



March 4, 2024

Dear Superintendent Hart:

Thank you for submitting the Green inspiration Academy 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:**

- Plan Integrates overall school improvement with equity drivers.
- Plan ties both implementation and professional learning needs to specific internal factors.
- Plan demonstrates an awareness of professional development needs to build educator capacity.

**This plan will benefit from:**

- Professional development may be further enhanced with job embedded support such as coaching.
- Plan may benefit from greater specificity around the evidence-based strategies selected – beyond “the science of reading”.
- Plan may benefit from goals that consider the needs and success of all learners.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Green inspiration Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department’s website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy  
Section for Literacy Achievement and Reading Success

# READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three i Ready s 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:**

**THE GREEN INSPIRATION ACADEMY**

## **DISTRICT IRN: #134197**

**DISTRICT ADDRESS: 4901 GALAXY PARKWAY, WARRENSVILLE HTS OHIO 44128**

## **PLAN COMPLETION DATE:**

**OCTOBER 12, 2023**

## **LEAD WRITERS:**

**APRIL HART - Executive Director**

**KAY BOYD- School Principal**

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## 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.*

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

Name	Title/Role	Location	Email
April Hart	Executive Director		ahart13@green-ia.com
Kay Boyd	Principal		kboyd13@green-ia.com
Tracy Adams	Academic Coach		tadams13@green-ia.com
Kelly Dorsey	Title Reading- Middle School		kdorsey13@green-ia.com
Imaryah Emory	Title Reading- Elementary		iemory13@green-ia.com
Teri Cala	Intervention Specialist- Middle School		tcala13@green-ia.com
Nyeshia Salters	Intervention Specialist -Elementary		nsalters13@green-ia.com

**SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN**

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

The Green Inspiration Academy “District Leadership Team” values data driven results on student assessments. The DLT further prioritizes professional development and coaching of teaching staff. This FY 2023-2024 Reading Achievement Plans is a comprehensive review and evaluation of all reading performance data available for our K-8<sup>th</sup> grade students. Based upon the data, our team meets monthly to determine root causes for the lack of english proficiency at our school. The team identifies “what works” and what has not proved beneficial to the learning process. We also meet monthly to monitor plans and progress in each grade level and to monitor data that supports foundational skill mastery and reading comprehension mastery.

Our team has reviewed the RAP from the 2022 school year and identified the program strengths and identified areas of weakness that must be addressed. Our emphasis continues to be on increasing proficiency in K-3 literacy and reinforcing phonemic awareness and vocabulary skills in grades 4-8<sup>th</sup>.

Based on the analysis of these findings, the team has developed focused instructional practices to address the deficiencies that have been identified. These practices are monitored by the school Executive Director, Principal and the School Academic Coach.

*\*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.*

For students to learn, they must feel safe, engaged, connected, and supported in their classrooms and schools. Our equity goals are to create safe and encouraging conditions for learning. for all students. We recognize that external factors such as the pandemic have had a long- term effect on student culture and climate. Unfortunately, the need to address unfinished learning still exists. With this context in mind, wrap around support and resources include but are not limited to ([ORC 3302.04](#)):

- Activities and tutoring occurring outside of the traditional school day ;
- Increased transportation for families
- Services to address the physical and mental well-being of students and their families; mentoring;
- Planned recreational and cultural activities.
- Learning Summer Camps

At Green, we communicate frequently with our families to describe the actions being taken by our School to improve the academic performance of the building and any progress achieved toward that goal in the immediately preceding school year. ([ORC Section 3302.04](#)).

Green Academy also complies with state law by administering diagnostic assessments in the fall, winter and spring of the school year to measure the amount of academic growth attributable to the instruction received by students during that school year. ([ORC 3301.0715\(G\)](#))

This Reading Achievement Plan (“RAP”) is in full alignment with the OIP School Improvement Plan goals and action steps. Much of the content in this reading achievement plan is a continuation of action steps from the previous RAP. The alignment of this RAP and the OIP to this plan allows the school to focus on the main strategies which will lead to a more focused, goal-orientated plan for student academic progress. Specifically, this Reading Achievement Plan’s focus on data analysis, instructional enhancement and professional development of instructional staff.

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

**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.**
- **Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.**

**A. Ohio State Test for English Language Arts Assessment for Grades 3- 8**

Grade	2020	2021	2022
3rd	NC	23.5	41.2
Fourth	“	36.8	36.4
Fifth	“	47.8	55.6
Sixth	“	3.8	33.3
Seventh	“	34.8	37.8
Eighth	“	16.7	50.0

The data, as provided below, is a breakdown of relevant student performance by grade level.

