focusacademynorth.org
Travis Budd	Assistant Superintendent	1900 E Dublin Granville Rd	tbudd@focusacademynorth.org
Sid Casino	Principal	1880 E. Dublin Granville Rd.	scasino@focusacademynorth.org
Renee Jefferson	Principal	1900 E. Dublin Granville Rd.	rjefferson@focusacademynorth.org
Nicole Budd	District Administrator/ School counselor	1900 E. Dublin Granville Rd.	nbudd@focusacademynorth.org
Monika Miller	Testing Coordinator	1880 E. Dublin Granville Rd.	mmiller@focusacademynorth.org
Kelsey Flinn	SPED Coordinator	1880 E. Dublin Granville Rd.	kflinn@focusacademynorth.org
Khuloud Alissa	Data Consultant	1900 E. Dublin Granville Rd.	akhuloud@focusacademynorth.org
Bethany Howard	Instructional Coach	1900 E. Dublin Granville Rd.	bhoward@focusacademynorth.org
Naima Guled	Curriculum Coordinator	1900 E. Dublin Granville Rd.	nguled@focusacademynorth.org
Patricia Goldrick	Assistant Principal TESOL Coordinator	1900 E. Dublin Granville Rd.	pgoldrick@focusacademynorth.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 District Leadership team developed the reading improvement plan in collaboration with the Building Leadership Teams from both Focus North and Focus Central. Teacher team leads are included in BLT meetings to create vertical alignment within the entire staff.

Growth and progress will be shared on the morning announcements and displayed throughout the school.

The District Leadership Team will create accountability measurement tools for Adult Implementation and student achievement. District Measurement TOOL data will be analyzed at all team meetings, DLT>BLT>TBT. Goals and public acknowledgment for student growth, will help motivate both students and staff to have a growth mindset.

High quality Professional Development, coaching, observation, and improvement cycle. Focusing on classroom observation / implementation of district strategies, and cross referenced with student achievement data.

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 to existing District MTSS and Title I school improvement efforts. Focus has aligned the reading improvement plan, to the ONE PLAN and goal reporting periods.

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.**

KRA		
	Fall 2022	Fall 2023
Demonstrating Readiness	10- 9.1%	11- 13.4%
Approaching Readiness	30- 27.3%	25- 30.5%
Emerging Readiness	70- 63.6%	46- 56.1%
Total Students	110	82

Fall 3rd Grade OST ELA		
	Fall 2022	Fall 2023
Students who met the promotion score (685 OR 47)	19- 27.9%	44- 44.4%
Students who did not meet the promotion score	49- 72.1%	55- 55.5%
Total Students	68	99

Fall 3rd Grade OST ELA		
	Fall 2022	Fall 2023
Limited (1)	26- 38.2%	40- 40.4%
Basic (2)	10- 14.7%	27- 27.2%
Proficient (3)	7- 10.2%	20- 20.2%

Accomplished (4)	4- 5.8%	9- 9.0%
Advanced (5)	3- 4.4%	3- 3.0%
Total Students	68	99

Spring 3-8 OST- All Students		
	Spring 2023	Spring 2024
Limited (1)	105- 26.9%	pending
Basic (2)	108- 27.6%	pending
Proficient (3)	84- 21.5%	pending
Accomplished (4)	71- 18.2%	pending
Advanced (5)	23- 5.9%	pending
Total Students	391	pending

Spring 3rd Grade OST		
	Spring 2023	Spring 2024
Limited (1)	24- 37.5%	pending
Basic (2)	10- 15.6%	pending
Proficient (3)	8- 12.5%	pending
Accomplished (4)	7- 10.9%	pending
Advanced (5)	5- 7.8%	pending
Total Students	64	pending

Spring 4th Grade OST		
	Spring 2023	Spring 2024
Limited (1)	22- 36.6%	pending
Basic (2)	19- 31.6%	pending
Proficient (3)	10- 16.6%	pending

Accomplished (4)	7- 11.6%	pending
Advanced (5)	2- 3.3%	pending
Total Students	60	pending

Spring 5th Grade OST		
	Spring 2023	Spring 2024
Limited (1)	19- 20.2%	pending
Basic (2)	26- 27.6%	pending
Proficient (3)	20- 21.2%	pending
Accomplished (4)	25- 26.5%	pending
Advanced (5)	4- 4.2%	pending
Total Students	94	pending

Spring 6th Grade OST		
	Spring 2023	Spring 2024
Limited (1)	25- 33.3%	pending
Basic (2)	28- 37.3%	pending
Proficient (3)	15- 20.0%	pending
Accomplished (4)	6- 8.0%	pending
Advanced (5)	1- 1.3%	pending
Total Students	75	pending

Spring 7th Grade OST		
	Spring 2023	Spring 2024
Limited (1)	3- 5.4%	pending
Basic (2)	12- 21.8%	pending

Proficient (3)	16- 29.0%	pending
Accomplished (4)	15- 27.2%	pending
Advanced (5)	9- 16.3%	pending
Total Students	55	pending

Spring 8th Grade OST		
	Spring 2023	Spring 2024
Limited (1)	12- 22.6%	pending
Basic (2)	13- 24.5%	pending
Proficient (3)	15- 28.3%	pending
Accomplished (4)	11- 20.8%	pending
Advanced (5)	2- 3.8%	pending
Total Students	53	pending

OELPA K-8		
	Spring 2023	Spring 2024
Emerging	20- 5.2%	pending
Progressing	325- 84.9%	pending
Proficient	38- 9.9%	pending
Total Students	383	pending

K-3 Diagnostic: NWEA MAP				
	Fall 2022		Fall 2023	
	Off	On	Off	On
KG	59.8%	40.2%	34.4%	65.6%
1st	65.4%	34.6%	43.0%	57.0%
2nd	56.8%	43.2%	39.8%	60.2%
3rd	52.2%	47.8%	29.7%	70.3%

2022 Cut Scores: KG (137), 1st (156), 2nd (172), 3rd (187) 2023 Cut Scores: KG (130), 1st (149), 2nd (156), 3rd (173)

K-3 Dibels 8.0 Screener 2023-2024				
	BOY		MOY	
	Off	On	Off	On
KG	–	–	Pending	Pending
1st	60%	40%	60%	40%
2nd	48%	52%	51%	49%
3rd	50%	50%	33%	67%

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

EXTERNAL

- Significant number of students are enrolling with no prior education.
- Around 90% of our students have a limited understanding of the English language.
- There is a lack of exposure to literature outside of the school setting.
- Students are coming from low socioeconomic backgrounds.
- The above factors largely apply to parents as well.

