



March 4, 2024

Dear Superintendent Brown:

Thank you for submitting the Graham Elementary and Middle 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 professional development plan described is job-embedded and sustained. The professional development plan also includes a plan for consistent feedback to educators.
- The plan provides an analysis of the data that is clear and identifies areas for growth.
- The plan provides a clear explanation of the additional data that will be gathered to assure the school is meeting its goals and a clear timeline of when that data will be gathered.

This plan will benefit from:

- The action map for goal 1 is clear and aligns with the stated goal. The action map for goal 2 is less clearly aligned with the goal.
- Consider including adult implementation goals in the RAP.
- Consider including a root cause analysis in the RAP.

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

DISTRICT IRN: 011972

DISTRICT ADDRESS: 140 E. 16th Ave., Columbus, OH 43201

PLAN COMPLETION DATE: December 2025

LEAD WRITERS:

Name	Title/Role	Location	Email
James Kutnow	Executive Dean	GEMS	kutnow.1@gemsschool.org
Cassie Muller	6-8 Dean of Instruction	GEMS	cmuller.1@gemsschool.org
Christina Conrad	K-5 Dean of Instruction	GEMS	conrad.1@gemsschool.org
Taylor Bush	RTI Coordinator	GEMS	tbush.1@gemsschool.org
Sarah Pfirman	RTI Coordinator	GEMS	spfirman.1@gemsschool.org
Monica Eppler	K-5 IS Lead	GEMS	eppler.1@gemsschool.org

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
James Kutnow	Executive Dean	GEMS	kutnow.1@gemsschool.org
Cassie Muller	6-8 Dean of Instruction	GEMS	cmuller.1@gemsschool.org
Christina Conrad	K-5 Dean of Instruction	GEMS	conrad.1@gemsschool.org
Taylor Bush	RTI Coordinator	GEMS	tbush.1@gemsschool.org
Sarah Pfirman	RTI Coordinator	GEMS	spfirman.1@gemsschool.org
Monica Eppler	K-5 IS Lead	GEMS	eppler.1@gemsschool.org

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

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 GEMS RAP has been developed in coordination with the school's past and current work plan goals set forth through their partnership with EL Education in which annual goals are set to meet each of the following three dimensions of student achievement: achieving mastery of knowledge and skills, creating high quality student work, and developing character. By analyzing data points gathered from past years and looking at trends over time as well as the current state report card, the GEMS Leadership Team was able to narrow in on three specific areas of priority for the RAP, namely third grade reading proficiency and growth, consistent classroom learning environments, and parent engagement.

Along with the annual work plan goals, the GEMS Leadership Team utilized overlapping goals and endeavors set forth in the school's Ohio Improvement Process (OIP) plan and specifically its goal to improve 3rd grade performance index. The RAP hones in specifically on 3rd grade and will focus upon the reading development of those students.

The GEMS RAP will be shared with all GEMS administration and teaching staff and will be included in the mid-year and end-of-year review in coordination with EL Education. Professional development with staff will also be designed to support the goals of the plan throughout the school year. The GEMS PD calendar includes monthly days off and weekly 1.5 hour meetings designed specifically to support the school's work plan goals for the year. These PD plans will be designed internally by GEMS administration and in coordination with their EL Education consultant who has planned visitation days at the school. In addition, an intentional coaching plan has been set forth to support the implementation of the PD for the most effective outcomes possible.

The RAP Leadership Team will use the data from Dyslexia screeners and MTSS Data teams results to monitor student progress and pinpoint needs for ongoing staff development and support.

All students receive Tier 1 support in the general education classroom in every day instruction using protocols and formative assessment to monitor progress. All students also have a daily skills lab (middle school) or all block (elementary school) where they receive additional support in reading and math. Students utilize the Lexia program and Accelerated Reader during this time when the focus is reading. When the focus is math, students use the ST Math program. Teachers monitor progress on these programs and pull for additional one-on-one or small group support as needed. In October, we meet in grade level teams with the MTSS coordinators to further determine next steps.

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

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

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

The GEMS RAP district leadership team collaborated to design and describe the RAP to help organize the structures, goals, and monitoring. The main priorities of the RAP include the following:

1. Improved third grade proficiency (both in NWEA MAP and OST)
 - This aligns to the school’s Mastery of Knowledge and Skills goal (in coordination with EL Education - See Appendix C): At least 40%-59.9 % of GEMS students will meet their annual growth target on NWEA MAP
2. Consistent classroom learning environments and curriculum implementation:
 - This aligns to the school’s Mastery of Knowledge and Skills goal (in coordination with EL Education): I can support students in their self-management of learning by implementing a consistent process of reflection, self-assessment, and work documentation in portfolios.
 - Regular classroom walkthrough data supports instructional coaching efforts and consistency across all classrooms for an effective learning environment to meet all student needs.