**Spring 2023 ELA OST**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Limited	8/14 - 36%	4/11 - 36%	1/17 - 6%	9/22 - 41%	3/17 - 18%	2/12 - 17%
Basic	3/14 - 21%	3/11 - 27%	6/17 - 35%	6/22 - 27%	10/17 - 59%	4/12 - 33%
Proficient	2/14 - 14%	2/11 - 18%	6/17 - 35%	4/22 - 18%	3/17 - 18%	3/12 - 25%
Accelerated	0/14 - 0%	2/11 - 18%	2/17 - 12%	3/22 - 14%	1/17 - 6%	3/12 - 25%
Advanced	1/14 - 7%	0/11 - 0%	2/17 - 12%	0/22 - 0%	0/17 - 0%	0/12 - 0%

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



**Analysis:** An analysis of our performance data shows growth from 2022 to 2023 as indicated by the results of proficiency on the state mandated AIR test for English Language Arts. And while significant improvement was made, students are still not meeting the standards for proficiency in Ohio.

Overall:

- 27/93 (29%) of students in grades 3-8 were Limited according to Ohio Proficiency Standards
- 32/93 (34%) of students in grades 3-8 were Basic according to Ohio Proficiency Standards
- 20/93 (22%) of students in grades 3-8 were Proficient according to Ohio Proficiency Standards
- 11/93 (12%) of students in grades 3-8 were Accelerated according to Ohio Proficiency Standards
- 3/93 (3%) of students in grades 3-8 were Advanced according to Ohio Proficiency Standards

With a large portion of our students testing at the *“limited” and “basic”* proficiency level, a deeper analysis of the curriculum alignment to the learning standards will be necessary, as well as an analysis of the programs being used for Tier 1 and 2 instruction. In addition, a focused and systematic process for short-cycle assessments will assist in targeting and differentiating instruction based upon the progress monitoring data gathered after administration of the short-cycle assessments.

### **B. Kindergarten Readiness Assessment (KRA) Data**

#### **Kindergarten Readiness Assessment (KRA) - Fall 2023 - 14 students assessed**

Emerging Readiness	3/14	36%
Approaching Readiness	6/14	43%
Demonstrating Readiness	3/14	21%

#### **Kindergarten Fall Diagnostic - Aug. 29, 2023 - 13 students assessed**

Phonological Awareness	1/13 - at or above grade level	8%
Phonics	1/13 - at or above grade level	8%
High Frequency Words	0/13 - at or above grade level	0%
Vocabulary	4/13 - at or above grade level	31%
Comprehension Overall	0/13 - at or above grade level	0%
Comprehension of Literature	1/13 - at or above grade level	8%
Comprehension of Informational Text	0/13 - at or above grade level	0%

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

**Analysis:** The vast majority of students in kindergarten *are not* demonstrating readiness as defined by ODE. They lack the foundational skills developed from infancy to preschool. *Post Covid-* Most students are not “on track” when entering kindergarten at our school. For this reason, instructional staff spend the first part of the school year remediating basic behavior, social, language, and literacy skills in order to move the students to demonstrating readiness for kindergarten. Remediation must then be layered with new principals and the meeting of kindergarten curriculum standards that will move the students to an on-track status. The RTI process is implemented in the early fall to assist in moving students to learning standard mastery and on-track status.

**C. Grades 1-3: Diagnostic Data/ Fall to Winter; Percentage of On Track Students**

**First Grade Fall Diagnostic - Aug. 29, 2023 - 18 students assessed**

Phonological Awareness	3/18 - at or above grade level	17%
Phonics	2/18 - at or above grade level	11%
High Frequency Words	3/18 - at or above grade level	17%
Vocabulary	5/18 - at or above grade level	28%
Comprehension Overall	5/18 - at or above grade level	28%
Comprehension of Literature	4/18 - at or above grade level	22%
Comprehension of Informational Text	9/18 - at or above grade level	50%

Overall ~

- 1/18 (6%) of students scored mid or above 1st grade level
- 1/18 (6%) of students scored early 1st grade level
- 15/18 (83%) of students scored one grade level below 1st
- 1/18 (6%) of students scored two grade levels below 1st (Emerging K)

**First Grade Middle of Year iReady Diagnostic - Dec. 12, 2023 - 18 students assessed**

Phonological Awareness	4/18 - at or above grade level	22%
Phonics	7/18 - at or above grade level	39%
High Frequency Words	12/18 - at or above grade level	67%
Vocabulary	7/18 - at or above grade level	39%

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

Comprehension Overall	9/18 - at or above grade level	50%
Comprehension of Literature	8/18 - at or above grade level	44%
Comprehension of Informational Text	8/18 - at or above grade level	44%

Overall ~

- 4/18 (22%) of students scored mid or above 1st grade level
- 2/18 (11%) of students scored early 1st grade level
- 11/18 (61%) of students scored one grade level below 1st
- 1/18 (6%) of students scored two grade levels below 1st (Emerging K)

**Second Grade Fall iReady Diagnostic - Aug. 29, 2023 - 21 students assessed**

Phonological Awareness	9/21 - at or above grade level	43%
Phonics	2/21 - at or above grade level	10%
High Frequency Words	7/21 - at or above grade level	33%
Vocabulary	0/21 - at or above grade level	0%
Comprehension Overall	1/21 - at or above grade level	5%
Comprehension of Literature	2/21 - at or above grade level	10%
Comprehension of Informational Text	1/21 - at or above grade level	5%

