



March 4, 2024

Dear Superintendent Ray-Dillons:

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

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

Strengths of the Reading Achievement Plan:

- The RAP includes many opportunities for monitoring implementation.
- The action maps provided are clear and detailed.
- The data section provides a brief analysis of each data point.

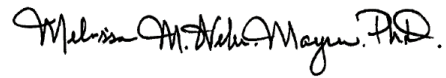
This plan will benefit from:

- Make sure to use the most current RAP template.
- The Professional Development section mentions the use of a literacy coach, but there are no specifics relating to what professional development will be provided to staff.
- Consider including more specific details about what will be done to help struggling students in the Strategies to Support Learners section.
- The goals section includes the use of materials not aligned with the science of reading.
- The section relating to internal and external factors impacting student achievement restates the data analysis from the previous section but does not clearly identify any factors.
- Consider providing a root cause analysis to make the plan stronger.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Hope Academy Northcoast 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: HOPE ACADEMY NORTHCOAST

DISTRICT IRN: 142968

DISTRICT ADDRESS: 4310 E. 71st Street Cleveland, Ohio 44105

PLAN COMPLETION DATE: August 21, 2023

LEAD WRITERS: Dr. Martin Ngom - Ms. Melonese – Ms. Cynthia McElheny

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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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Dr. Martin Ngom	Principal	Hope Academy Northcoast	mgnom@acancoast.com
Melonese Batson	Director of Academics	Hope Academy Northcoast	mbatson@acancoast.com
Sharon Durant	Grade 2 Teacher	Hope Academy Northcoast	STDurant001@acancoast.com
Kristian Cruz	Parent	Hope Academy Northcoast	Kcruz1@acancoast.com
Cynthia McElheny	Reading Specialist	Hope Academy Northcoast	Cmmcelheny001@acancoast.com
Felicia Woods-Wallace	Regional Director of Academics	Hope Academy Northcoast	Fwoodswallace1@steamwarrenville.org

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

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

The leadership team met to discuss and analyze all literacy i-ready data. The team identified areas where more data needs to be collected in the future. However, during our analysis of the data it became clear that our students overall are below proficiency levels in all literacy domains. We must definitely improve planning, instruction and monitoring of student progress during the 2023-2024 school year.

This plan will be presented to the Northoast Academy staff during back-to-school professional development. Teachers will look at all data and discuss the trends they identify prior to Dr. Ngom and the DOA introducing the plan in detail. Dr. Ngom and the DOA will have frequent meetings with teachers to discuss the collected data and plan for adjustments to instruction to improve student achievement. Teachers will have individual meetings with the DOA weekly and monthly data meetings with Dr. Ngom. Teachers will also participate in TBT meetings with grade bands to discuss data. RTI will be established to support this effort. We will meet every other week as staff to discuss building trends, celebrate growth, and brainstorm solutions if we are stagnant.

Dr. Ngom and Ms. Batson (DOA) will report on the students' progress to the board and Community School Specialists monthly during board meetings since they are stakeholders of Hope Academy Northcoast. ACCEL Schools will be informed about student data as well since they are also a stakeholder in the success of Northcoast scholars.

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.

Section 2

Alignment Between the School Reading Achievement Plan and Other Improvement Efforts

Hope Academy Northcoast's Reading Achievement Plan commits our teachers, staff, and administrators to increasing the scholars' proficiency in literacy as measured by the Ohio School Report Card. The building leadership team has collaborated and identified the needs of the teachers and scholars based on data to develop this School Reading Achievement Plan. Northcoast continues to have onsite job-embedded instructional coaching and building specific professional development. One focus covered in these plans is on increasing student pre-reading skills as strategies in grades K-2. In order to increase our reading fluency and comprehension skills of our future third through eighth graders. A second focus is on increasing independent reading levels and comprehension in grades K-8. Both focus areas are in the school Improvement Plan and the school Literacy Plan as well as covered in this school Reading Achievement plan.

The school Reading Achievement Plan and other data points and trends will be used to inform future professional development and instructional decisions at Northcoast Academy. By implementing small group rotations from the onset of the school year, providing weekly, sustained professional development and weekly job-embedded instructional coaching of standards-based instruction for teachers, utilizing the ACCEL academic framework, having an extended literacy block, using data to inform instruction, and implementing evidence-based teaching strategies, our scholars will be high school and college ready.

