



March 4, 2024

Dear Superintendent Gates:

Thank you for submitting the Jefferson Township Local 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 a clear plan for progress monitoring and a plan for remediation if students are struggling with the content.
- The action maps included in the RAP are clear and detailed.
- The RAP includes both SMART goals and adult implementation goals.
- The root cause analysis included in the RAP grounds student achievement in adult implementation factors. It is clear and concise.
- The RAP, including professional development, is centered on the science of reading.

This plan will benefit from:

- While adequate, some of the sections are quite brief. Consider adding in additional explanations.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Jefferson Township Local

DISTRICT IRN: 048686

DISTRICT ADDRESS:

2625 South Union Rd
Dayton, Ohio 45417

PLAN COMPLETION DATE: 12/20/2023

LEAD WRITERS:

Anne Watson, Blairwood Elementary Principal

Kara Bennington, Teacher

Teresa Durham, Teacher

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department’s [Culturally Responsive Practice program page](#).

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Anne Watson	Elementary Principal	Blairwood	awatson@jeffersontwp.k12.oh.us
Kara Bennington	Teacher	Blairwood	kbennington@jeffersontwp.k12.oh.us
Teresa Durham	Teacher	Blairwood	tdurham@jeffersontwp.k12.oh.us
Julie Schindler	Teacher	Blairwood	julie.schindler@jeffersontwp.k12.oh.us
Ashlyn Smith	Teacher	Blairwood	ashlyn.smith@jeffersontwp.k12.oh.us

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

Name	Title/Role	Location	Email
Delores A Pugh	Consultant/Coach	MCESC	delores.pugh@mcesc.org
Laura Jones	Regional Early Literacy Specialist	MCESC	laura.jones@mcesc.org
Kevin Stepp	Teacher	Jefferson Jr/Sr High	kstepp@jeffersonwp.k12.ou. hs

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.

DEVELOPMENT OF TEAM: Development of the team stemmed from conversations and data analysis through DLT (district leadership team) meetings and BLT (building leadership team) meetings. Several of the DLT members were selected to be part of the literacy team in addition to three of staff members (two general education teachers and one intervention specialist). Members reviewed the Reading Achievement Plan and provided feedback.

PLAN FOR MONITORING:

For student performance data, the team is planning to use i-Ready diagnostic/growth monitoring assessments in conjunction with the assessments built into the CKLA/Amplify curriculum to monitor progress. For adult implementation, observations will be conducted using the CKLA/Amplify fidelity checks. This data will be presented at all leadership team meetings and analyzed to determine next steps to improve instruction.

PLAN FOR COMMUNICATION:

The Reading Achievement Plan will be communicated with community members and families through the district website, the district communication platform, and through an open forum Google Meeting. The plan will be presented in district and building leadership meetings, as well as staff meetings.

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.

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Jefferson Township's One Plan emphasizes instruction and assessment. Specifically, it states, "Adults will use research-based instructional strategies to meet the needs of all students, ensuring access to a rigorous and relevant core curriculum that prepares students for career and college readiness." This Reading Achievement Plan connects to the One Plan because of its emphasis on effective professional development for teachers in utilization of the new research-based curriculum (see plan maps for each grade level).

The plan is communicated, adjusted, and implemented through the use of the 5-Step process as we continue to develop district, building, and teacher teams.

The focus of the 2024 Reading Achievement Plan is on Tier 1, core instruction. With that in mind, Blairwood has adopted a new ELA curriculum that is based upon the Science of Reading and will address the literacy gaps for grades K-6.

The newly adopted curriculum is rich in its inclusion of culturally responsive materials. The characters in the literature are visually diverse, allowing children to see themselves in the selections. References to cultural traditions and languages are included. Within the curriculum, female characters are portrayed in various roles like doctors, scientists, and adventurers. Disabled characters are also represented in fictional works as well as in nonfiction (Ray Charles, Helen Keller). One of the culturally responsive practices implemented through CKLA/Amplify and the staff are letters home to parents identifying possible sensitive topics for the students in the upcoming reading selections and explaining how those topics will be addressed in the classroom. This allows parents to be aware of and prepare for material sensitive to different cultures.

