



March 4, 2024

Dear Superintendent Foster:

Thank you for submitting the Groveport Community School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The plan describes the way in which teachers will receive regular feedback and support.
- The “Strategies to Support Learners” section provides many examples of the strategies teachers will use to support all learners in their classrooms. It also describes the way in which students will be grouped for extra support.
- The RAP describes a number of measures that will be used to monitor student progress toward the outlined goals.


This plan will benefit from:

- Be sure to use the most current template.
- There is a lot of professional development listed, but it is unclear if it is sustained over any length of time. Consider adding in sustained professional development opportunities.
- Consider the inclusion of adult implementation goals to make the plan stronger.
- Consider the inclusion of a root cause analysis to make the plan stronger and to aid in the development of specific literacy goals.

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

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

Sincerely,



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



READING ACHIEVEMENT PLAN

DISTRICT NAME: Groveport Community School

DISTRICT IRN: 008287

DISTRICT ADDRESS: 4485 S Hamilton Rd, Groveport, OH 43125

PLAN COMPLETION DATE: 11/5/23

LEAD WRITERS:

Dair Foster, Chelsey Kolasa, Amy Tooill and Karen Dunlop

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, 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
Dair Foster	School Leader Elementary	Groveport	Dair.foster@imggvp.com
Shannan Enoch	School Leader Prep	Groveport	shannan.enoch@imggvp.com
Chelsey Kolasa	K-8 Data Coach	Groveport	Chelsey.kolasa@imggvp.com
Amy Tooill	K-8 Academic Coach	Groveport	Amy.tooill@imggvp.com
Heather Carrick	Regional Coach	Imagine	Heather.Carrick@imagineschools.org
Karen Dunlop	MTSS Coordinator Grades k-4	Groveport	karen.dunlop@imggvp.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 district and school leadership teams play an integral role in the development and monitoring of all school improvement efforts. Furthermore, the team supports the school specifically within 5 key areas; Instruction, Assessment, Intervention, Professional Development and Parental Involvement.

The function of both teams include:

- Ongoing data review and disaggregation,
- Determining performance targets and goals based on data,
- Collaborating with teachers to implement research-based focused literacy strategies,
- Monitoring progress during monthly meetings,
- Facilitating high-quality professional development,
- Communicating the plan to all stakeholders,
- Ensuring that all improvement plans are cohesive and aligned to support the schools mission and vision.
- The leadership team will support and monitor the plan as well as communicate it in the following ways:
 - Share the plan with all staff, students, parents and community stakeholders through a variety of venues including newsletters, websites, parent literacy nights, board meetings and community events
 - Monthly leadership data review sessions to monitor progress
 - Ongoing communication with parents at all at all grade levels as a part of the progress monitoring process
 - Train teachers, administrators, and others in standards-based literacy instruction and research-based recommended literacy strategies
 - Provide ongoing professional development through reading coaches, online courses, workshops and conferences.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

In order to ensure alignment between the district reading achievement plan, school improvement plan and the Ohio Improvement Process (OIP), the leadership team conducted a thorough cross-walk to help align existing needs assessments, data analyses and specific strategies, actions and professional learning opportunities.

The building leadership team annually completes the decision framework to help identify data concerns and guide next steps in our improvement plans and professional development. Data specific to K-3 literacy is being addressed with the following measures: incorporation of literacy across the curriculum with the specific focus on reading foundational skills (phonological awareness, phonics, comprehension, fluency and vocabulary).

The aligned plans goals are:

- By the end of the 2023-2024 school year, the median Reading SGP for all students should be 50 or greater.
- By the end of the 2023-2024 school year, 42% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment based on 32% overall reading proficiency in Spring of 2022.
- On the 2023-2024 State Report Card, the school's early literacy rating will improve from Needs Support(2 Stars) to Meets Expectations (3 Stars)

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*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 targeted reading achievement plan is needed in our community school to support and maintain literacy during the critical phase of a student's early learning experiences. The plan will more effectively support our K-3 teachers to implement current literacy best practices, tools and resources into daily reading and writing instruction. The following information provides an in-depth analysis of relevant student performance data and factors believed to contribute to low reading achievement in the school.