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.**

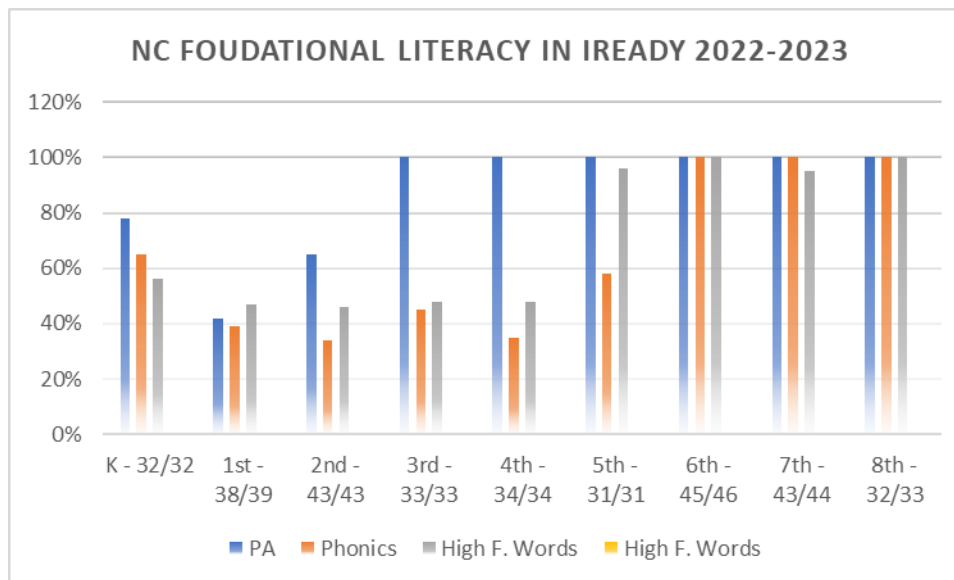
Section 3

Analysis of Student Performance Data SY 2022 -2023

Foundational Literacy –iReady

	PA	Phonics	High F. Words
K - 32/32	78%	65%	56%
1st - 38/39	42%	39%	47%
2nd - 43/43	65%	34%	46%
3rd - 33/33	100%	45%	48%
4th - 34/34	100%	35%	48%
5th - 31/31	100%	58%	96%
6th - 45/46	100%	100%	100%
7th - 43/44	100%	100%	95%
8th - 32/33	100%	100%	100%

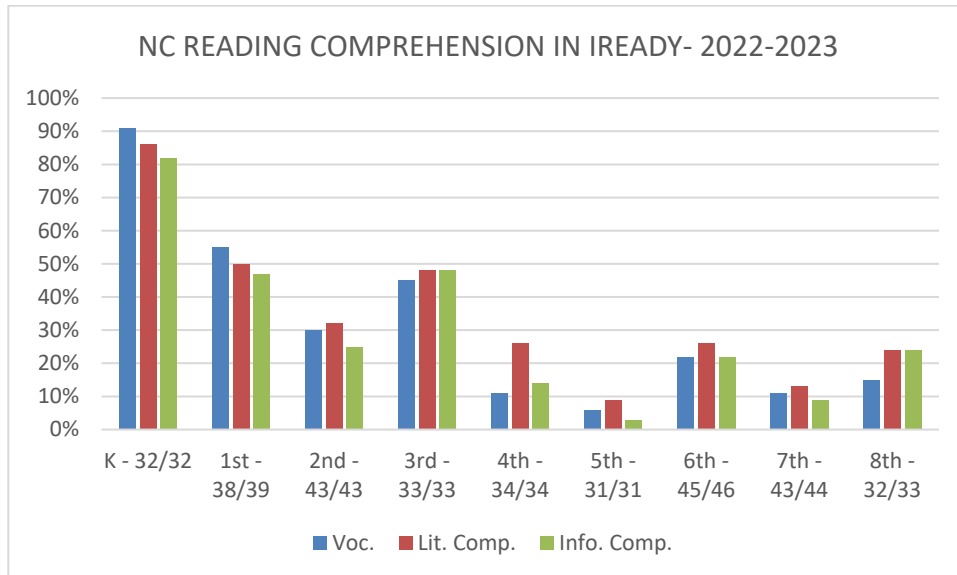
Based on iReady end of the year results, it is clear that students overall are doing well in phonemic awareness and high frequency words. However, students in grades 1, 2, 3, and 4 seem to be struggling with phonics.