Previously, teachers and administration have engaged in Science of Reading training during the 2021-2022 and 2022-2023 school year, as well as a refresher presented by administration during a back to school professional development in August 2023. Sixty-three percent of the staff have received the comprehensive Orton Gillingham training through IMSE (Institute for Multi-Sensory Education). Additionally, three staff members completed the ODE training for dyslexia.

The new curriculum, in conjunction with the professional development on Orton Gillingham and dyslexia through the ODE will help teachers to better apply what they have learned in each training session.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Ohio English Language Proficiency Assessment (OELPA)**

Applicable Grades	Average Scale Score	Average Comprehension Score	Average Proficiency Status
District	5514	5499	Progressing
Kindergarten: 4	5781	5731	Progressing
First: 2	5177	5222	Progressing
Second: 2	5456	5524	Progressing
Third: 3	5648	5540	Progressing
Fourth: 1	5553	5627	Progressing
Fifth: 3	5272	5278	Progressing

Overall Domains from the OELPA show:

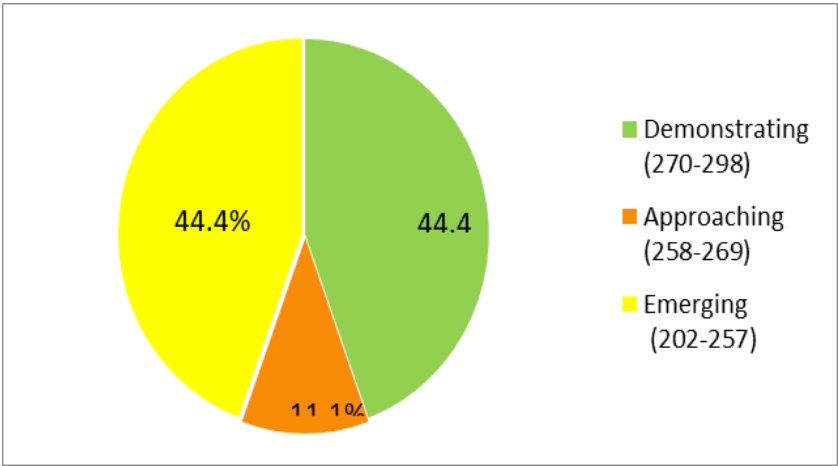
- Listening: 3.87 Intermediate/Early Advanced
- Reading: 2.8 Early Intermediate/Intermediate
- Speaking: 3.4 Intermediate
- Writing: 2.47 Early Intermediate

NOTE: The KRA data for Students with Disabilities is the same as the data for All Students. Due to Jefferson Township Local district's low enrollment, there were not enough students to count in the data by race/ethnicity and English Learners.

Kindergarten Readiness Assessment, Revised Fall 2022

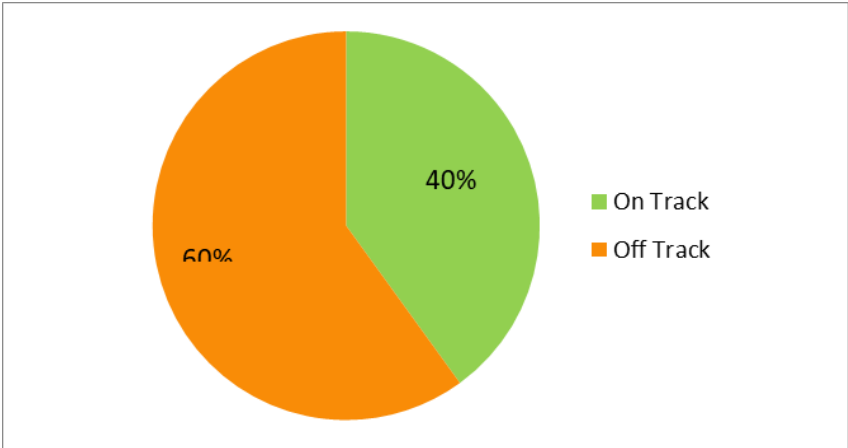
Chart shows the percentage of students in each category of the KRA-R. 44% of students demonstrate a readiness for Kindergarten.