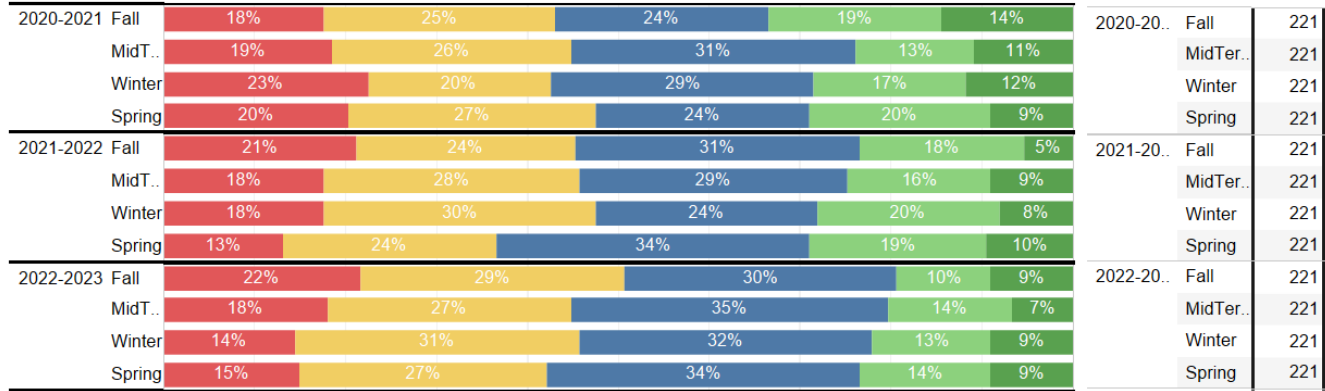


2022-2023 Academic Year
Historical Analysis Same Student - Generics



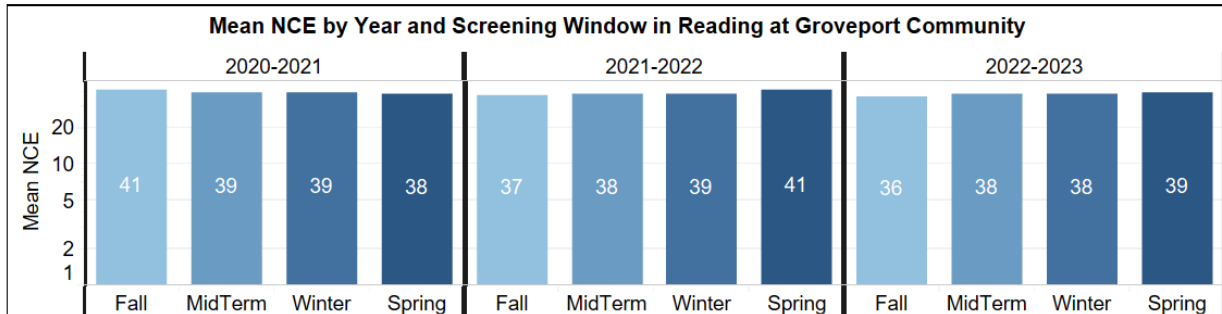
Populati..	Subject	Academ..	Window	State	EVP	School	Current Grade	Historical Grade	Current Teacher	Historical Teacher	Ethnicity	English Proficie..	Special Ed
Same..	Reading	Multipl..	Multipl..	All	Amy B..	Grovep..	All	All	All	All	All	All	All

Distribution of Student Scores by Category in Reading at Groveport Community



Category ■ Urgent Interven.. ■ Intervention ■ For Watch ■ Benchmark ■ Advanced

Categories are Based on Percentile Rank (PR) Urgent Intervention <= 9 Intervention 10-24 For Watch 25-49 Benchmark 50-74 Advanced >= 75



STAR - % of students Benchmark/Advanced	Reading 2021	Reading 2022	Reading 2023
Kindergarten	26%	32%	36%
1 st	33%	45%	35%
2 nd	29%	32%	51%
3 rd	34%	41%	34%

RIMP Data (2019-Present)

2019-2020 School Year

Grade	# of students	% on RIMP	# of students scoring 263 or higher on KRA
K	124	39%	92/123 75%
1	102	46%	
2	86	27%	
3	90	49%	

2020-2021 School Year

Grade	# of students	% on RIMP	# of students scoring 263 or higher on KRA
K	66	60%	
1	100	58%	
2	81	65%	
3	75	85%	