Reading Comprehension

	Voc.	Lit. Comp.	Info. Comp.
K - 32/32	91%	86%	82%
1st - 38/39	55%	50%	47%
2nd - 43/43	30%	32%	25%
3rd - 33/33	45%	48%	48%
4th - 34/34	11%	26%	14%
5th - 31/31	6%	9%	3%
6th - 45/46	22%	26%	22%
7th - 43/44	11%	13%	9%
8th - 32/33	15%	24%	24%

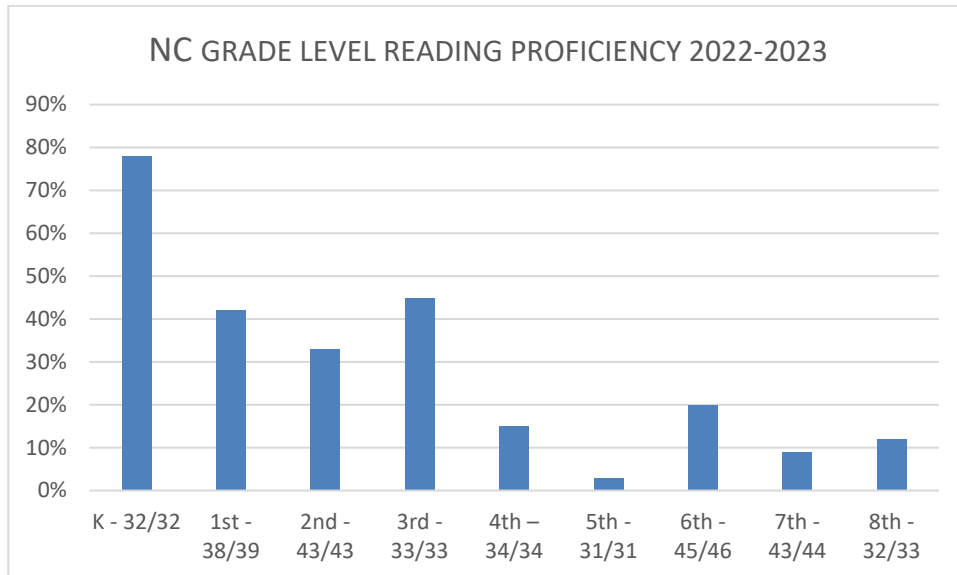
In Reading Comprehension, Vocabulary, Literary and Informational comprehension seem to be areas of concerns across the board except in Kindergarten.



Reading Proficiency

	% on Grade Level	
K - 32/32	78%	
1st - 38/39	42%	
2nd - 43/43	33%	
3rd - 33/33	45%	
4th - 34/34	15%	
5th - 31/31	3%	
6th - 45/46	20%	
7th - 43/44	9%	
8th - 32/33	12%	