INTERNAL

- Limited qualifications (licensure/endorsement) within our staff. Also, teachers have limited knowledge of the Ohio’s learning standards in English Language Arts, especially the foundation reading Skills.
- Transience—classes rotating through multiple instructors within a year.
- Limited intervention staff. RIMPs students can not currently be tended to adequately.

- Insufficient assessment tools to determine a need for RIMPs. Thus, they were being built on insufficient data and leading to ineffective intervention. This is being remedied with the introduction of Dibels as a screening assessment tool that helps find learning gaps in foundational skills and determine which students need intervention.

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.

A significant number of our students need an **intensified** intervention beyond Tier 1 core instruction to be able to accelerate their learning rate and close the reading achievement gap in a shorter period of time.

Limitations to this include:

- Limited funding that presents a challenge to implementing the necessary intervention.
- Inadequate qualifications among our staff that negatively impacts the effectiveness of instructional delivery.
- Limited access to High quality instructional materials (HQIM) and tiered instruction that are both data-driven and align with evidence- based strategies.
- Insufficient professional development that increases the educator's understanding of 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.*

Learners Performance Goals:

Goal 1:

By the end of 2024-2025 school year, at least 85% of our K-3 students are proficiently reading on grade level;”

To achieve this:

- All students will have access to differentiated core instruction that is culturally responsive, aligned with State Standards of English Language Art, Extended Standards, Socio-Emotional Standards, tied to Science or Reading, and also grounded in the Simple View of Reading Framework.
- All Students will complete Universal Screening and Diagnostic Assessments to identify the need for Reading Improvement and Monitoring Plan (RIMPs).
- Students RIMPs' goals will identify the intensity and frequency of reading intervention needed through a Multi-Tiered System of Support (MTSS)
- Progress monitoring tools will be used to measure the effectiveness of the tiered instruction to improve the students reading skills and determine the upcoming steps.

Note: This projected goal will be measured using the OST, NWEA, and Dibels 8.0 data.

Goal 2:

By the end of 2024-2025 school year, ALL students identified as emerging and progressing learners on the Ohio English Language Proficiency Assessment (OELPA) will be receiving TESOL services beside Tier one instruction to accelerate closing the reading gap and help them read on grade level.

To achieve this:

- Increase the capacity of the TESOL Program by hiring additional licensed TESOL teachers.
- Implement professional development that enhance the skills and knowledge of educators involved in TESOL services and address the unique needs of emerging and progressing learners.
- Adopt a TESOL curriculum that aligns with best practices, ensuring targeted and effective instruction to boost language proficiency and reading skills.
- Establish a Newcomer Program designed to assist the English Language Learners (ELL) who have recently arrived in the country. This program will offer targeted support during the initial adjustment period, facilitating a smoother transition for these students.

Adults Implementation Goals:

Goal 3:

Enhance the Educators capacity to provide reading instruction and intervention that align with the best language and literacy practices to improve students' reading skills and help them read proficiently on grade level.

To achieve this:

- Offer teachers professional development opportunities focused on implementing evidence-based language and literacy practices within a multi-tiered system of support.
- Provide teachers with instructional and peer coaching opportunities to enhance their expertise in evidence-based instructional practices, data-driven decision-making, and assessments.
- Reinforce training and coaching through formal and informal observations to ensure the effective application of the strategies taught.

Goal 4:

Develop multiple strategies to support families in their primary role in developing their children' language and literacy skills.

To achieve this:

- Provide families with the essential resources they need to support their children's learning such as books or technology access (as needed) such as chromebooks.
- Foster discussions about high learning expectations and consistently update families on their children's progress.

- Expand opportunities to integrate families and their children's home languages and cultures into the school's activities.

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 the end of 2024-2025 school year, at least 85% of our K-3 students are proficiently reading on grade level;”

To achieve this:

- All students will have access to differentiated core instruction that is culturally responsive, aligned with State Standards of English Language Art, Extended Standards, Socio-Emotional Standards, tied to Science or Reading, and also grounded in the Simple View of Reading Framework.
- All Students will complete Universal Screening and Diagnostic Assessments to identify the need for Reading Improvement and Monitoring Plan (RIMPs).
- Students RIMPs’ goals will identify the intensity of reading intervention needed through a Multi-Tiered System of Support (MTSS)
- Progress monitoring tools will be used to measure the effectiveness of the tiered instruction to improve the students reading skills and determine the upcoming steps (fading support or intensify intervention).

Evidence-Based Strategy or Strategies:

- Structured Literacy Instruction with Multisensory Approach of Reading based on the Science of Reading research and Simple View of Reading Framework
- Multi-Tiered System of Support (MTSS)
- Principles of Evidence-Based Professional Developments

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Adopt a reading curriculum that aligns with the Science of Reading, meets the requirements of high-quality instructional materials (HQIM), and aligns with the state learning standards of English Language Art, emphasizing building both	Use the following approved screening and diagnostic assessment tools to help collect data to determine the need for RIMPs and create the RIMP's targeted learning goals. <ul style="list-style-type: none"> • Dibels 8.0 Fluency assessment three times a year (BOY, MOY, and EOY). This tool is 	ALL students (on track/off track) will be grouped in small groups for reading instruction. Different strategies will be used to set up groups such as abilities, skills, or interest. Data from screeners, diagnostic assessments, progress monitoring, and