Overall ~

- 0/21 (0%) of students scored mid or above 2nd grade level
- 1/21 (5%) of students scored early 2nd grade level
- 7/21 (33%) of students scored one grade level below 2nd
- 13/21 (62%) of students scored two grade levels below 2nd

**Second Grade Middle of Year iReady Diagnostic - Dec. 12, 2023 - 21 students assessed**

Phonological Awareness	11/21 - at or above grade level	52%
Phonics	3/21 - at or above grade level	14%
High Frequency Words	10/21 - at or above grade level	48%

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

Vocabulary	2/21 - at or above grade level	10%
Comprehension Overall	3/21 - at or above grade level	14%
Comprehension of Literature	4/21 - at or above grade level	19%
Comprehension of Informational Text	2/21 - at or above grade level	10%

Overall ~

- 0/21 (0%) of students scored mid or above 2nd grade level
- 4/21 (19%) of students scored early 2nd grade level
- 7/21 (33%) of students scored one grade level below 2nd
- 10/21 (48%) of students scored two grade levels below 2nd

**Third Grade Fall iReady Diagnostic - Aug. 29, 2023 - 13 students assessed**

Phonological Awareness	13/13 - at or above grade level	100%
Phonics	5/13 - at or above grade level	38%
High Frequency Words	12/13 - at or above grade level	92%
Vocabulary	3/13 - at or above grade level	23%
Comprehension Overall	4/13 - at or above grade level	31%
Comprehension of Literature	5/13 - at or above grade level	38%
Comprehension of Informational Text	4/13 - at or above grade level	31%

Overall ~

- 2/13 (15%) of students scored mid or above 3rd grade level
- 2/13 (15%) of students scored early 3rd grade level
- 3/13 (23%) of students scored one grade level below 3rd
- 6/13 (46%) of students scored two grade levels below 3rd

**Third Grade Middle of Year iReady Diagnostic - Dec. 12, 2023 - 13 students assessed**

Phonological Awareness	13/13 - at or above grade level	100%
Phonics	5/13 - at or above grade level	38%

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

High Frequency Words	11/13 - at or above grade level	85%
Vocabulary	5/13 - at or above grade level	38%
Comprehension Overall	4/13 - at or above grade level	31%
Comprehension of Literature	7/13 - at or above grade level	54%
Comprehension of Informational Text	4/13 - at or above grade level	31%

Overall ~

- 2/13 (15%) of students scored mid or above 3rd grade level
- 1/13 (8%) of students scored early 3rd grade level
- 7/13 (54%) of students scored one grade level below 3rd
- 2/13 (15%) of students scored two grade levels below 3rd
- 1/13 (8%) of students scored three or more grade levels below 3rd

**Analysis :** Our *Fall to Winter* growth (as derived from the iReady assessment), shows student growth under the current reading achievement plan and evidence of more explicit and systematic instruction in foundational skills. This is certainly evidence that we are on the right track!

We will continue to chart and monitor reading deficiencies as gathered by the various teams: (DLT; TBT' Title and Classroom Teacher) in order *to maintain* progress in language, word, and reading comprehension skills. We will formally assess growth again, from *Winter to Spring*. We understand that our struggle remains in “phonics; vocabulary and comprehension of informational text.”

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

#### **Internal Factors:**

**Finding and Retaining Highly Qualified Teachers:** Community schools in general have a difficult time hiring teachers that are highly qualified as well as experienced in their content areas. While we aim to hire highly qualified staff, our K-3 teachers come to us as recent college graduates without a history of intensive teaching of foundational literacy. A lack of consistency then exists within and across grade levels which in turn, leads to gaps in teaching reliability and structure across the K-3 grade bands. This inherently affects the progress of our students.

**Assessment Practices:** Phonemic Awareness assessments are given to our Kindergarten and 1<sup>st</sup> grade students, and fluency assessments are given to students in grades K-5, but we recognize that a more consistent and structured plan for short-cycle assessments that includes phonics, vocabulary, and reading comprehension is critical in ensuring students are meeting grade-level benchmarks. This is true also at the middle school level.

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

Professional Development on using data to drive instruction. Utilizing the data from the assessments is important in identifying and addressing weaknesses and gaps. Teachers are not fluent in collecting, analyzing, and applying data results to drive instruction and meet the needs of individual students. Additional professional development, namely in phonics, vocabulary, and reading comprehension must be a routine continuous cycle of professional development to ensure that the teachers are growing in their knowledge and implementation of the program.

**External Factors:** *Post Covid-* due to the pandemic we have experienced an increased need to address social-emotional learning. Also increased homelessness and school attendance are external causes and direct factors contributing to poor reading skills.

### 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.*

*Other than external factors,* the performance data shows that our School has not fully incorporated the Science of Reading in professional development and in the classroom. The team found that student and teacher achievement struggled because there is a lack of deeper focus on the teaching of research-based instructional strategies that support the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A deeper dive into the incorporation of phonics and vocabulary in both elementary *and middle school* as well as continuous professional development in these areas will increase 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.*

#### **Goal #1**

50% of students scoring off-track in grades K-3 will move from Off-Track to On-Track status from Fall of 2024 to Spring of 2025 using the 25<sup>th</sup> percentile from the i-ready Assessment as the on-track benchmark.