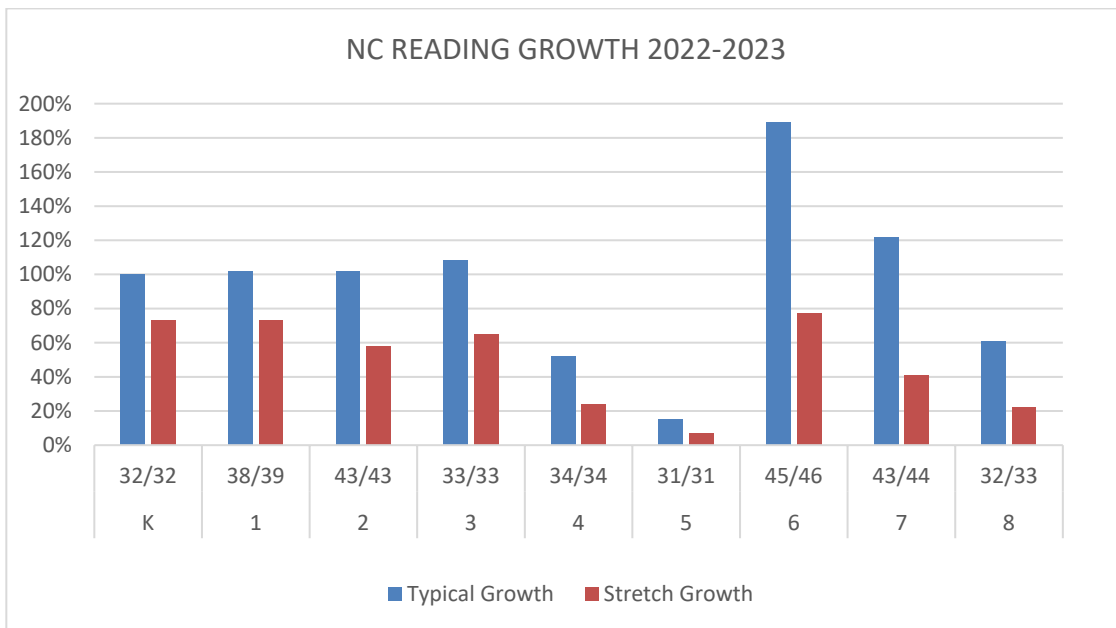
Grade level Reading Proficiency results reveal that the majority of students across the board are still below grade level except in kindergarten.



Reading Growth

Grade		Typical Growth	Stretch Growth
K	32/32	100%	73%
1	38/39	102%	73%
2	43/43	102%	58%
3	33/33	108%	65%
4	34/34	52%	24%
5	31/31	15%	7%
6	45/46	189%	77%
7	43/44	122%	41%
8	32/33	61%	22%

As far as Reading growth is concerned, an average number of students have made typical growth. A good number of students have also hit the stretch growth except in 4th, 5th, and 8th grade.



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 leadership team met to discuss and analyze all literacy data we had available from the 2021-2022 and 2022-2023 school year. The team identified areas where more data needs to be collected in the future. However, during our analysis of the data it became clear that our students are below proficiency levels in all literacy domains. We must improve planning, instruction and monitoring of student progress during the 2023-2024 school year.

For example, based on iReady end of the year results, although students overall are doing well in phonemic awareness and high frequency words, students in grades 1, 2, 3, and 4 seem to still struggle with phonics.

In Reading Comprehension, Vocabulary, Literary and Informational comprehension seem to be areas of concern across the board except in kindergarten.

Grade level Reading Proficiency results reveal that the majority of students across the board are still below grade level except in kindergarten.

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](#).

The mission statement at Northcoast Academy states: “Through teamwork focused on high quality instruction, Northcoast Academy will educate its students to ensure that they are high school and college ready.” In order for our students to be high school and college ready, we must improve literacy instruction and performance.

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.

Section 4

Measurable Student Performance Goals

Goal # 1

80% of all students will meet grade level literacy benchmarks as indicated by the foundational benchmarks.
Sub Goals (Individual benchmark expectancy)

- By the end of the year, 80% of kindergartners will recognize 52 upper-case and lower-case letters.
- By the end of the year, 80% of kindergartners will identify the sound of each of the 26 letters.
- By the end of the year, 80% of first graders will blend and segment given words into its phonemes with 90% accuracy.
- By the end of the year, 80% of first graders will read 53 words per minute with 90% accuracy.
- By the end of the year, 80% of second graders will read and spell multisyllabic words with 90% accuracy.
- By the end of the year, 80% of second graders will read 89 words per minute with 90% accuracy.
- By the end of the year, 80% of third graders will recognize 220 high-frequency words with 90% accuracy.
- By the end of the year, 80% of third graders will read 107 words per minute with 90% accuracy.

Goal #2

Improve all K-8 students' independent reading by 4 or 5 levels or the student will reach the grade level equivalent. We will use Reading A-Z running records as well as HMH Reading Inventory.

Sub Goals:

- Daily iReady usage for a minimum of 20 minutes.
- Weekly teacher monitoring of iReady progress or lack thereof for students.
- Monthly running records (minimum requirement)
- Benchmark growth assessments three times per year: Reading Inventory (4-8), and Phonics Inventory (4-8).