GEMS collects and analyzes data from multiple sources. The data from EL Benchmark Assessments (K-5th), NWEA MAP (administered three times per school year), and the 3rd - 8th grade Ohio State Tests (Fall and Spring administration) all will be used in the GEMS RAP. In addition, the GEMS Leadership Team will be monitoring classroom environments to provide feedback to whole staff and individual coaching supports to ensure that they maintain a high standard of consistency in regards to the expectations set forth by administration to support the learning goals of the school.

The schedule below outlines the 2023-2024 calendar for data collection that will support these efforts:

Month	Assessment(s)	Grade level
August, 2023	<ul style="list-style-type: none"> ● KRA 	<ul style="list-style-type: none"> ● Kindergarten
September, 2023	<ul style="list-style-type: none"> ● NWEA MAP - Reading, Math, Sci ● Classroom Walkthrough ● EL Benchmark Assessments 	<ul style="list-style-type: none"> ● K-8th grades
October, 2023	<ul style="list-style-type: none"> ● OST - Reading ● Dyslexia Screener ● MTSS Review (NWEA MAP, EL Benchmarks, Orton-Gillingham reading intervention results, STAR) 	<ul style="list-style-type: none"> ● 3rd grade ● 1-3rd grade ● K-8th
November, 2023	<ul style="list-style-type: none"> ● Classroom Walkthrough 	<ul style="list-style-type: none"> ● K-8th
January, 2024	<ul style="list-style-type: none"> ● NWEA MAP - Reading, Math, Sci ● MTSS Review (NWEA MAP, EL Benchmarks, Orton-Gillingham reading intervention results, STAR) ● EL Benchmark Assessments ● EL Education mid-year review ● High-Quality Work protocol 	<ul style="list-style-type: none"> ● K-8th grades
February 2024	<ul style="list-style-type: none"> ● Becoming Effective Learners Classroom Walkthrough 	<ul style="list-style-type: none"> ● K-8th

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

	<ul style="list-style-type: none"> ● Dyslexia Screener 	<ul style="list-style-type: none"> ● Kindergarten
March, 2024	<ul style="list-style-type: none"> ● OST - Reading, Math, Sci 	<ul style="list-style-type: none"> ● 3rd - 8th grades
April, 2024	<ul style="list-style-type: none"> ● OST - Reading, Math, Sci 	<ul style="list-style-type: none"> ● 3rd - 8th grades
May, 2024	<ul style="list-style-type: none"> ● NWEA MAP - Reading, Math, Sci ● MTSS Review (NWEA MAP, EL Benchmarks, Orton-Gillingham reading intervention results, STAR) ● Classroom Walkthrough ● EL Benchmark Assessments 	<ul style="list-style-type: none"> ● K-8th grades
June, 2024	<ul style="list-style-type: none"> ● High-Quality Work protocol ● EL Education end-of-year review 	

The data collection and analysis processes regarding these data sets will include the use of protocols to determine if students are on-track and/or if teachers are working towards creating consistent classroom environments. Adjustments will be made through professional development plans and/or coaching strategies with each teacher. End-of-the-year data will also be collected to analyze the effectiveness of these efforts.

**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.**

KRA Data for 2023 (Appendix A)- See Below

Map Data for Fall 2023 (Appendix B)- See below

GEMS Work Plan (Appendix C)- See below

There are several factors evident in data from the Kindergarten Readiness Assessment as well as the NWEA MAP Performance Assessment that indicate the need for a Reading Improvement plan. Below is an analysis of relevant data that leads to this conclusion.

Kindergarten Readiness Assessment

Over the course of the past years, there is overwhelming evidence that only between 42-55% of students entering kindergarten demonstrated readiness. In the 2023 school year, only 19% of students demonstrated readiness for kindergarten. This data shows that many students entering kindergarten at GEMS are lagging in social foundations, language and literacy skills, mathematical skills, and physical well-being and motor development. Because of these deficits, focused remediation will need to be put in place to ensure that students who attend kindergarten at GEMS not only develop pre-kindergarten skills, but also the skills needed to pass on to first grade.