2021-2022 School Year

Grade	# of students	% on RIMP	# of students scoring 263 or higher on KRA
K	86	41%	29/86 34%
1	61	59%	
2	82	61%	
3	72	51%	

2022-2023 School Year

Grade	# of students	% on RIMP	# of students scoring 270 or higher on KRA
K	89	49%	20/74 27%

1	56	43%	
2	66	29%	
3	81	32%	

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

The following factors are believed to contribute to low reading achievement at our school are:

- Teacher absenteeism
- Lack of social exposure-especially in lower grades (knowing how to be in a school setting)
- Lack of pre-school experience
- Lack of literacy/vocabulary exposure in the home and community
- Unreliable transportation
- Lack of technology in the home
- Transient student population
- Parental involvement
- Truancy and tardiness
- Hiring of non-certified teachers due to candidate shortages
- High percentage of ELL student populations
- Poor self expression with writing
- large class sizes
- working memory deficit
- limited vocabulary
- use of electronics for entertainment vs academics
- limited experiences with print outside of school

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

Imagine Groveport Community School's vision is for all students to be successful and reach their highest potential.

Imagine Groveport Community School believes the fundamental purpose of our school is to help all students achieve high levels of learning and personal growth. We are committed to providing an equitable education in a nurturing learning environment that ensures all students will be successful. We will partner with all stakeholders to create a school culture that focuses on the Imagine Shared Values of Integrity, Justice, and Fun as well as the Measures of Excellence.

The following expectations have been set to ensure we are supporting our mission and vision:

- Evidenced based literacy strategies that specifically address the 5 components of reading (Phonics, Phonological Awareness, Vocabulary, Fluency, Comprehension)
- Schools having literacy-rich classrooms in every content area
- Acquisition of high-quality reading libraries
- Professional learning opportunities playing a critical role in the growth and development of teacher capacity
- Collaboration among teachers and administration in plan implementation and monitoring
- Providing site-based professional development to train teachers and others in to provide evidence-based strategies for literacy instruction
- Systematic utilization of small group and individualized instruction for differentiation
- Implementation of authentic formative and summative assessments
- Engaged students who are fluent and can read for sustained periods of time
- Partnerships with community members working with the schools
- Implementing Science of Reading Strategies in all classrooms

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

The aligned plans goals are: *****See the top info

- By the end of the 2023-2024 school year, the median Reading SGP for all students should be 50 or greater.
- By the end of the 2023-2024 school year, 42% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment based on 32% overall reading proficiency in Spring of 2022.
- On the 2023-2024 State Report Card, the school's early literacy rating will improve from Needs Support(2 Stars) to Meets Expectations (3 Stars)

SECTION 6: ACTION PLAN MAP(S)

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.

EQUIP with an Implementation Action Plan: ACADEMIC GROWTH - Reading

PRIORITY IMPROVEMENT AREA	ACTION STRATEGIES (BEST PRACTICES)	TOOLS AND RESOURCES	PROFESSIONAL LEARNING OPPORTUNITIES	TIME FRAME AND PERSON RESPONSIBLE	STRATEGY PROGRESS MONITORING TOOLS
<p>Writing - Scaffolds editing techniques</p> <p>Writing- Using graphic organizers in the planning phase of writing</p> <p>Small group Reading instruction</p>	<p>Modeling expectations</p> <p>Editing checklists</p> <p>Daily writing practice</p> <p>Writing across the curriculum</p> <p>Small Group instruction- Reading and Writing</p> <p>Providing explicit and immediate feedback</p>	<p>Ohio Standards</p> <p>Reading Rockets</p> <p>Anchor charts</p> <p>Graphic organizers</p> <p>Online tools</p> <p>Student Exemplars</p> <p>Learning Targets</p> <p>OST practice tests(benchmark/ checkpoints)</p>	<p>Professional in house and outside resources</p> <p>Writing PD with Jen Haymen(Charter School Spec.)9/22/23</p>	<p>Aug./ Sept.- free writing & writing foundations</p> <p>Oct. -create learning targets post & use</p> <p>Nov.-- Incorporate graphic organizers as the planning phase of writing</p> <p>Dec.- Consistently use student exemplars</p> <p>Jan. actively using editing rubrics</p> <p>Feb. - Utilizing Peer support & editing</p> <p>March- Constantly using writing response framework</p> <p>Academic coach teachers</p>	<p>Lesson plan feedback</p> <p>Teachers giving student specific feedback - during writing conferencing</p> <p>Observations</p> <p>Benchmark/ checkpoint assessments</p>