Goal #3

K-8 Students will go through the entire writing process and publish for presentation to an audience monthly.

- Writing instruction will take place daily following a writer's workshop model.
- The writing process will be taught and practiced.
- On demand writing lessons will be planned and carried out successfully.
- State practice tests for grades 3-8

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.

Goal# 1-Action Plan Map

Goal Statement: 80% of all students will meet grade level literacy benchmarks as indicated by the foundational benchmarks.

Goal	Action Step 1	Action Step 2	Action Step 3
Phonics/ Phonemic Awareness/ Fluency Grades K-3: 80% of all students will meet grade level literacy benchmarks as indicated by the foundational benchmarks.	Develop and follow a professional development calendar to support assessment, planning, implementation of strategies and monitoring progress	Baseline assessment and monitoring	Progress monitor and adjust as needed for scholar growth
1. Timeline	July 2023	August - September	September- May
2. Lead Person(s)	Dr. Ngom, DOA	Dr. Ngom, DOA, Classroom Teachers, Title I Teachers	Dr. Ngom, DOA, Classroom Teachers, Title I Teachers
3. Evidence-based practices	Develop awareness of the segments of sound in speech and how they link to speech, Teach students to decode words, analyze word parts, and write and recognize words	Teach students to blend letter sounds and sound spelling patterns (blend, chunk, sound out) Teach students to recognize common word parts. Have students read decodable words in isolation and in text	Teach students to blend letter sounds and sound spelling patterns (blend, chunk, sound out) Teach students to recognize common word parts. Have students read decodable words in isolation and in text
4. Resources Needed	ESGI (K-2) Scholastic	ESGI (K-2), iReady, Foundation, Heggerty's (K-3), non-sense words assessments, weekly coaching sessions, observations,	ESGI (K-2), iReady, Foundation, Heggerty's (K-3), non-sense words assessments, weekly coaching sessions, observations,
5. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development, training, coaching, implementation, support with scoring and student placement in guided reading groups based on scores	Professional development, co-planning, modeling, implementation with support, lesson plan completion	Professional development, training, coaching, implementation, support with scoring and student placement/movement in foundational skills based on scores
6. Measure of	Completed baseline	Completion of lesson	Completion of data

Success	phonic inventory assessments, analysis of data	plan template with specific strategies listed, observation of lesson implementation, anecdotal notes from guided reading lessons, student growth in independent reading levels	tracker for each month that phonic inventory is given, growth of student foundational skills level
7. Check-In/Review Date	Baseline data check during data meeting week of September 6th	Weekly coaching meeting and daily observations, Monthly principal data meetings	Weekly coaching meetings and monthly principal data meetings

Goal# 2-Action Plan Map

Goal Statement: Improve all K-8 students' independent reading by 4 or 5 levels or the student will reach the grade level equivalent. We will use Reading A-Z running records as well as HMH Reading Inventory

Goal	Action Step 1	Action Step 2	Action Step 3
K-8 Reading Fluency/Comprehension Vocabulary: Improve all student Lexile/ Independent reading by 4 or 5 levels (or the student will reach the appropriate level for their grade)	Implementation of individual student running records (K-8), Phonics Inventory (4-8) and Reading Inventory (4-8)	Guided Reading Small Group Teacher-Led Instruction and Explicit Vocabulary Instruction	Progress Monitoring of Independent Reading Levels and Adjusting Instruction Based on Data
1. Timeline	August- September 2023	Ongoing Daily during Literacy Block August - May	Ongoing August – May Biweekly monitoring for students well below and below benchmarks, Monthly monitoring for on track scholars
2. Lead Person(s)	Dr. Ngom, DOA, Classroom Teachers and Title I Reading Specialist	Dr. Ngom, DOA, Classroom Teachers and Title I Reading Specialist	Dr. Ngom, DOA, Classroom Teachers and Title I Reading Specialist
3. Evidence-based practices	Administration of baseline running records to determine levels for fluency – oral reading fluency (ORF) Phonics Inventory to determine decoding skill and Reading Inventory to determine comprehension using Reading A-Z	Guided reading Direct explicit comprehension strategy instruction Daily explicit vocabulary instruction Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Provide opportunities	Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Increase student motivation and engagement in literacy learning. Monthly monitoring using running records Reading A-Z)