NWEA MAP Assessment

According to the Fall 2023 NWEA MAP assessment, 38% of kindergarten students tested proficient, accelerated, or advanced. Specifically, all subgroups such as students on IEPs, ELL students, and economically disadvantaged students all scored in the limited percentile, the lowest percentile on the assessment. Due to this large deficit apparent in the data, a Reading Achievement Plan is greatly needed in order to ensure improvement of reading skills in students grades K-3. In third grade, 24% of students tested proficient in reading. The lack of foundational skills in kindergarten is a factor in this low achievement, and a Reading Achievement Plan is necessary to remedy this achievement gap.

SECTION 3 PART B: Analysis of Factors Contributing to Low Reading Achievement

There are a number of internal and external factors that GEMS has identified as contributing to low literacy achievement among students. Analysis of these factors is included below:

- **Kindergarten readiness:** Based on the KRA results from the Fall of 2023, approximately 19% of students at GEMS are considered not on-track to start kindergarten. Based on KRA data, an increasing number of students are starting kindergarten at GEMS with underdeveloped social skills, language and literacy skills, mathematical skills, and/or physical well-being and motor development.
- **Attendance:** Attendance is proven to significantly impact student achievement. Our school goal for attendance is 95% or higher. Attendance for 2023-2024 is at about 91%. Given that our attendance is below our target, and chronic absenteeism and tardiness are correlated with low student achievement, poor attendance is likely one factor contributing to low achievement in literacy.

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- **High percentage of economically disadvantaged students:** Based on 2023-2024 state data, 76% of students at GEMS are considered economically disadvantaged. Studies show that the greatest gaps in student academic achievement are most often between students who are economically disadvantaged and those who are not.
- **High percentage of students with special education needs:** Based on from the beginning of the 2023-2024 school year, 20.5% of students at GEMS qualify for special education services. The high percent of students with learning disabilities results in the school's special education program having an intervention specialist for each grade level. This is using a lot of our budget that could be otherwise be used to have tier 1 classroom supports such as TA's.
- **High percentage adverse childhood experiences:** A significant portion of the student population at GEMS has experienced traumatic events in their lives such as violence, abuse, neglect, witnessing violence in their home, housing insecurity, food insecurity, living with family members who have substance abuse issues or mental health problems, and/or instability due to parental separation or incarceration. Trauma is proven to impact student learning and supporting students who've experienced trauma requires special training. Additional professional training and school-wide systems are necessary to build the capacity of our staff to meet the socioemotional and academic needs of a significant number of students in their classes with complex and developmental trauma.
- **High staff turnover:** Over the past three years turnover among staff has increased. The turnover results in less continuity and progress of grade-level teaching teams, a departure of institutional knowledge, and the hiring of less experienced teachers to fill vacancies, all of which likely contribute to lower student achievement. Turnover is often due to a variety of factors, however, two factors that we suspect are main contributors and that are within our locus of control:
 - (1) Teacher's capacity to meet the needs of a high percentage of students with learning disabilities and trauma.
 - (2) Less competitive compensation packages for teachers as compared to Columbus City Schools compensation for teachers with commensurate education and experience levels.

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

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

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

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.

By the end of the 2023-2024 school year, GEMS third graders who score proficient or higher on the state's third grade OST assessment will increase from 67% (2023) to 70% (2024) and increase to 75% (2024) and 80% (2025) in subsequent years.

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

1. By the end of the 2023-2024 school year, GEMS 40%-59.9 % of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

**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 the end of the 2023-2024 school year, GEMS third graders who score proficient or higher on the state’s third grade OST assessment will increase from 67% (2023) to 70% (2024) and increase to 75% (2024) and 80% (2025) in subsequent years.