	Action Step 1	Action Step 2	Action Step 3
	<p>foundational reading skills and knowledge.</p> <p>(Appendix A): FLA- Science of Reading curriculum Adoption and Implementation process Checklist</p>	<p>specifically used as a screener to identify students with general reading/academic difficulties and the development of Dyslexia.</p> <ul style="list-style-type: none"> • NWEA MAP Assessment 3 times a year (Fall, Winter, and Spring.) • Dibels will be used as a progress monitoring tool to measure progress and collect accurate data, especially regarding students who are receiving intensified intervention but not making progress toward their RIMPs goals. <p>(Appendix B): FLA - RTI program Infographic</p>	<p>surveys will be used to form the small groups.</p> <p>Further, adjust the school daily schedule and the structure of the district 's multi-tiered intervention program to increase the capacity of the RTI program (frequency and intensity, especially for Tier 3 intervention.</p> <p>Appendix C): FLA- Sample Daily schedule 2024-2025</p>
Timeline	<p>In- progress:</p> <p>Phase I: July 2023 - July 2024</p> <p>Phase II: July 2024 May 2025</p> <p>Phase III: May 2025 - July 2025</p>	<p>In Progress:</p> <p>Dibels 8 - BOY & MAP Fall (Baseline): August 2023</p> <p>Dibels 8 - MOY & MAP Winter: December 2023</p> <p>Dibels 8 - EOY & MAP Spring: April/May 2024</p>	<p>In Progress:</p> <p>First Draft: Nov. 1, 2023</p> <p>Second Draft (for one year pilot): May, 2024</p> <p>Pilot: July 2024 - June 2025</p> <p>Revision: July 2025</p>
Lead Person(s)	<p>Lead: Naima Guled (Curriculum Coordinator)</p> <p>Support: DLT</p>	<p>Laad: Kelsey Flinn (SPED/ Intervention Coordinator) and Monika Miller (Testing Coordinator)</p> <p>Support: DLT</p>	<p>Lead: Travis Budd (Assistant Superintendent)</p> <p>Support: DLT, BLT</p>
Resources Needed	<p>DEW's list of the approved SoR curriculum vendors. (Pending)</p> <p>EdReport Review Data for HQIM.</p>	<p>Annual Testing schedule/ calendar for administering all required assessments created by the testing coordinator.</p>	<p>Baseline Data from Dibels 8.0 and MAP Diagnostic tool to create the Reading groups, RTI list, and the RTI schedule.</p> <p>Modified School Daily Schedule that reflects the</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Ohio Curriculum Support Guide to help establish the Framework.</p> <p>SoR sample materials from approved vendors and access to digital demo accounts.</p> <p>FLA- SoR Adoption and Implementation Process Checklist</p> <p>Data from evaluation surveys</p>	<p>Reading Improvement and Monitoring Plan (RIMP) Requirements Sheet.</p> <p>Students' data from Dibels and MAP assessments to determine the RIMPs targeted goals.</p> <p>Access to Progress Book DataMap to create, monitor, and complete students' RIMPs.</p> <p>Progress monitoring calendar</p>	<p>changes of the RTI schedule and small group instruction.</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Establish a curriculum adoption committee from the leadership team and school ELA educators.</p> <p>Complete all the steps in FLA- SoR Adoption and Implementation Process Checklist with fidelity.</p> <p>Provide professional development in the following areas:-</p> <ul style="list-style-type: none"> • Dyslexia Overview • Structured Literacy training series and certifications that is IDA approved: <ul style="list-style-type: none"> ○ Comprehensive Orton-Gillingham ○ Phonological Awareness ○ Morphology ○ Writing/Grammar <p>Build a training timeline to implement the new SoR curriculum: overview, components, instructional techniques, Assessments, data analysis, and intervention.</p> <p>Ongoing instructional and peer coaching</p>	<p>Provide training in the following areas:</p> <ul style="list-style-type: none"> • How to administer Dibels and NWEA MAP assessments • Understand your students data • What is RIMP? And how to create it. • Introduction to the RTI program: Students' needs, Tiers of interventions, intervention curriculum, progress monitoring, and periodic review outcomes. <p>Ongoing instructional and peer coaching</p>	<p>Continuous collaboration between the DLT and BLT members to streamline the process of collecting data, using data to create the RTI list and schedule, and build an efficient school schedule that has the capacity and flexibility to include all these critical components.</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	<p>Reading-Tiered Fidelity Inventory (R-TFI)</p> <p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>	<p>Reading-Tiered Fidelity Inventory (R-TFI)</p> <p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>	<p>Reading-Tiered Fidelity Inventory (R-TFI)</p> <p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>
Description of Funding			
Check-in/Review Date			

Goal # 2 Action Map

Goal Statement:

By the end of 2024-2025 school year, ALL students identified as emerging and progressing learners on the Ohio English Language Proficiency Assessment (OELPA) will be receiving TESOL services beside Tier one instruction to accelerate closing the reading gap and help them read on grade level.

To achieve this:

- Increase the capacity of the TESOL Program by hiring additional licensed TESOL teachers.
- Implement professional development that enhance the skills and knowledge of educators involved in TESOL services and address the unique needs of emerging and progressing learners.
- Adopt a TESOL curriculum that aligns with best practices, ensuring targeted and effective instruction to boost language proficiency and reading skills.
- Establish a Newcomer Program designed to assist the English Language Learners (ELL) who have recently arrived in the country. This program will offer targeted support during the initial adjustment period, facilitating a smoother transition for these students.