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the district leadership team. The following measures of evidence will be used to support the plan for monitoring progress

and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- OST Readiness Assessments and checkpoints
- Classroom/Curriculum-based assessments
- Reading Improvement and Monitoring Plans (RIMPS)
- KRA data
- Dyslexia Screeners
- Observations
- Lesson plan feedback

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

The following is a comprehensive list of evidence-based strategies that are based on the five critical components of reading. These strategies will be used both in the general education classroom and targeted small-group intervention groups in order to meet specific student needs and improve literacy instruction. These strategies were also developed with our student RIMPS in order to address their needs.

PHONOLOGICAL AWARENESS AND PHONICS TECHNIQUES Increase student's awareness of individual sounds letters make. Identify beginning, middle and ending sounds. Practice blending, segmenting and categorizing sounds.

Sound Manipulation Activities: Explore sound elements of spoken language. Find a variety of ways to play with words. Involve gestures, hopping, marching, dancing or other movement. For instance, have the student segment sounds and clap along while pronouncing syllables. Incorporate music. **Sound Boxes and Word Boxes:** Connected boxes are drawn on paper. One sound is written in each box. The teacher says the word. Then the student slides a token across the boxes while the teacher and student together say the word slowly. The structure of the connected boxes is gradually faded. Eventually, student can write letters and articulate sounds that form the words.

Sound Sorts: Categorize sounds according to beginning and ending sounds. Find rhyming words. Teacher begins by modeling and narrating process. After sorting words, student should pronounce them and explain why s/he sorted them together.

Alphabetic Principle: This principle refers to letter-sound correspondences. Teach phonics skills directly through demonstration 1:1 correspondences with letters and sounds in words. Have student practice and provide feedback. Once the student reads a word successfully several times, ask him or her to distinguish it from another. Teach word families, or phonograms—also called onsets and rimes. These allow the student to generalize and thereby command a greater number of words. Follow by teaching sight words from lists of irregular and high frequency examples.

Word Sorts: Devise activities that allow the student to sort phonograms. Allow the student to identify and discuss similarities and differences in spelling and sound patterns.

FLUENCY TECHNIQUES Target oral reading rate and expression, which contribute to comprehension, first through repeated practice under timed conditions. **Traditional Flashcard Drill and Practice:** The teacher models reading the word printed on a flashcard, asks the student to read the word and follows up with feedback.

Simultaneous Verbal Prompting: Use flashcards as above. Teacher presents the word and its definition, then pronounces word just ahead of student who repeats the word in quick succession. To a listener, this drill sounds like teacher and student are reading the words simultaneously.

Incremental Rehearsal: This technique is built upon teaching 10 percent of new words in a group that is 90 percent familiar words. The teacher writes 10 new words and nine known words on cards. The teacher presents the new word and its definition, then asks the student to pronounce it. This first unknown word is added to the deck of nine known words and flashcard drill is conducted nine times. Once the student masters the first new word, it becomes part of the known deck, the first known word is dropped, and a second unknown word is presented. This continues until all 10 new words have been mastered and the original deck of nine has been completely replaced.

Repeated Readings: In successive lessons, student repeats reading of the same text. Readings may be timed to determine correct words per minute. The texts are usually short passages, 50–300 words. Teacher records and corrects errors. Student should be able to read 85 percent of the words on the first try and with these repeated readings, work toward 100 percent.

Phase Drill: The student reads a text while teacher notes words read inaccurately. Teacher gives feedback on oral reading miscues, Page 21 of 23 models correct reading, and has student reread the sentence or phrase where the error happened three times. After practice, student rereads entire text.

Listening While Reading: If a student has difficulty reading words in a passage or reads very slowly, teacher models reading a text aloud and requires student(s) to follow along with their finger. After student follows along, s/he rereads the text.