Evidence-Based Strategy or Strategies: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula which assess PA and phonics K-4, depending on where students are as readers. We have phonological awareness, letter name & sound identification, decoding, and encoding assessments. Further, NWEA MAP has a sub score for foundational skills, but that doesn't do quite as good a job giving us specific instructional information for kids.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.	Develop systems to support effective 3rd grade literacy instruction, including explicit phonics and phonological awareness instruction, by developing the capacity of staff.	Develop systems for Tier 1 and Tier 2 support in reading with students in 3rd grade.
Timeline	October 2023-June 2024	August 2023- May 2024	August 2023- May 2024
Lead Person(s)	Dean and Director of GEMS; Dean of Instruction; RTI Coordinator, Grade K-3 Team Lead; RAP Team	Dean and Director of GEMS; Dean of Instruction; RTI Coordinator	RTI Coordinator, 3rd Grade teachers, K-5 Dean of Instruction, Tutors
Resources Needed	Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.	Time for Professional Development; Time for RAP and LT meetings; EL Education Coach and EL Education PD	E.A.S.E Reading Program
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide PD and training for writing and implementing RIMPS. Identify data collection strategies to support Progress Monitoring. GEMS Administration will be meeting with ESCCO for ongoing support and training regarding RIMPs.	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom	RTI and tutors pull small groups to work specifically on decoding, phonological awareness and other reading skills.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of students moving to on-track status	Progress monitoring, MAP, Benchmark assessments, and screeners, walkthrough data, lesson plan audits, HQW protocol	Weekly assessments, K-5 EL Benchmark Data
Description of Funding			
Check-in/Review Date	Monthly Check-in for progress monitoring RIMPS	Monthly LT or RAP BOY, MOY, EOY	Monthly BOY, MOY, EOY

Goal #2: Action Map

Goal Statement: By the end of the 2023-2024 school year, GEMS 40%-59.9% of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

Evidence-Based Strategy or Strategies: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.	Develop systems to support effective 3rd grade literacy instruction, including explicit phonics and phonological awareness instruction, by developing the capacity of staff.	Develop systems for Tier 1 and Tier 2 support in reading with students in K-2 classrooms.
Timeline	October 2023-June 2024	August 2023- May 2024	August 2023- May 2024
Lead Person(s)	Dean and Director of GEMS; Dean of Instruction; RTI Coordinator, Grade K-3 Team Lead; RAP Team	Dean and Director of GEMS; Dean of Instruction; RTI Coordinator	RTI Coordinator, 3rd Grade teachers, K-5 Dean of Instruction, Tutors, Intervention Specialist
Resources Needed	Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.	Time for Professional Development; Time for RAP and LT meetings; EL Education Coach and EL Education PD	E.A.S.E Reading Program Orton Gillingham EL Skills Block Curriculum
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	Provide PD and training for writing and implementing RIMPS.	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the	RTI and tutors pull small groups to work specifically on decoding, phonological awareness and other reading skills.

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

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	Identify data collection strategies to support Progress Monitoring.	wide range of reading needs in their classroom	Intervention Specialist and classroom teachers in K,1,2 doing Hegerty.
Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of students moving to on-track status	Progress monitoring, MAP, Benchmark assessments, and screeners, walkthrough data, lesson plan audits, HQW protocol	Weekly assessments, K-5 EL Benchmark Data
Description of Funding			
Check-in/Review Date	Monthly Check-in for progress monitoring RIMPS	Monthly LT or RAP BOY, MOY, EOY	Monthly BOY, MOY, EOY

**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.

Goal 1: By the end of the 2023-2024 school year, GEMS third graders who score proficient or higher on the state's third grade OST assessment will increase from 67% (2023) to 70% (2024) and increase to 75% (2024) and 80% (2025) in subsequent years.

- Teachers will use NWEA MAP and EL Benchmark assessments at the beginning, middle, and end of year to monitor student progress and identify areas of strength and growth.
- Teachers will write and implement RIMPS for students who are identified as not on track in reading. These will include specific steps for progress monitoring.

Goal 2: By the end of the 2023-2024 school year, GEMS 40%-59.9 % of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

- Teachers will use NWEA MAP and EL Benchmark assessments at the beginning, middle, and end of year to monitor student progress and identify areas of strength and growth.
- Teachers will write and implement RIMPS for students who are identified as not on track in reading. These will include specific steps for progress monitoring.

As part of the school's mid-year and end-of-the-year review of data process, these goals will be monitored and assessed for improvement. When the Dean and Director of GEMS; Dean of Instruction; RTI Coordinator meets in February, they will break down the areas in need of improvements and create an action plan for the remainder of the school year. These plans will be communicated to the entire school staff.

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

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

****Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

****Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department’s approved lists. The RIMP continues throughout the student’s K-12 academic career until the student is reading on grade level.**

Evidence-based strategy #1: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula.	
How used to meet specific learning needs:	Teachers will use benchmark assessments from the EL Education’s curriculum to determine students’ present levels, areas of strength, and areas for growth. The information will be used as diagnostic testing for students identified as needing RIMPs. After using benchmark assessments to determine students’ areas of need, teachers will be able to provide differentiated instruction that is appropriate for specific learning goals. The EL curriculum provides support for differentiation by providing all students with targeted small group instruction based on their areas of need. Skills Block (grade K-2) and ALL Block (grade 3) allow for teachers to meet with differentiated small groups and provide interventions to students (such as those on RIMPS). This time may include small group phonics, phonological awareness, or other literacy instruction, depending on the needs of students.
How to improve instruction:	GEMS will build teacher capacity in this area by providing in house professional development on evidence-based reading practices to all K-3 teachers. Coaches will work with individual teachers in the area of literacy by providing modeling, feedback, and co-planning support.