Evidence-Based Strategy or Strategies:

- Structured Literacy Instruction with Multisensory Approach of Reading based on the Science of Reading research and Simple View of Reading Framework
- Multi-Tiered System of Support (MTSS)
- Principles of Evidence-Based Professional Developments

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Increase the capacity of the Tesol program by:</p> <ul style="list-style-type: none"> Hiring more TESOL licensed teachers to accommodate the need of serving all ELLs students who need support. Adopt TESOL curriculum that meet the requirements of the HQIM, align with the Science of Reading, and more importantly, support the learning needs of the ELLs students at our school. 	<p>Plan and implement professional development opportunities that enhance the skills and knowledge of educators involved in TESOL services and address the unique needs of emerging and progressing learners. General Ed educators who work with ELLs should also receive these PDs.</p>	<p>Establish an Newcomer program to assist the students and their families who recently arrived to the United States to provide them with the support needed during the adjustment period.</p>
Timeline	<p>In- progress:</p> <p>Phase I: July 2023 - July 2024</p> <p>Phase II: July 2024 May 2025</p> <p>Phase III: May 2025 - July 2025</p>	<p>Phase I: November 2023 - May 2024 (Registration)</p> <p>Phase II: July 2024 - May 2025</p>	<p>February 2024- June 2025</p>
Lead Person(s)	<p>Patricia Goldrick (Assistant Principal TESOL Coordinator)</p> <p>Support: DLT</p>	<p>Patricia Goldrick (Assistant Principal TESOL Coordinator)</p> <p>Support: DLT</p>	<p>Patricia Goldrick (Assistant Principal TESOL Coordinator)</p> <p>Support: DLT</p>
Resources Needed	<p>DEW's list of the approved SoR curriculum vendors. (Pending)</p> <p><u>EdReport</u> Review Data for HQIM.</p>	<p>Accelerating Student Success for ELs Through Scaffolded Support (Project ASSETS)</p> <p>****PD Schedule*****</p>	<p>Newcomers Tool Kit</p>

	Action Step 1	Action Step 2	Action Step 3
	<p><u>Ohio Curriculum Support Guide</u> to help establish the Framework.</p> <p>SoR sample materials from approved vendors and access to digital demo accounts.</p> <p>FLA- SoR Adoption and Implementation Process Checklist</p> <p>Data from evaluation surveys</p>		
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>DLT meetings to discuss funding and budget available to increase the hiring in the TESOL department.</p> <p>Establish a curriculum adoption committee from the leadership team and school ELA educators.</p> <p>Complete all the steps in FLA- SoR Adoption and Implementation Process Checklist with fidelity.</p> <p>Build a training timeline to implement the new SoR/ TESOL curriculum: overview, components, instructional techniques, Assessments, data analysis, and intervention.</p> <p>Ongoing instructional and peer coaching</p>	<p>Provide Training in the following areas:</p> <ul style="list-style-type: none"> Standards, Assessments, and Score Reporting Differentiated Instruction for ELLs (LEVEL 1) Differentiated Instruction for ELLs (LEVEL2) Formative Assessments for ELLs (LEVEL 1) <ul style="list-style-type: none"> Formative Assessments for ELLs (LEVEL 2) ELLs Family Literacy Engagement <p>Ongoing instructional and peer coaching</p>	<p>An ongoing meeting timetable involving the DLT team, TESOL coordinator, and the core members of the multidisciplinary team. The purpose is to formulate the vision for the FLA Newcomer program. During these sessions:</p> <ul style="list-style-type: none"> Participants will engage in brainstorming to identify program requirements Analyze relevant data and logistics, Construct a timeline for the launch of the program Develop an assessment rubric to measure the fidelity of implementation, program effectiveness, and the areas of need.
<p>Measure of Success</p>	<p>Reading-Tiered Fidelity Inventory (R-TFI)</p>	<p>Reading-Tiered Fidelity Inventory (R-TFI)</p>	<p>Program Assessment Rubric.</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, OELPA and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>	<p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, OELPA and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>	<p>Newcomers - students and parents surveys.</p> <p>Improve outcome data: projected goals are met (Diagnostic, progress monitoring, OELPA and OST data.)</p> <p>Increase the overall rating on the school report card for the 2024-2025 academic year to 4 stars or higher. Early Literacy score for the 2024-2025 academic year will be four stars or higher.</p>
Description of Funding			
Check-in/Review Date			

Goal # 4 Action Map

Goal Statement:

Develop multiple strategies to support families in their primary role in developing their children' language and literacy skills.

To achieve this:

- Provide families with the essential resources they need to support their children's learning such as books or technology access (as needed) such as chromebooks.
- Foster discussions about high learning expectations and consistently update families on their children's progress.
- Expand opportunities to integrate families and their children's home languages and cultures into the school's activities.

Evidence-Based Strategy or Strategies:

- Structured Literacy Instruction with Multisensory Approach of Reading based on the Science of Reading research and Simple View of Reading Framework
- Principles of Evidence-Based Professional Developments

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide families instructional training on how to access curriculum	Create roundtable discussions about high learning standards and educational requirements.	Integrate Children home language and cultures into school activities
Timeline	2024-2025	2024-2025	2025-2036
Lead Person(s)	Abdirizak Farah, Naima Guled	Abdirizak Farah, Naima Guled	Abdirizak Farah, Naima Guled
Resources Needed	Parent Communication Measures	Parent Communication Measures	Curriculum development
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Parent Academies	Parent Academies	Cultural Integration
Measure of Success	High percentages of family participation	High percentages of family participation	Curriculum Design
Description of Funding	Title III Family Engagement Funds	Title III Family Engagement Funds	General
Check-in/Review Date	May - June 2025	May - June 2025	May - June 2026

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

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

The District Leadership Team will create accountability measurement tools for Adult Implementation and student achievement. District Measurement TOOL data will be analyzed at all team meetings, DLT>BLT>TBT. Goals and public acknowledgment for student growth, will help motivate both students and staff to have a growth mindset.

High quality Professional Development, coaching, observation, and improvement cycle. Focusing on classroom observation / implementation of district strategies, and cross referenced with student achievement data.