		for extended discussion of text meaning and interpretation. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Daily usage of: iReady,	
4. Resources Needed	Reading A-Z iReady, Reading Inventory, Read 180, Phonics Inventory,	Leveled Libraries, Reading A-Z, Professional Development covering: Guided Reading, Close Reading and Explicit Vocabulary Instruction, Guided Reading Lesson Plan Template, Weekly support through instructional coaching meetings	iReady, Read 180, Reading Inventory, System 44, Phonics Inventory, Reading A-Z Support with completion of monthly ORF screenings
5. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development, training, coaching, implementation, support with scoring and student placement in guided reading groups based on scores	Professional development, co-planning, modeling, implementation with support, lesson plan completion	Professional development, training, coaching, implementation, support with scoring and student placement/movement in guided reading groups based on scores
6. Measure of Success	Completed baseline running record assessments, analysis of data	Completion of lesson plan template with specific strategies listed, observation of lesson implementation, anecdotal notes from guided reading lessons, student growth in independent reading levels	Completion of data tracker for each month that running records are given, growth of student independent reading level
7. Check-In/Review Date	Baseline data check during data meeting beginning the first week of September	Weekly coaching meeting and observations, Monthly principal data meetings	Weekly coaching meetings and monthly principal data meetings

Goal# 3- Action Plan Map

Goal Statement: K-8 Students will go through the entire writing process and publish for presentation to an audience monthly.

Goal	Action Step 1	Action Step 2	Action Step 3
Writing: K-8 Students will go through the entire writing process and publish for presentation to an audience monthly	On-demand writing professional development	Create a classroom atmosphere that promotes the writing process	Published works- Entire writing process completed. Celebrate student writing!
1. Timeline	August PD	Daily August - May	Monthly August - May
2. Lead Person(s)	On-demand writing PD	Dr. Ngom, DOA, Classroom Teachers	Dr. Ngom. DOA, Classroom Teachers
3. Evidence-based practices	On-going needs based professional development	Writing is an essential part of the curriculum. Effective assessment and feedback for writing Promoting a supportive writing environment Teaching prewriting, planning, and drafting.	Instruction focused on writing skills. Promoting independent and reflective writers Teaching revising and editing
4. Resources Needed	Writing Units of Study (WUoS) books, Computer	WUoS books, writing materials, writer's notebooks for each student, rubrics	WUoS books, celebration materials Invitations, parent participation, paper to print the finished work
5. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Coaching support from Dr. Ngom and DOA	Classrooms will be set up to promote writer's workshop. Professional development around the writing process Weekly coaching meetings and observations will include writing progress. Daily 45-minute minimum protected writing block Lesson plan completion for the writing block	WUoS writing celebrations. Planning and implementation of each celebration with support of Dr. Ngom and DOA
6. Measure of Success	Exit tickets and implementation of strategies during instruction	Teacher daily mini lessons Student daily participation in writer's workshop	Monthly published writing celebrations Published work displayed.

7. Check-In/Review Date	Teachers will complete an evaluation of their learning during the 2-week professional development in August	Weekly coaching and observations Monthly principal meetings	Progress observed and discussed during weekly coaching meeting and monthly principal meetings
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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.

Teachers will be provided with a binder to record and monitor data at the start of back-to-school professional development. This binder will contain dividers for guided reading, running record, short cycle assessment (SCA), iReady, Mock Assessment. Teachers will be expected to update the binder weekly or monthly depending on the section and the individual scholars. This binder will be always readily available and will be brought to all professional development sessions, staff meetings, coaching meetings, TBT meetings and one on one data meetings. Weekly coaching meetings and monthly principal data meetings as well as TBT/RTI meetings will be used to review all collected data. At these meetings, the progress or lack thereof will be discussed, and plans will be developed.

The Reading Achievement Plan team and teachers will communicate the school's or class progress towards the goals to the staff during weekly coaching meetings, bi-weekly staff meetings, monthly principal data meetings and professional development sessions. We will communicate our progress with families during our family engagement activities; for example, back to school open house, monthly writing celebrations, Title I Meetings, literacy nights, and during conferences as well as monthly newsletters. All stakeholders will engage in conversations based on our School Reading Achievement Plan and related data.