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



Kindergarten Readiness Assessment Language and Literacy On Track/Off Track Fall 2022

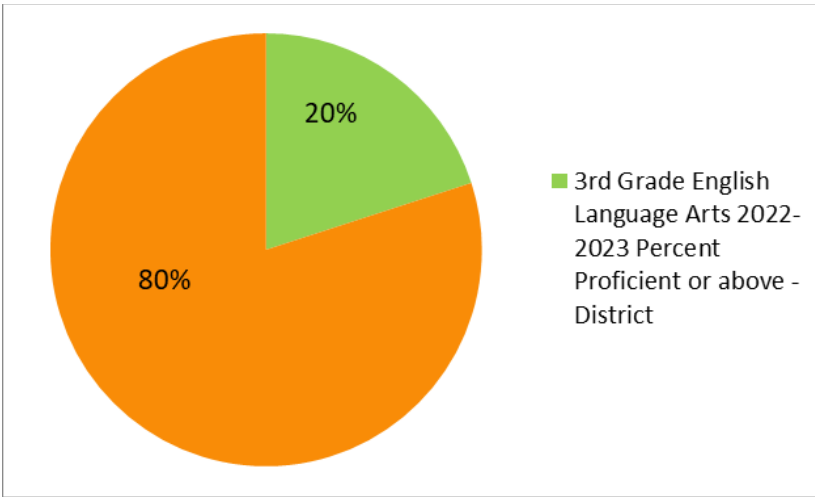
Chart indicates that 60% of Blairwood’s kindergarten students were not on track for Language and Literacy during the Fall of 2022. This demonstrates a need to improve literacy instruction for these students.