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.**

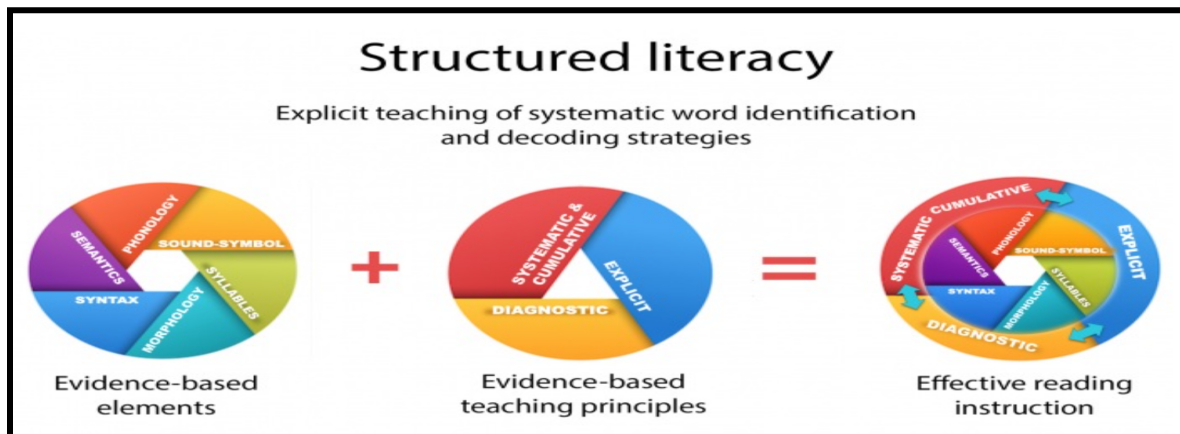
****Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials 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.**

Structured Literacy Instruction with Multisensory Approach of Reading based on the Science of Reading Research and Simple View of Reading Framework

Structured literacy is an evidence-based application of knowledge and practices informed by the Science of Reading Research and the Simple View of Reading Framework. It helps us know how to teach, assess, and improve all student's outcomes, not only those with reading difficulty. Structured literacy always guides educators to go back to science to check practices and ensure the use of practices that science has considered effective in assessing and teaching reading.

The content of structured literacy consists of the language components necessary for skilled reading: Phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Structured literacy is not just about phonics; there is also research in the Science of Reading to support teaching other literacy components like background knowledge, verbal reasoning, or text structure.

Structured literacy emphasizes explicit, systematic, cumulative, and diagnostic lessons. It combines evidence-based elements of language with teaching practices to ensure all students have access to effective reading instruction.



-----**How Structured Literacy supports learners on Reading Improvement and Monitoring Plans (RIMPs) at Focus Learning Academy.**

Reading instruction that is based on the Balanced Literacy which focuses mainly on creating literacy-rich classrooms and fostering the LOVE of reading by reading more rather than reading accurately created a large group of young learners who have insufficient reading skills and definitely need intensive intervention with targeted learning goals to close those learning gaps. **At FLA**, shifting to the structured Literacy practices will help ALL students, especially the struggling readers who are on **RIMPs**, gain the proper reading skills that lead to the reading comprehension by providing **explicit** instruction with **direct** models and **scaffolds** with **ample time for practice** in the following areas using the following guidance:

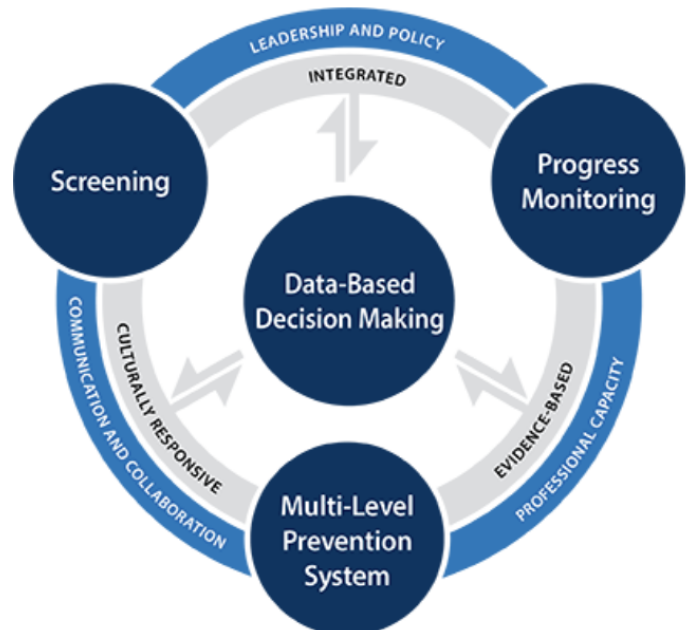
- Phonological Awareness:** Emphasis on the sounds in spoken language **separate** from and **before** phonics instruction; phoneme awareness used as the **starting** point for print.
- Phonics and Spelling:** Purposeful instruction in **letter-sound combinations**; **sequenced** from **easier to harder** for reading and spelling; application of word reading in print.
- Reading Fluency:** Young students engage with text that only includes those phonics patterns **explicitly** taught, fluency-building **occurs after accuracy**, and a high degree of teacher-student interaction with **immediate corrective feedback**.
- Vocabulary and Oral Language:** Spoken language serves as the reference point for print; books used for reading aloud are **more challenging** than those students read independently.
- Reading Comprehension:** Background knowledge, text structure, and strategies are **explicitly** modeled and practiced in a **systematically** organized sequence.

Multi-Tiered System of Support (MTSS)

A multi-tiered system of support (MTSS) is a visionary and preventive structure that combines data and instruction to enhance student success while addressing their social, emotional, and behavioral needs. MTSS provides educators with a foundation for making data-driven decisions concerning program enhancements, delivering high-quality instruction and interventions, promoting social and emotional learning, and implementing positive behavioral supports. These components are essential for ensuring positive outcomes for districts, schools, teachers, and students.

The MTSS framework consists of **four key elements**:

- Screening
- Progress monitoring
- A multi-level intervention system (RTI)
- Data-driven decision-making
- It also provides aid in **identifying students with learning or other disabilities**.



-----How using the Multi-Tiered System of Support (MTSS) supports learners on Reading Improvement and Monitoring Plans (RIMPs) at Focus Learning Academy.