EL Education offers a comprehensive, standards-based K-5 Language Arts curriculum that combines the practices that form the foundation of EL Education’s proven model with the latest research in order to establish a foundation for students that will lead to college and career readiness. EL Education’s K-5 Language Arts curriculum and Professional Services offerings reflect the latest research in curriculum development, instructional practice, professional development, and implementation science in order to improve both student achievement and teacher practice.

For more information, please reference the following:

<https://eleducation.org/resources/research-behind-the-el-education-language-arts-curriculum-and-professional-services>

**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.*

GEMS will ensure that these strategies are effective and that students are making progress in reading by examining student data on a regular basis. The MTSS team meets 3 times per year to analyze the data and determine the levels of support (Tier 1-3) that each student may need to stay or get on track for reading achievement success.

The GEMS Leadership Team also plays a crucial part in monitoring progress as a school, including in the area of literacy. The Leadership Team meets throughout the year to review student data (including Ohio State Test, NWEA MAP, and internal diagnostics) and plan professional development that improves teachers' instruction, as needed. The team also reviews data from walkthroughs and surveys in order to understand how different instructional practices are being used.

Finally, the school's coaches regularly perform observations, classroom walkthroughs, and learning walks that inform professional development and individual teacher coaching in service of student achievement.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

The school professional development plan aims to build the capacity of general education teachers and intervention specialists to plan and implement a robust and vertically aligned literacy program. Graham Elementary and Middle School fully adopted the EL Education K-5 language arts curriculum in 2018-19. The EL Education ELA curriculum is a research-backed, comprehensive, standards-based literacy program that engages teachers and students in learning about intriguing real world content.

The GEMS professional development plan is designed to build teachers' capacity to plan and implement the EL Education ELA curriculum and specifically focuses on the identified evidence-based instructional strategies and learning supports outlined above.

There are three primary structures used for GEMS professional learning:

1. Inquiry cycles
2. Weekly and biweekly instructional coaching
3. Internal and external professional development

Inquiry Cycles:

Using the tools of improvement science, teachers engage in iterative inquiry cycles focused on impacting the measurable learner performance goals outlined in section five. In each inquiry cycle, teachers collectively select high leverage, research-based test ideas related to the implementation of the EL Education ELA curriculum and identify and use practical measures for tracking progress. They engage in

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

short, two-week implementation cycles of their test idea and then evaluate its effectiveness using data to determine if they adapt, adopt, or abandon the test idea.

Weekly and Biweekly Instructional Coaching:

Each teacher is paired with an instructional coach that conducts weekly or bi-weekly coaching sessions depending on the teacher's demonstrated need with respect to the ELA curriculum and classroom management. Coaching sessions may include observation and feedback cycles, co-planning and co-teaching, and/or co-planning and modeling.

Internal and External Professional Development:

Teachers participate in weekly professional development sessions for an hour and a half each Wednesday afternoon. The professional development is designed and facilitated for the K-3 and 4-5 grade level bands. During this time teachers are immersed in experiences that are designed to model high quality instructional practices, provide time for collaborative discussions of research-based articles and books related to the literacy curriculum implementation, and plan for and reflect on their iterative inquiry cycles.

In addition to weekly internal professional development, each teacher has the opportunity to attend at least one EL Education professional development institute focused on the ELA curriculum and its implementation. They also receive monthly coaching and professional development from our EL Education school designer who is an expert in the ELA curriculum.

We have a particular focus on the following for the 2023-2024 school year:

- [CP 11](#): Delivering Effective Lessons (D- Empowering students through reflection)
- [CP 27](#): Cultivating a Culture of Engagement and Achievement
- [CP 29](#): Checking For Understanding
- [CP 8](#): Designing Projects and Products
 - B) Planning Products and Performances
- [CP 9](#): Designing Learning Expeditions
 - D) Planning for the flow of learning expeditions
- [CP 12](#): Planning for and Supporting High-Quality Student Work

The work plan that includes these elements drives the PD plan and is evaluated mid-way through the year and at the end of the year for needed adjustments.