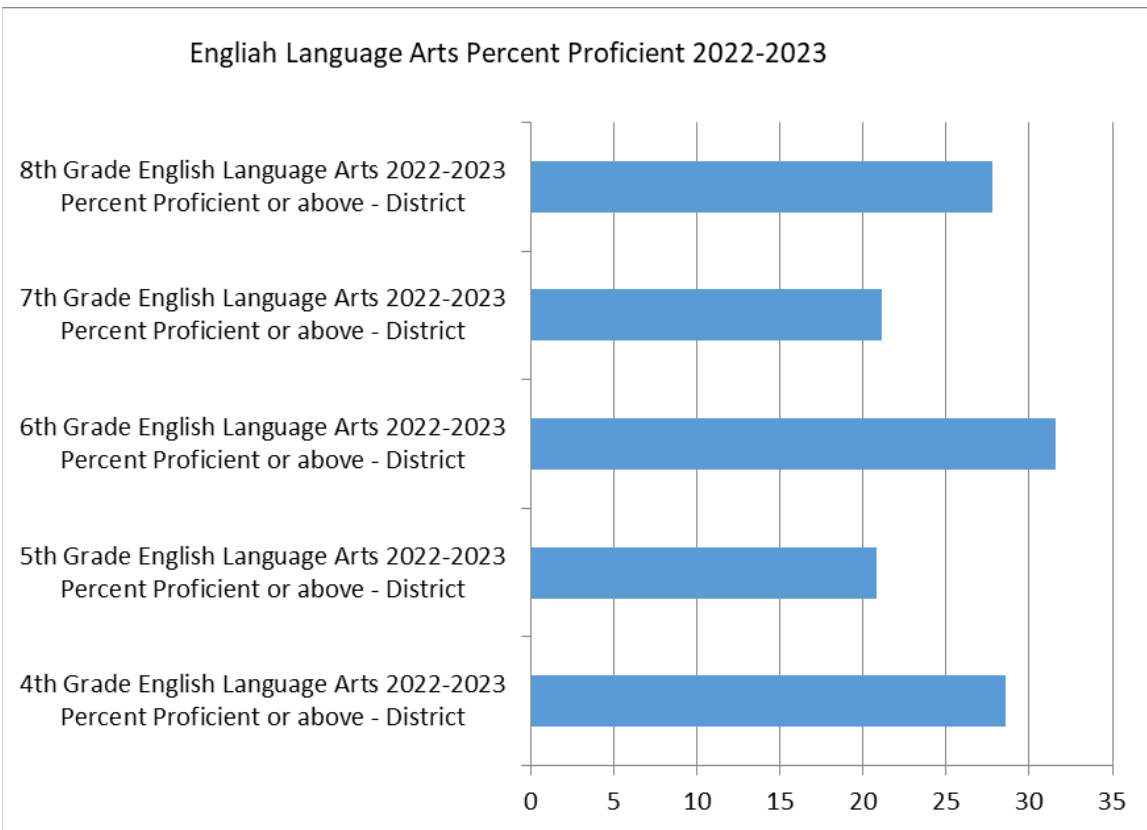
Third Grade Proficiency 22-23

Chart indicates that 80% of the third grade students at Blairwood were not proficient in English Language Arts during the 2022-2023 school year. Due to ODE mandates, students were not retained in third grade for the 2023-2024 school year.

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



English Language Arts Percent Proficient 2022-2023, Grades 4-8



Ohio State Alternative Assessment Data

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

During the 2022-2023 school year, two students from the Jr/Sr High took the Ohio State Alternative Assessment in the spring of 2023. Both students were enrolled in grade 7. The results show:

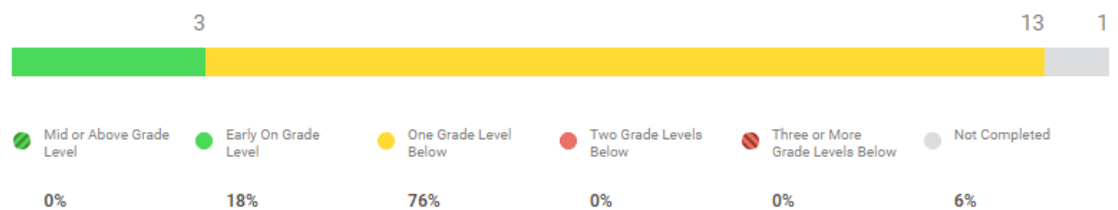
- Student A: received a 556/Advanced score in Reading
- Student B: received a 492/Basic score in Reading