At FLA, The Multi-Tiered System of Support (MTSS) assists all learners, particularly those struggling academically and on RIMPs, through precise and targeted instruction tailored to their needs. This process is linguistically and culturally responsive and involves the following steps:

- Use universal and approved DEW screening tools to pinpoint students requiring additional support.
- Use additional diagnostic tools to identify specific learning needs to be able to create accurate targeted learning goals on the student's RIMPs.
- Assign students to the appropriate intervention tier (**refer to Appendix: FLA - RTI program Infographic**). These tiers indicate the level of support required, considering the intensity and frequency of instruction. This approach aims to accelerate the learning rate and diminish the need for intervention over time.
- Facilitate a structured, fluid, and data-based transition between tiers. Regular progress monitoring assesses how students are progressing or not responding to the provided intervention.
- Conduct regular decision-making meetings to analyze screening and progress monitoring data, assess student progress, and implement necessary adjustments to the support system.

Principles of Evidence-Based Professional Developments

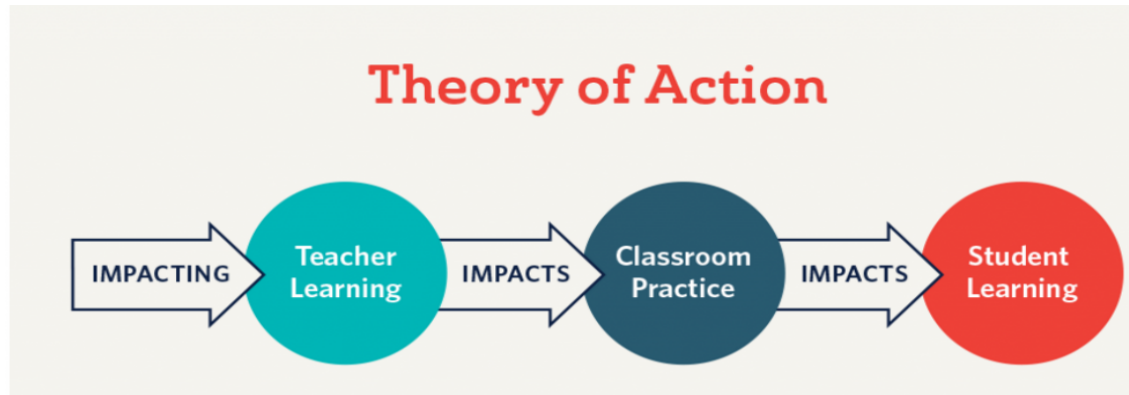
Investigations into effective professional development offer valuable insights into evidence-based strategies for planning and implementing impactful learning experiences for educators. Consistently, research emphasizes four key elements that provide vital evidence in achieving substantial gains and facilitating knowledge transfer. These elements are:

- Presentation:** When introducing a new concept or strategy, teachers should actively engage in the learning session, encountering evidence-based content and strategies. This **exposure** helps strengthen their knowledge and equips them with the skills necessary for effective implementation in their instruction.
- Demonstration:** Following the acquisition of a new concept or strategy, it should be **demonstrated through live modeling or video** to deepen teachers' understanding. This approach fosters buy-in and excitement, encouraging full implementation in their instruction.
- Practice with Feedback:** Professional development participants should have opportunities to **apply** their learning through activities such as **role-play and peer coaching**, accompanied by **immediate feedback**. This method has proven more effective than traditional "sit and get" sessions.
- Ongoing Support:** A singular comprehensive professional development session falls short of meeting the projected instructional goals. Therefore, it is imperative for schools to plan **ongoing opportunities**, including continuous **coaching, peer observation, and meetings** for discussing and reflecting on successes and barriers. Sustained support during the implementation of new strategies enhances the success rate of transferring learned techniques into classroom instruction.

While each aspect holds individual value, their integration maximizes their impact.

-----How Implementing the principles of Evidence-Based Professional Development will improve the overall instruction, learning outcomes, and support the growth of learners on Reading Improvement and Monitoring Plans (RIMPs) at Focus Learning Academy.

The primary goal of incorporating the principle of evidence-based professional development at **Focus Learning Academy** is to increase the teachers' performance in delivering high-quality instruction by engaging them in professional development opportunities customized to their professional learning needs, data-driven, and aligning with the school's objectives. Highly trained and performing teachers will be able to fully transfer the high-quality instructional materials and strategies they have acquired into differentiated grade-level instruction that meets all the student's needs, provide tiered intervention that targets the learning gaps for some students who are not performing on grade level, and ensure that all their learning goals on RIMPs are met. **Thus, we at FLA strongly believe in the *Theory of Action in education* and how investing in teachers' professional learning will positively impact our students' growth and achievement and enhance our school's culture.**



"Consider the facts. Students placed with high-performing teachers progress three times faster than students placed with low performing teachers. " ~John Hattie

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 7, 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 leadership team and core members of the multidisciplinary team (program coordinators and instructional coaches) at FLA will continually collaborate, utilizing the following quality measurement tools to assess the effectiveness of practices and strategies employed to enhance our school's reading program. This evaluation will be conducted concurrently with the implementation of the new Science of Reading Curriculum, Multi-Tiered System of Support, and necessary professional development aimed at improving teacher performance.

The measurement tools include:

- The Science of Reading Adoption and Implementation Checklist (**Appendix A**): **FLA- Science of Reading curriculum Adoption and Implementation process Checklist**
- The Reading-Tiered Fidelity Inventory (R-TFI)
- The PD Implementation Checklist
- Outcome data from various assessment tools such as OST, NWEA, and Dibels

- The overall rating and analysis from the school report card

Data collected from these measurement tools will be systematically monitored over a three-year development plan, ensuring alignment with the projected goals outlined in Section Four of this plan.