#### **Goal #2**

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

In the spring of 2024, 60% of students in Kindergarten and grade 1 will meet or exceed targets in the 76 – 100 subdomain score range for Phonics and Phonemic Awareness as measured by i-ready early literacy report (Score Distribution Report) for phonemic awareness and phonics.

**Goal #3**

In the spring of 2025, 50% of students in grades K- 3rd grade will have obtained 1.2 years' worth of growth as measured by the grade equivalency data point on the i-ready.

**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.*

**Goals and Action Maps:**

**Goal 1 50% of students scoring off-track in grades K-3 will move from Off-Track to On-Track status from Fall of 2024 to Spring of 2025 using the 25<sup>th</sup> percentile from the i-ready Assessment as the on-track benchmark.**

Evidence Base: The Simple View of Reading; The Science of Reading and The EEI/Gradual Release method of instructional planning and delivery.

**Action Step 1 Action Step 2 Action Step 3 :**

<b>Implementation Component</b>	The school will continue to use the EEI/Gradual Release method of instructional planning and delivery.	Teacher-Based-Teams will be fully implemented weekly to facilitate data discussions and instructional planning to ensure student progress and mastery of learning standards.	Implement a literacy block that includes components of foundational skills.
<b>Timeline</b>	October2023 – Ongoing	October2023 – Ongoing	October2023 – Ongoing
<b>Lead Persons:</b>	Principal and Academic Coach	Principal, Academic; Teacher Leaders	Principal Academic Coach

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



<p><b>Resources Needed</b></p>	<p>Power Point: Simple View of Reading;</p> <p>Power Point: Science of Reading;</p> <p>PowerpointL EEI/Gradual Release</p> <p>Ohio's Learning Standards</p> <p>iReady Training data and Espark data training</p>	<p>Professional Development with TBT's</p> <p>PD on deconstructing standards, testing blueprints, and short cycle assessments</p> <p>PD on analyzing data and using data to make informed instructional decisions</p>	<p>McGraw Hill Wonders Reading Curriculum</p> <p>Phonemic Awareness resources</p> <p>Phonics Program and resources - eSpark</p> <p>Structured Reading Block (120 minutes)</p>
<p><b>Specifics of Implementation</b></p>	<p>Prof. Development given by Principal and Academic Coach :</p> <ol style="list-style-type: none"> <li>1. Ensure teachers have adequate planning time allocated to planning high quality lessons</li> <li>2. Conduct formal and informal observations and walk-throughs focusing on instructional delivery</li> <li>3. Provide ongoing feedback (written and verbal)</li> <li>4. Provide coaching to 1<sup>st</sup> and 2<sup>nd</sup> year teachers and those new to the EEI instructional method.</li> </ol>	<p>Prof. Development given by Director of Curriculum and Instruction on testing blueprints, deconstructing standards, and short cycle assessments</p> <p>Administrator will:</p> <ol style="list-style-type: none"> <li>1. Provide ongoing TBT training as well as attend TBT meetings</li> <li>2. Monitor the fidelity of the 5- step process</li> <li>3. Provide consistent feedback and training on data targets and student growth measures</li> <li>4. Monitor data discussions and deconstruction of standards in TBT meetings</li> </ol>	<p>Professional Development on Phonics and Phonemic Awareness given by Director of Curriculum and Instruction</p> <p>Principal will:</p> <ol style="list-style-type: none"> <li>1. Implement a Progress Monitoring Tracker that illustrates each students' mastery level for each ELA Learning Standard</li> <li>2. Provide PD on how to utilize data to address gaps in student learning</li> <li>3. Create a literacy block with specific times allotted for each of the components of the foundational skills</li> </ol>
<p><b>Measure of Success</b></p>	<p>State/Federal mandated test results</p> <p>I READY Assessments</p>	<p>Lesson Plans/Walkthroughs Progress Monitoring results Data Walk Throughs TBT Progress notes</p> <p>I READY Data</p>	<p>Progress Monitoring Results</p> <p>Classroom observations/walk- throughs</p>

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

	Informal and Formal Observations  Lesson plans/Walkthroughs		Decoding Surveys  Phonemic Awareness assessment results  I READY Data Teacher Interviews
<b>Check-in/Review Date</b>	Quarterly	Quarterly	Monthly

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

**Goal 2** In the spring of 2024, 60% of students in Kindergarten and Grade 1 will meet or exceed targets in the 76 – 100 subdomain score range for Phonics and Phonemic Awareness as measured by i-ready early literacy report (Score Distribution Report) for phonemic awareness and phonics.