When scholars are not progressing towards the defined goals as determined by the data analysis, observations, and conversations, they will be monitored more closely. Possibly given more intensive re-teaching opportunities, intervention within the classroom setting, more small groups, or one on one instruction, working with an instructional assistant, or referral to RTI and possible intervention with Title I pull-out groups. Also, the leadership team will ensure that culturally responsive practices are included in the daily literacy instructional process. These practices will allow our scholars to engage in literacy materials they find relevant and that reflect their daily lives' experiences.

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 building leadership team has collaborated and identified the needs of the teachers and scholars based on data to develop this Reading Achievement Plan. Northcoast continues to have onsite job-embedded instructional coaching and building specific professional development. One focus covered in these plans is on increasing student pre-reading skills as strategies in grades K-2 using Heggerty and Foundations which are early literacy programs. To increase our reading fluency and comprehension skills of our future third through eighth graders. A second focus is on increasing independent reading levels and comprehension in grades K-8. Northcoast is also fortunate to have an onsite literacy coach assigned by ODE this school year. This literacy coach will be periodically onsite to work with our teachers individually and in small groups.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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*

Improve upon strategies utilized during the two prior consecutive school years.

The School Improvement Plan team and teachers will communicate the school's or class progress towards the goals to the staff during weekly coaching meetings, weekly staff meetings, monthly principal data meetings and professional development sessions. We will communicate our progress with families during our family engagement activities; for example, back to school open house, monthly writing celebrations, Title I Meetings, literacy nights, and during conferences as well as monthly newsletters. With the support and guidance from our ODE onsite coach, all stakeholders will engage in conversations based on our Reading Achievement Plan and related data.

When scholars are not progressing towards the defined goals as determined by the data analysis, observations, and conversations, they will be monitored more closely. Possibly given more intensive re-teaching opportunities, intervention within the classroom setting, more small groups, or one on one instruction, working with an instructional assistant, or referral to RTI and possible intervention with Title I pull-out groups.

3. 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.

Northcoast Academy is fortunate to have been selected by ODE this school year to be part of the ReadOhio Coaching Program. The school's designated onsite literacy coach Jessica Griffen is working in concert with Jackie Dietrich, the Regional Literacy Coach Coordinator at ESC of Northeast Ohio and Stephanie VanDyke of ODE. The goal is to support the school in its efforts to boost literacy improvement in the lower grades specifically and across the board at large. Northcoast Academy is excited about this very much needed opportunity. The following is a draft plan to support the school's efforts around literacy improvement beginning this school year 2023- 2024 as well as school year 2024- 2025.

DRAFT PLAN: School Readiness for Coaching: Considerations for Building Selection

When examining building(s) for participation, please consider readiness of fit.

We have identified a few key components to consider as district leadership team/s work with the Urban Literacy Specialist, State Support Team and Department lead to select one-three school partner(s) for the FY24 school year.

Components to Consider:

1. Data (building level data: report card data, diagnostic data, adult implementation data)
 - a. Remember to consider subgroup data, including the number of students identified with a disability.
2. Principal Leadership (willingness to be engaged in the learning and the processes)
 - a. Have any been engaged in literacy work before?
3. Strength of the Building Leadership Team
 - a. Reflect on team member make-up – shared leadership and support is key.
4. Building Culture
 - a. Is there potential for early adopters?
 - b. Is there a system of support for literacy?
5. Instructional Materials and Teacher Learning
 - a. Is there science of reading alignment?
6. Status of literacy improvement activities

APPENDICES

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

As mentioned above, Northcoast Academy is fortunate to have been selected by ODE this school year to be part of the ReadOhio Coaching Program. The school's designated onsite literacy coach Jessica Griffen is working in concert with Jackie Dietrich, the Regional Literacy Coach Coordinator at ESC of Northeast Ohio and Stephanie VanDyke of ODE. The goal is to support the school in its efforts to boost literacy improvement in the lower grades specifically and across the board at large. Northcoast Academy is excited about this very much needed opportunity.