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.**

Focus Learning Academy: Proposed Professional Development Plan		
PD Description	Staff Members	Timeline and required training hours
Science of Reading PD by DEW	All teachers and administrators	45 minutes At the beginning of the school year
Dyslexia PD by DEW	All teachers K-3rd grades All Interventionist K-8 All support Staff SpEd teachers K-8 grades	18 hours (11 Modules) - Six days training. At the beginning of the school year for the new staff.
Structured Literacy Series by IMSE:		
<input type="checkbox"/> Comprehensive Orton Gillingham Plus	SpEd and Intervention Coordinator Instructional Coach TESOL Coordinator All Interventionist K-8 All Teachers K-2	30 hours Staff required to complete this training have the flexibility to choose the time(s) and date(s) to complete it virtually / in person as provided by IMSE. Expected completion date for FLA is August 1st, 2024

<input type="checkbox"/> Morphology Plus	SpEd and Intervention Coordinator Instructional Coach TESOL Coordinator All Interventionist K-8 All Teachers 3-5	30 hours Staff required to complete this training have the flexibility to choose the time(s) and date(s) to complete it virtually / in person as provided by IMSE. Expected completion date for FLA is August 1st, 2024
<input type="checkbox"/> Phonological Awareness	SpEd and Intervention Coordinator Instructional Coach TESOL Coordinator All Interventionist K-8 All Teachers K-5	12.5 hours Asynchronous training. Expected completion date for FLA is August 1st, 2024
<input type="checkbox"/> Writing and Grammar	SpEd and Intervention Coordinator Instructional Coach TESOL Coordinator All Interventionist K-8 All Teachers 3-6	5 hours Asynchronous training. Expected completion date for FLA is August 1st, 2024
Multi-Tiered System of Support (MTSS) by FLA Multidisciplinary Team		
<input type="checkbox"/> Administering Diagnostic and Screeners	All Teachers and Administrators	1 hour BOY: At the beginning of the school Year. July 2024 MOY: Refresher and updates. January 2025
<input type="checkbox"/> Understand Your Student Data <ul style="list-style-type: none"> ● Part 1; Student Profile and class report ● Part 2: Goal setting ● Part 3: Understanding Growth Measure 	All Teachers and Administrators	2 hours Part 1: During the First PD day after completing the diagnostic and screening assessment. Aug. 2024 Part 2: November 2024 Part 3: January 2025
<input type="checkbox"/> Introduction to RIMPS and How to Complete it.	All Teachers and Administrators	2 hours During the First PD day after completing the diagnostic and screening assessment. Aug. 2024 MOY: Refresher and updates. January 2025

<input type="checkbox"/> Intro to RTI	All Teachers and Administrators	3 hours September 2024 PD day
<input type="checkbox"/> Progress Monitoring	All Teachers and Administrators	1 hour October 2024 PD Day

Note: Exact dates for professional development will be determined after completing the new school year Calendar 2024-2025, and FLA PD Matrix 2024-2025.

At Focus Learning Academy, we ensure the provision and implementation of high-quality professional development activities that align with the criteria outlined in the Every Student Succeeds Act (ESSA).

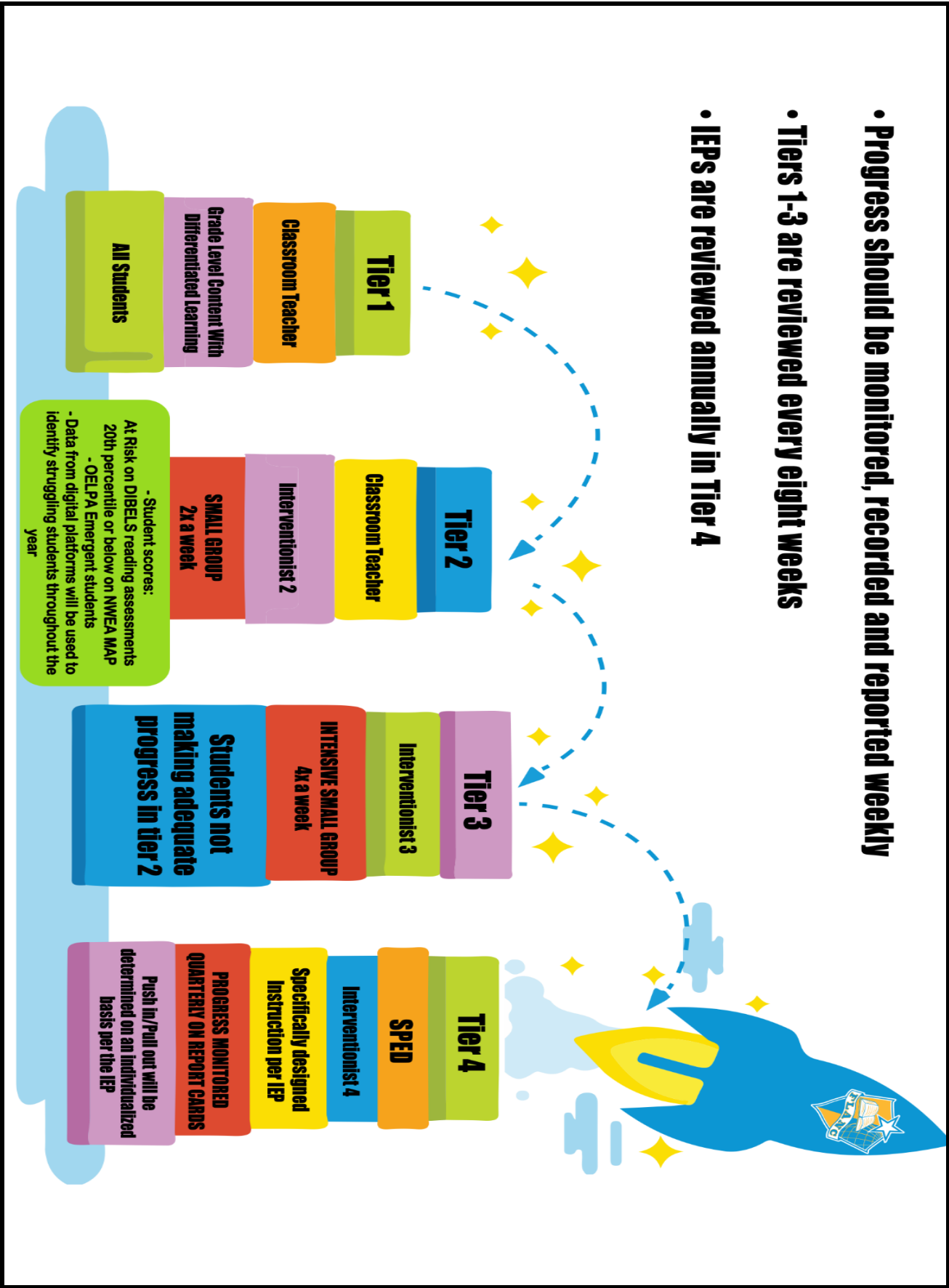
- Our professional development activities are **sustained**. They consist of multiple sessions over an extended period to provide teachers with opportunities to apply what they have learned, reflect on successes and challenges, and engage in peer coaching and feedback. These elements drive the implementation of subsequent professional development sessions.
- Our professional development activities are **intensive**. Each series has specific goals and objectives thoroughly discussed in the agenda, aiming to enhance teachers' performance through the focused development of specific skills and strategies.
- Our professional development activities are **collaborative**. Aligned with the Principles of Evidence-Based Professional Development, we avoid traditional "sit and get" training. Instead, teachers within the same building, grade level, or teaching the same concept collaborate through interactive and hands-on activities, such as role play, to increase engagement, buy-in, and ensure successful knowledge transfer to classroom instruction.
- Our professional development activities are **data-driven**. Key elements driving our PD plan include students' growth and achievement data, as well as teachers' performance data. Data serves as a critical measurement tool to identify learning needs, determine required practices and strategies for improving instruction, and measure the growth outcomes.
- Our professional development activities are **job-embedded**. Grounded in day-to-day teaching practices; our PD activities are tailored to teachers' instructional needs to maximize student learning and growth.
- Our professional development activities are **classroom-focused**. They are directly related to the content and instructional practices occurring during the teaching process in our classrooms.