iReady Fall Diagnostic Data

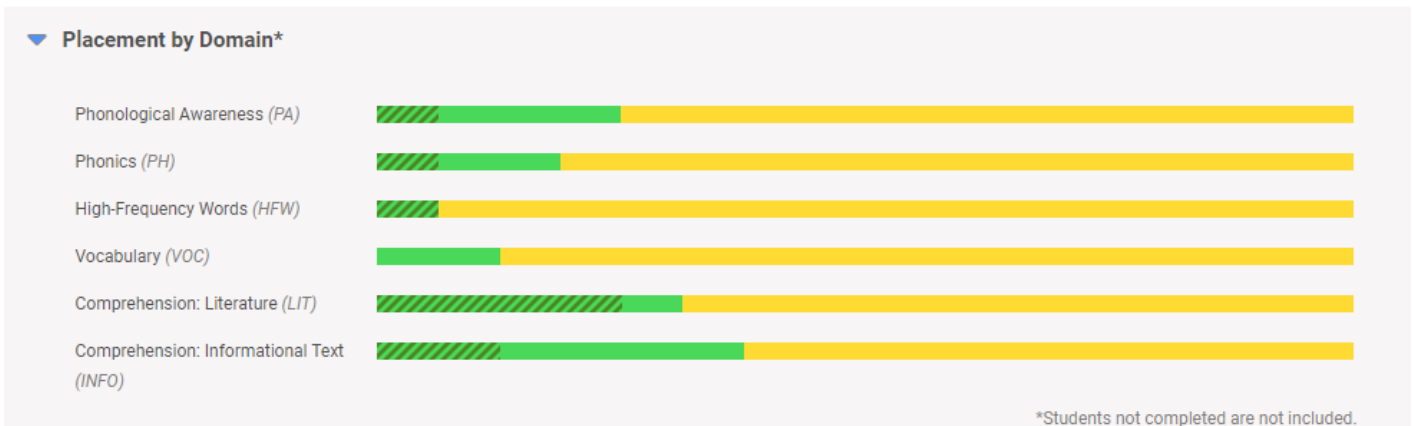
Kindergarten

The table below shows the beginning overall placement in reading for all kindergarten students, as well as a breakdown of their placement in each of the domains. Of the incoming kindergarten students, 18% of them are on grade level overall with 76% of the students showing below grade level. One student was not tested when this data was collected. Domain data shows that informational text may be a potential strength of this group of students. While high frequency words, vocabulary, and phonics appear to be areas of greatest weakness. All of the domains are below 50% proficient in the overall class.

Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)

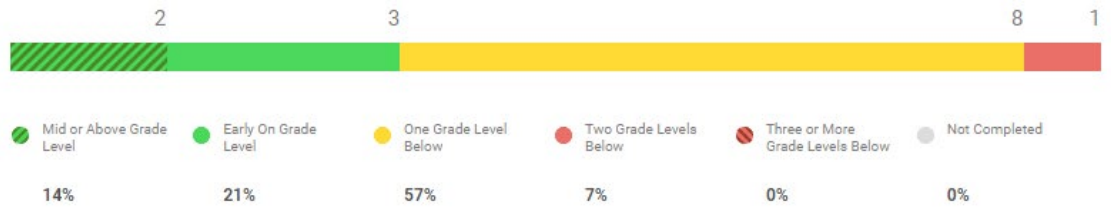


First

The table below shows the beginning overall placement in reading for all first grade students, as well as a breakdown of their placement in each of the domains. Of the incoming first graders, 35% of them are on grade level overall with 64% of the students are showing below grade level. Domain data shows that phonics may be a potential strength of this group of students. Informational text comprehension appears to be an area of greatest weakness. Phonics is the only domain that shows an overall proficiency in 50% of the class.

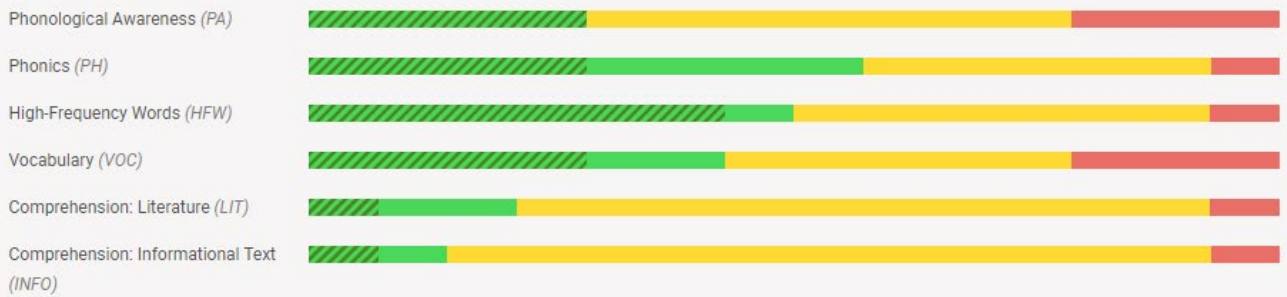
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Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain*



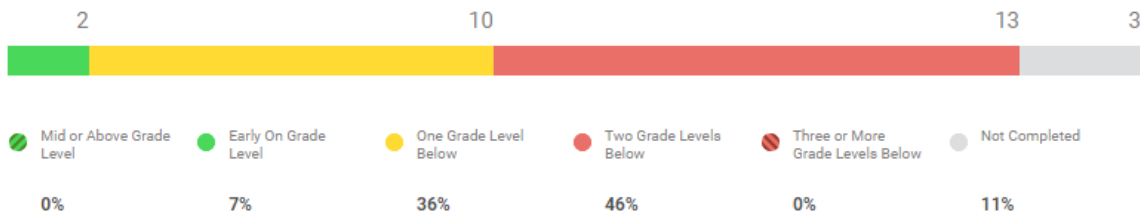
*Students not completed are not included.