**Evidence-Based Strategy or Strategies:** Science of Reading; Simple Views of Reading.

Action Step 1 Action Step 2 Action Step 3

<b>Implementation Component</b>	Teach students academic language skills, implementing the use of daily vocabulary instruction	Develop awareness of the segments of sounds and speech and how they link to letters	Using a high-quality phonemic awareness and phonics curriculum and resources, students will be placed in flexible skill groups
<b>Timeline</b>	October2023 – Ongoing	October2023 – Ongoing	October2023 – Ongoing
<b>Lead Person(s)</b>	Principal, Teacher Leader	Principal, Teacher Leader	Principal, Teacher Leader
<b>Resources Needed</b>	Professional Development on Vocabulary Instruction –  Formal and Informal Classroom Assessments for vocabulary retention	Training on analyzing Early Literacy data Early Literacy I READY data results Formal/Informal assessments Decoding Surveys Phonics and Phonemic Awareness Programs	PD on Phonics and Phonemic Awareness instruction and best practices utilizing the eSpark Reading Program  Early Literacy I READY data results  Decoding Surveys  Phonemic Awareness Assessments
<b>Specifics of Implementation</b>	Teachers will:  1. Utilize assessment tools to frequently restructure skill groups  2. Engage students in conversations that support the use of academic vocabulary	Teachers will: 1. Explicitly teach students to recognize and manipulate segments of sound in speech. 2. Explicitly teach students letter-sound relations. 3. Use word building activities and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. 4. Incorporate a variety of differentiation strategies and techniques in order to address the differences in students'	Director of Curriculum & Instruction will research and implement phonics programs and provide necessary training.  Principal will:  1. Observe teachers on a weekly basis during literacy block – provide constructive feedback to ensure programs are implemented w/fidelity and includes rigorous instruction

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

	<p>3. Implement best practices of vocabulary instructions using Marzano’s strategies</p> <p>4. Explicitly engage students in vocabulary instruction</p> <p>5. Incorporate a variety of differentiation strategies and techniques in order to address the differences in vocabulary proficiency</p>	<p>abilities to decode and manipulate sounds.</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Integrate complexity, breadth, and depth in content, process, and product.</li> <li>2. Utilize a variety of levels of questioning and activities using depth of knowledge in all flexible groups.</li> <li>3. Use auditory, visual, tactile, and kinesthetic representations to teach phonemic awareness.</li> <li>4. Access high-quality professional learning to use phonological awareness and phonics curriculum resources with fidelity</li> <li>5. Implement the use of the eSpark Reading Program to enhance students mastery of foundational skills</li> <li>6. Teachers will continue to use the Heggerty Phonemic Awareness Curriculum (15 minutes per day).</li> </ol>
	<p>Lesson plans</p> <p>Walkthroughs, informal and formal observations</p> <p>Progress monitoring results (I READY S and Decoding Surveys)</p> <p>Weekly TBT Minutes</p>	<p>Weekly TBT minutes</p> <p>Walkthroughs, informal and formal observations</p> <p>Progress monitoring (i-ready’ S and decoding surveys)</p>	<p>Training and Evaluation data</p> <p>Teacher and student interviews i-ready data and Decoding Surveys</p> <p>i-ready data results</p> <p>Observations of students during phonics and phonemic awareness instruction (level of engagement, ability to manipulate materials and produce letter sounds and names by using them)</p>
<b>Check-in/Review Date</b>	Quarterly	Quarterly	Monthly

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

**Goal # 3**

**Goal Statement:** In the spring of 2025, 50% of students in grades K- 3rd grade will have obtained 1.2 years' worth of growth as measured by the grade equivalency data point on the I READY .

**Evidence-Based Strategy or Strategies:** The Science of Reading; The Simple View of Reading

**Action Step 1   Action Step 2   Action Step 3**

<b>Implementation Component</b>	Teach students to decode words, analyze word parts, and write and recognize words	Ensure that students read connected text every day to support accuracy, fluency, comprehension, and vocabulary.	Students will be placed in flexible skill groups with an increase in the level of rigor that will allow them to master the pace and skills that are congruent to their needs with a focus on words and connected text
<b>Timeline</b>	October2023 – Ongoing	October2023 – Ongoing	October2023 – Ongoing
<b>Lead Person(s)</b>	K-3 <sup>rd</sup> Grade Teachers	K-3 <sup>rd</sup> Grade Teachers	K-3 <sup>rd</sup> Grade Teachers
<b>Resources Needed</b>	I READY data Formal/informal assessments Phonics Program Phonics Surveys	I READY data Formal/Informal Assessments  Marzano's Vocabulary Strategies  Phonics Program Connected Text Passages  Training on fluency w/connected text	I READY data Formal/Informal Assessments  Phonics/Phonemic Awareness Programs  Connected Text passages  Implementation of Marzano's vocabulary strategies
<b>Specifics of Implementation</b>	Teachers will:  Teach students to blend letter sounds and sound-spelling	Teachers will:  Apply practices that focus on automaticity at the letter,	Teachers will:

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

	<p>patterns from left to right within a word to produce recognizable pronunciation</p> <p>Instruct students in common sound-spelling patterns</p> <p>Teach students to recognize common word parts</p> <p>Have students read decodable words in isolation and in text</p> <p>Teach regular and irregular high-frequency words that that students can recognize them efficiently</p> <p>Introduce non-decodable words that are essential to the meaning of the text as whole words.</p> <p>Principal will: Conduct daily walk-throughs of each K-3<sup>rd</sup> grade classroom during reading block</p>	<p>word, and text level in order to reduce the readers' cognitive load and increase reading comprehension</p> <p>Employ the use of timed repeated readings (at least 3 times per week)</p> <p>Graph and analyze the data with the addition of individual student conferences</p> <p>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification</p> <p>Teach students to self-monitor their understanding of the text and to self-correct word reading errors</p> <p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression</p> <p>Principal will: Conduct Professional Development on data tracking and using data to drive instruction</p>	<p>Integrate complexity, breadth and depth in content, process, and product.</p> <p>Utilize a variety of levels of questioning and activities using depth of knowledge in all flexible groupings</p> <p>Use auditory, visual, tactile, and kinesthetic representations to teach words and connected text</p> <p>Incorporate a variety of differentiation strategies and techniques in order to address the differences in student learning and to address students' preferred learning styles.</p> <p>Principal will: Provide ongoing Professional Development tailored to differentiation techniques and strategies</p> <p>Review lesson plans and delivery to ensure questioning and activities include higher- order thinking skills</p>
<b>Measure of Success</b>	<p>Lesson plans</p> <p>Walkthroughs and Observations</p> <p>Progress monitoring results using I READY S and decoding and phonemic awareness assessments)</p>	<p>TBT meeting minutes</p> <p>Walkthroughs and observations</p> <p>Progress monitoring results using I READY S</p>	<p>Walkthroughs and observations</p> <p>Progress monitoring results using I READY assessments and classroom assessments</p>

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

	Students gains Weekly TBT meetings		
<b>Check-in/Review Date</b>	Monthly	Monthly	Monthly

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

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

We will monitor our “action plans” through frequent assessment; benchmarks and classroom observation of teachers. In addition, our school Principal and academic coach will review and prepare data against learning standards and benchmarks. In detail monitoring includes:

**Classroom Walkthroughs** – The Principal will conduct daily and/or weekly classroom visits to observe formative instructional practices and pedagogical strategies which align with the goal of increasing literacy. Teachers would be expected to have flexible groupings based on assessment data and implement various ways to check for understanding during the lesson delivery. The purpose of walk-throughs is that classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the school has adopted. The goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

**Instructional Delivery** – Teachers will use the Essential Effective Elements of Instruction (EEEI) as a model of instruction which includes the following: anticipatory set, objective, purpose, input, modeling, guided practice, checking for understanding (ongoing), closure and independent practice. This model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teacher and students, to independent practice and application by the learner. This method of lesson presentation allows accountability of the student to take ownership over their learning. This method also provides the teacher with an effective manner in which to scaffold student learning while also facilitating small group instruction during independent practice for students displaying weaknesses.

**Diagnostic Testing** –The district administers the i-ready assessment and test students in the fall, winter and spring. TBT's and the DLT will analyze the data to drive instruction and to analyze areas in which the most intensive remediation is needed.

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**Formative Assessments/Analysis of Data** – Interim assessments will be utilized to determine the progress in closing the achievement gap, addressing the reading trajectory gaps, and determining the specificity of reading deficits. These interim assessments will drive unit planning, lesson planning, teaching, in-the-moment assessment and follow-up, and finally improved year-end results. The i-ready assessment measures not only fluency, decoding, and basic comprehension, but also provides measurement data in skill sets within each sub-domain of reading. This type of data provides each teacher with the student score ranges and areas that the student needs the most work in. This assessment data will also be used to identify trends for the purpose of reviewing and re-teaching.

**Oral Reading Fluency** – Beginning in 2<sup>nd</sup> grade, students will be assessed on their reading fluency ensuring that accuracy, automaticity, and prosody are all being measured. A systematic practice of assessing fluency based upon digraph sounds, words with blends and digraphs, and moving to multisyllabic words in connected text will allow for a progressive approach in graphing student progress and addressing deficiencies in decoding. Timed repeated readings will be utilized a minimum of three times per week in which the student previews the material to be read, teacher and student review student graph and set goals for the session, the student reads for 1 minute and the instructor listens and records. After the student has completed the reading, the teacher provides constructive feedback, calculates score, and graphs data. These running records will serve as an indicator as to an individual student's growth.

**Teacher-Based Team-Meetings** - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework that will be utilized by the school. Fidelity to the 5-step process is essential in moving forward with explicit expectations for adults regarding instruction that benefits students. Teacher-based Team-Meetings will be utilized for most, if not all, of the goals that have been established in this plan, as instruction and student data results are of a critical importance of identifying, collecting, analyzing and effectively using relevant data to identify student weaknesses and differentiated learning needs. The TBT meetings will address the importance of disaggregating data by subgroup to understand and address gaps between students based on race, poverty, and identified disability. Data discussed at the TBT meetings will be used to continuously monitor student progress against performance targets and school goals, strategies, and actions.