VOCABULARY AND COMPREHENSION TECHNIQUES When a student experiences difficulty, the teacher must provide explicit instruction on comprehension. Comprehension difficulties may arise for many reasons, but various vocabulary deficits seem to contribute significantly. New words and concepts should be taught a few at a time, and care should be taken to constantly review those that have been mastered (see Incremental Rehearsal).

Semantic Webs: A graphic organizer, effective for pre-reading. Key concept or word is placed in the center of the web. Characteristics applicable to the word are placed around the center. The teacher guides the student to complete the web by asking questions.

Story Map: A graphic organizer, effective during or after storybook reading to aid comprehension of characters, setting, theme/main idea, plot, conflict and additional elements. A teacher demonstrates and guides practice.

Response Cards: This strategy increases participation among all students. Teacher uses available media to prepare either blank spaces where students construct a response or options for them to select. After reading, teacher asks group comprehension questions and students respond on their cards.

Questioning: Student generates his or her own factual and inferential questions—before, during and after reading.

Paraphrasing: Student restates reading in his or her own words.

Retelling: Student reports reading in exact words from the text.

Increasing Rate of Comprehending Text: Teacher sets up and helps student participate with/track timed repeated readings and timed repeated drills answering comprehension questions.

Reading Improvement and Monitoring Plans (RIMP) allow teachers to differentiate learning, to support learners where they are and to advance students who are ahead. Teachers are provided the freedom to meet the child's need, while providing rigorous learning opportunities.

RIMPS are updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development.

Teachers implement a 120-minute ELA block that encompasses writing, shared writing, read aloud, shared reading, guided reading, and independent reading. Teachers also implement 30 minutes each day for intervention. During this intervention period, students are broken down into small homogeneous groups, and focus on one specific skill or strategy. Student groups are determined every 2 weeks and teachers may use formative or summative assessments to determine which group each student fits best. Teachers determine which focus skill to teach by cross referencing current pacing guides and critical standards. There are times that each grade level has a different skill they are working on, and there are times when the skills are similar.

In the area of phonemic awareness and phonics, teachers will utilize Heggerty Phonemic Awareness. The systematic program provides a strong foundation at the classroom level. This program provides progress monitoring so that students who are identified as needing more instruction will advance to the tier 2 program.

All staff K-2 and all Title Teachers are trained in Orton Gillingham and use it daily. We are putting a strong emphasis on Phonemic Awareness based on the Science of Reading.

SECTION 8 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.*

We will monitor strategies during walkthrough observations, lesson plans, weekly TBT and teacher collaboration meetings, and ongoing BLTs. We will use end of year staff and family surveys, the decision framework, and specific student data from OST state tests, STAR Reading, Math and Early Literacy, weekly benchmarks/formative assessments, writing diagnostics to show progress and improve literacy strategies and instruction. We will analyze observation data, coaching notes and lesson plans to design future professional learning and coaching techniques for our teachers.

RIMPS are updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development.

SECTION 8 PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Implementation of our comprehensive literacy professional development plan will include whole staff instruction, grade level instruction and individual instruction. The sessions will have face to face components as well as online components. High quality on-boarding professional development will bring all new staff to the level of our more seasoned teachers. Sessions continued throughout the year will facilitate sustained growth. For new staff, we will support and expand the learning presented during the on-boarding session. For experienced staff, booster sessions will be conducted and needs surveys will help us to grow our staff professional skills.

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING			
Topic (related to ACTION STEP) <i>(add rows as needed)</i>	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	Person responsible for supporting & monitoring
Research based reading instruction	Academic and data coaches will work with teachers to implement research based reading strategy instruction. This will occur through collaborative planning, teaching model lessons, reflective communication following lessons, and data collection and monitoring. Workshop/PD	Coaches/staff	Academic Coach DATA Coach
Heggerty Phonemic Awareness PD		Jenn Heyman and Dr Dee Morgan - Charter School Specialists	School Leaders MTSS team
Differentiated Instruction	TBT meetings/Staff PD day	IAT team/Spec Ed. coordinator/Title I teachers	Title I teachers
MTSS for Reading			Spec Ed coordinator
Reading Foundational Skills and Science of Reading training per new Ohio Dyslexia law (OG)			
Creating culturally relevant classroom environments and resources			
Effective lesson delivery and rigor			
Writing across curriculum focus			
implementing scaffolding/ editing			

techniques			
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APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.