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

Appendix A: FLA - Science of Reading Curriculum Adoption and Implementation Process (Checklist)

- Complete the literacy instructional material and professional development survey
- Perform a curriculum Audit Review for the current core curriculum and intervention materials and determine where the gaps are.
- Create a district Curriculum Adoption Committee to discuss the following:
 - Discuss "[Shifting to the Science of Reading Guide](#)." Why the Shift?
 - Review Literacy data and school report card
 - Review District literacy plan
 - Review the school schedule and the literacy block
 - Establish a timeline for the adoption and implementation process:**
 - Explore materials and make choices
 - Investigate the materials
 - Decide and launch
 - Training
 - Implementation.** Includes creating:
 - A principal walk-through tool to observe implementation
 - Grading Policy
 - Assessment Policy and Data Collection Tools
 - Lesson Plan Format and Planning Collaboration Strategies
 - Coaching Plan
- Identify and implement Science of Reading Professional development
 - Have all the teachers of grades K-1 completed the dyslexia Professional development?
 - Attend a series of HQIM Statewide webinars
 - Decide on the required training for staff and teachers before and during the implementation process. (plug in the timeline on the FLA PD Matrix 2024-202)
- Annual review
 - Educator, Admin, and student reflection survey
 - Data review
 - Plan modification

Appendix B: FLA - RTI Program Infographic



Appendix C: FLA - Sample Daily Schedule - First Grade

Class	8:10 - 8:45	8:45 - 9:00	9:00 - 10:15	10:15 - 11:30	11:30 - 12:00	12:00 - 12:40	12:45 - 1:25	1:30 - 2:10	2:15 - 2:55	2:55 - 3:15	3:30 - 4:00
GRADE 1 CLASS A	Arrival Attendance Announcement	Morning Meeting Socio-Emotional Learning	Math	ELA	Science/ Social Studies	Lunch/Recess	Monday, Wednesday, Friday			Dismissal	Plan TBT Meetings
							Study Hall: Personalized Digital Learning w/ Individualized Support				
							G1: Tier 3 Reading	G2: Tier 3 Reading	G3: Tier 3 Reading		
							Specials / Electives Clubs				
							G4	G5	G6		
							Tuesday, Thursday				
							Study Hall: Personalized Digital Learning w/ Individualized Support				
							G4: Tier 2 Reading	G5: Tier 2 Reading	G6: On Track		
							Specials / Electives Clubs				
							G1	G2	G3		

12:45 - 1:25	1:30 - 2:10	2:15 - 2:55
Monday, Wednesday, Friday		
Study Hall: Personalized Digital Learning w/ Individualized Support		
G1: Tier 3 Reading	G2: Tier 3 Reading	G3: Tier 3 Reading
Specials / Electives Clubs		
G4	G5	G6
Tuesday, Thursday		
Study Hall: Personalized Digital Learning w/ Individualized Support		
G4: Tier 2 Reading	G5: Tier 2 Reading	G6: On Track
Specials / Electives Clubs		
G1	G2	G3

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<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>

K-5-Literacy-Implementation-Guide-2023

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Implementing-Ohio%E2%80%99s-Plan-to-Raise-Literacy-Ach-1/K-5-Literacy-Implementation-Guide-2023.pdf.aspx?lang=en-US>

What is the Science of Reading

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/The-Science-of-Reading>

Shifting to the Science of Reading: A Discussion Guide for School and District Teams

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International Dyslexia Association

<https://dyslexiaida.org/accredited-teaching-training-programs/>

Inclusive Education

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Ohio Curriculum Support Guide

<https://ohiocurriculumsupport.org/framework/>

Ed Report

<https://www.edreports.org/>

Reading Rockets

<https://www.readingrockets.org/topics/about-reading/articles/simple-view-reading>

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<https://mtss4success.org/essential-components/data-based-decision-making>

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<http://www.rtinetwork.org/essential>

Learning Policy Institute - Effective Teacher Professional Development

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REL - Southwest Regional Educational Laboratory at Edvance Research , Inc - Reviewing the Evidence on How Teacher Professional dDevelopment Affects Student Achievement.

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Reading Tiered Fidelity Inventory (R-TFI) Elementary Level Edition

<https://mimtsstac.org/sites/default/files/session-documents/MiMTSS%20R-TFI%20Elem%20V2.2.pdf>

INFOHIO

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