**Decoding Surveys** – Decoding surveys will be utilized in grades 1<sup>st</sup> through 3<sup>rd</sup> grade to detect when students are having word-level reading difficulties and pinpoint their specific decoding weaknesses. The best solution to the problem of reading failure is to allocate resources for early identification and prevention (Torgesen, 1998). With this in mind, the school is prepared to implement preventive efforts in order to ensure that students in kindergarten and 1<sup>st</sup> grade

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are making progress and maintain normal growth. The routine administration of the decoding surveys will help to identify students who need the extra help before they realize failure.

**Phonemic Awareness Assessments** – Phonemic Awareness is taught in each K-3<sup>rd</sup> grade classroom using the Heggerty, “The Skills that they Need to Help Them Succeed” program. Phonemic Awareness assessments will be given on a quarterly timeline, and interventions will be provided to those students who are not making the expected gains for their grade level, which may include Tier 2 services. Curriculum implementation aides will be utilized to ensure that teachers are implementing the program with fidelity and strategies that will ensure student mastery and growth in Phonemic Awareness.

**Lesson Plans** – The principal will evaluate teacher lesson plans on a weekly basis to ensure that data is used to inform instruction. The lesson plans should also indicate the students assigned to flexible groups and the targeted areas of focus. Feedback from the principal will be notated in lesson plans to ensure that teachers are cognizant of the expectations. Through classroom observations, implementation of the feedback will be observed and expanded upon.

**Professional Development** – Principals and teachers will participate in professional development opportunities on a quarterly basis which will focus on data analysis and formative instructional practices. Our Principle, Coach and lead teachers will be participating in focused professional development to ensure the strategies will be implemented within their buildings with fidelity. A strong emphasis and professional development on “The Science of Reading” and “The Simple View of Reading” will be presented to the staff. PD on “decoding and language comprehension skills” will also be given. Professional development is a critical component for training the K-3 staff on the Phonemic Awareness and Phonics program that will be implemented into the reading system. Since a phonics and phonemic awareness must follow a specified sequence, the proper and rigorous training of the staff will be essential in ensuring the reading system is being implemented with fidelity. Principal will seek out training opportunities from the local State Support Team in regards to Phonics, Phonemic Awareness, and vocabulary to ensure teachers are being provided with rigorous training in these areas.

**Engaging of Stakeholders** – Parents will be notified of students' reading goals during parent-teacher conferences. Parents will be notified of student progress through interim reports sent home. Reports will be required to be signed and submitted to teachers. Parents will be encouraged to support their students through positive feedback. Literacy Nights and other events centered upon fluency in reading and comprehension will be implemented throughout the school year to increase parent knowledge and engagement in their child’s reading skills and to teach our parents how they can assist in helping their child at home to be better readers.

## SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

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

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

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

### **EVIDENCE BASED STRATEGIES USED:**

#### **1) Science of Reading-**

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

Key concepts of the Science of Reading include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills, and educators who understand and effectively teach these pillars are increasing the chances their students learn how to read proficiently.

*Gentry, J. R., & Ouellette, G. P. (2019). Brain words: How the science of reading informs teaching. Stenhouse. 2. Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S. A., Lonigan, C. J., Phillips, B. M., Schatschneider, C., Steacy, L. M., Terry, N. P., & Wagner, R. K. (2020). How the science of reading informs 21st century education. Reading Research Quarterly, 55(S1), S267-S282. <https://doi.org/10.1002/rrq.352>.*

## 2) **The Simple View of Reading-**

“The Simple View of Reading and “Scarborough’s Reading Rope” In the Simple View of Reading (SVR), reading comprehension is conceptualized as the product of two component skills: decoding and linguistic comprehension. Decoding, a word-level skill, involves rapidly and efficiently retrieving words from memory, and linguistic comprehension consists of the literal and inferential construction and interpretation of the meaning of those words. If an individual is able to decode words, but does not understand what those words mean, then they will not be able to comprehend a text. Conversely, if an individual is able to understand what words mean, but not decode them, they will also not be able to comprehend text. Because many students with dyslexia have difficulties with decoding, they are likely to have difficulty comprehending text. This does NOT mean that reading is a simple process, only that two main components (decoding and linguistic comprehension) contribute the most to overall reading comprehension.”

*Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. Reading and Writing, 2, 127-160.*

*https://doi.org/10.1007/BF00401799* 8. Hoover, W. A., & Tunmer, W. E. (2018). The simple view of reading: Three assessments of its adequacy. *Remedial and Special Education, 39(5), 304-312.*

<https://doi.org/10.1177/0741932518773154>

## 3. **The Gradual Release Model-**

**The “gradual release of responsibility” model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983).**

“This model provides a structure for teachers to move from assuming “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2004, p. 211). The model is built on several theories: • Jean Piaget’s work on cognitive structures and schema (1952). • Lev Vygotsky’s work on zones of proximal development (1962, 1978). Albert Bandura’s work on attention, retention, reproduction, and motivation (1965). • David Wood, Jerome Bruner, and Gail Ross’s work on scaffolded instruction (1976). Taken together, these theories suggest that learning occurs through interactions with others, and when these interactions are intentional, specific learning occurs. The purpose should be based on the expected learning outcomes, such as standards, and be clearly communicated to students. Teacher modeling should provide students with examples of the thinking and language required to be successful. 2. Guided Instruction. In guided instruction, the teacher strategically uses questions, prompts, and cues to facilitate student

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understanding. This can be done with whole groups of students but is probably more effective with small groups that are convened based on instructional needs. During guided instruction, the teacher focuses on releasing responsibility to students while providing instructional scaffolds to ensure that students are successful.