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APPENDICES

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

KRA Data for 2024 (Appendix A)

OST KRA: Fall 2023		
Total Tested	16	100%
No Data	0	0%
Emerging Readiness	9	56%
Approaching Readiness	4	25%
Demonstrating Readiness	3	19%

Map Data for Fall 2024 (Appendix B)

Fall 2023	Reading	
Grade	% on Track	% off Track
K	38%	62%
1	15%	85%
2	5%	95%
3	26%	74%

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Long Term Impact Goal 3 Years (2022-2025)	Mastery of Knowledge & Skills	High Quality Work	Culture & Character
	<p>This is a space where GEMS students...</p> <ul style="list-style-type: none"> ● Use critical thinking and authentic, personal voice to be leaders of their own learning. ● Progress measures around MAP: At least 60% of GEMS students will meet their annual growth target on NWEA MAP. At least 60% of students of color will meet their annual growth target on NWEA MAP over the next three years. 	<p>This is a space where GEMS students...</p> <ul style="list-style-type: none"> ● Continuously improve their work by looking at exemplars, creating multiple drafts and using teacher and peer feedback which will lead to more complex work, craftsmanship and authenticity. 	<p>This is a space where GEMS students...</p> <ul style="list-style-type: none"> ● Learn and grow to become change agents who contribute to a better world by embodying responsibility, teamwork, quality, perseverance, and thoughtfulness
Update: summer, 2023			
2023-2024 Schoolwide Goals	Mastery of Knowledge & Skills	High Quality Work	Culture & Character
	<p>As change agents, students demonstrate evidence of critical deeper learning skills through HOL, synthesizing complex ideas, considering multiple perspectives and collaboration with others.</p> <ul style="list-style-type: none"> ● At least 75% of students will be able to articulate the learning targets & habit targets 	<p>GEMS will develop a process and mindset of continuous improvement</p> <ul style="list-style-type: none"> ● Students will use process trackers, rubrics, and other tools to help guide their improvement of work. ● 100% of student final products include a process of multiple drafts ● Students will contribute to a collection 	<p>Through engagement in Crew, GEMS students will</p> <ul style="list-style-type: none"> ● Exhibit the Habits of Learning by maintaining a schoolwide positivity rate that is greater than 85% ● 100% of Crews will track their weekly positivity rate ● Have opportunities to feel connected

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	<ul style="list-style-type: none"> ● At least 75% of students will use data from formative assessments to set goals, track data, reflect on progress and make plans for improvement/growth ● At least 75% of students will regularly participate in classroom protocols that encourage discussion and collaboration with classmates ● 80% or more of 3rd grade students meet TGG requirements (excluding students who are exempt) ● Math goal connected to 23-24 PD ● At least 75% of students received differentiated lessons consistently by teachers/IS' consistently implementing co-teaching and differentiation by grade level 	<p>of GEMS student models of excellence by meeting criteria of HQW and GEMS staff will display exemplars of student HQW</p> <ul style="list-style-type: none"> ● 100% of students engage in learning experiences that include fieldwork, experts, and/or service at least two times per semester. ● At least 3 different final products/student work across all grade levels are submitted to EL's Models of Excellence. 	<p>to community and achieve a Panorama score for 'sense of belonging' that is >50%</p> <ul style="list-style-type: none"> ● Engage in various school activities to produce a sense of pride (groovy spirit days, student leadership team, dances, COL, etc...) ● Students (>75% participation) will host a successful SLC/Passage to share their work portfolio ● Crew walkthroughs demonstrate >75% participation & student engagement including (sit in circle, student participation, follow Crew curriculum - greeting, reading, activity, debrief)
<p>Core Practices</p>	<p>CP 11: Delivering Effective Lessons (D-Empowering students through reflection)</p> <p>CP 27: Cultivating a Culture of Engagement and Achievement</p> <p>CP 29: Checking For Understanding</p> <p>Core Practice 25 checklist</p>	<p>CP 8: Designing Projects and Products B) Planning Products and Performances</p> <p>CP 9: Designing Learning Expeditions D) Planning for the flow of learning expeditions</p> <p>CP 12: Planning for and Supporting High-Quality Student Work</p>	<p>CP 21: Creating a Community of Learning</p> <p>CP 23: Building the Culture and Structure of Crew</p> <p>CP 24: Engaging Families and the Community in the Life of the School.</p> <p>EL Education Copy of 6-8 Crew Curriculum Lesson Bank</p> <p>EL Education Copy of 6-8 Crew Curriculum Scope & Seq.</p>

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