**3. Productive Group Work.** Students work in collaborative groups to produce something related to the topic at hand. To be productive, the group work must involve students using academic language and being individually accountable for their contribution to the effort. This phase of instruction should provide students with an opportunity to consolidate their understanding before they apply it independently.

**4. Independent Learning.** Students apply what they have learned in class and outside of class. Many independent learning tasks are used as formative assessments, designed to check for understanding and to identify needs for reteaching.”

Quote from: “ formativeassessmentandccswithelaliteracymod\_3-reading3.pdf.”

**4. RIMPS:** Our student’s *Reading and Improvement Monitoring Plans (RIMP)* incorporate phonics as a component in which students need additional support.

The addition of the eSpark Reading Program under the *RIMP* will equip our teachers with a systematic and explicit program for the teaching of phonics. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K- 3 literacy block, students will have daily phonics instruction for at least 20-25 minutes that will be essential in moving our students forward in their word recognition skills. Time dedicated towards each foundational skill was not included in the literacy block in prior years, therefore, we expect to see gains in each component as teachers are responsible for creating lesson plans and interactive activities for each component.

As needed, teachers will differentiate their instruction based upon phonics assessments. Progress monitoring of the RIMP and the students individual gains or deficiencies will be discussed with the TBT team. The interactive games and activities associated with “*iReady*” and “*eSpark*” will also provide teachers with data as to how well their students are mastering the skills.

**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.*

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

### **Effective Progress:**

-Regular data meetings and general team meetings ensure the effectiveness and progress of our teaching strategies. K-3 team meetings and DLT meetings will continue to discuss assessment results and benchmarks as a part of their regular agenda. Meeting regularly and consistently- along with professional development on the Simple Views of Reading and The Science of Reading will ensure that the teachers are using evidence based strategies adopted to drive instruction and to monitor progress.

-Teacher completion of a Science of Reading professional development course provided by the Department no later than June 30, 2025.

- All kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, are complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

### **Improvement Upon Prior School Years:**

Over the past two years, we have consistently improved upon increasing the amount of planning time teachers need to strategize and to analyze specific data aligned to foundational skills literacy. Teachers will have the opportunity during this time to work towards assembling or adjusting flexible skills groups using the progress monitoring data collected.

## 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 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

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

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## Professional Development Plan

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

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

To ensure that K-3 teachers are provided with opportunities that encourage collaboration and the sharing of the school year. Through the use of Bloom's Taxonomy training (all K-8 teachers), Deconstructing Standards training (all K-8 teachers), and instructional practices for teaching phonics and phonemic awareness (K-3 teachers) will all be provided through sustained professional development. These trainings will be held once per academic quarter, by the Director of the building administrator, across grade-level bands and allow for the sharing of resources and strategies.

**Intensive:** Focused on a discreet concept, practice or program. The foundation for lesson delivery is Essential Elements of Effective Instruction, also known as the Gradual Release Model. Training for this practice is delivered in August of the new school year and is also provided to new teachers that are hired at any time. This training, provided by the Principal, Lead Teachers; Academic Coach and outside speakers. Training encompasses 3-days and includes time for teacher practice and lesson planning. This professional development is provided to all instructional staff at the school.

In addition, the implementation and training of Short-Cycle Assessments will be given to all instructional staff in February of 2024 and will continue to be reviewed during TBT meetings to ensure the correct implementation and analysis of student results. Short-Cycle Assessments will be utilized to track standards mastery progress of the students and to allow for grade-bands and different content areas to collaborate on common literacy standards.

**Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

The implementation of Data Meetings for grades K-3 will involve K-3 teachers and the building administrator and will focus solely on looking at student data to ensure foundational skills mastery. These data meetings will also serve as a collaborative time to discuss trends across grade-levels, strengths and areas of need experienced with the eSpark Reading Program, and logistics relating to the literacy block. The data meetings will also allow for teachers to demonstrate their understanding of word recognition practices and strategies that assist in student proficiency.

**Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

The professional development training sessions that are job-embedded consist of all of the training events that we have and will implement at Green Inspiration Academy. All professional development is tailored towards effective instructional practices that will ensure student growth and mastery and can be immediately applied to the classroom.

**Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students. The K-3 Data Meetings are data driven and allow the teachers to discuss real-time data and develop strategies on how they will address individual student results.

**Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process.

The professional development for the Essential Elements of Instruction is the main driver for instructionally-focused professional development. Ongoing training, observations, and feedback are provided on a weekly basis by the building administrator and academic coach, including the review of lesson plans as well as lesson delivery.

## APPENDICES

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

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