Second

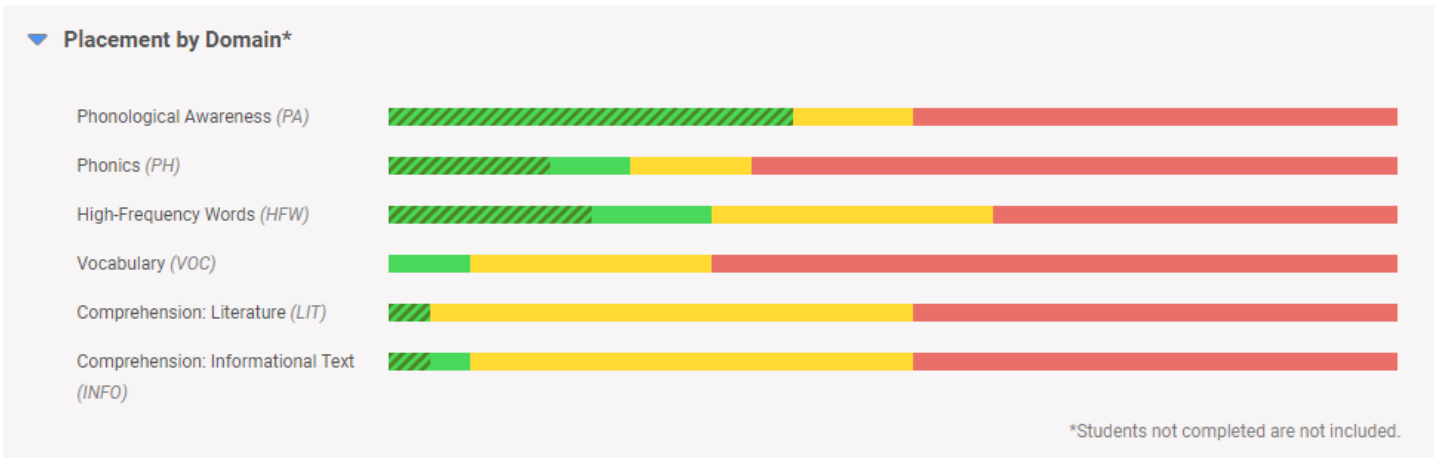
The table below shows the beginning overall placement in reading for all second grade students, as well as a breakdown of their placement in each of the domains. Of the incoming second graders, 7% of them are on grade level overall with 93% of the students are below grade level. Domain data shows that phonological awareness may be a potential strength of this group of students. Literary text comprehension appears to be an area of greatest weakness triggered from the lack of phonological awareness and phonics skills overall. Less than 50% of the students are proficient in each of the domains.

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Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)

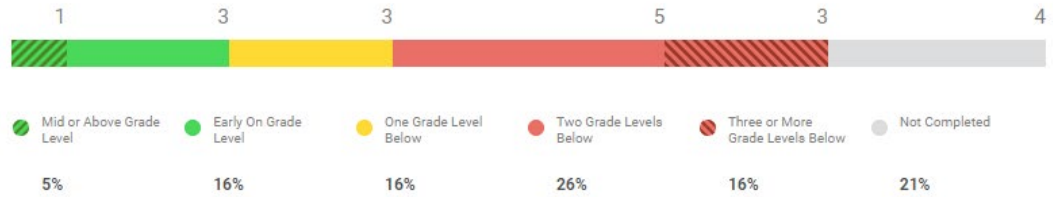


Third

The table below shows the beginning overall placement in reading for all third grade students, as well as a breakdown of their placement in each of the domains. Of the incoming third graders, 21% of them are on grade level overall with 58% of the students are below grade level. Additionally, 21% of the rostered third graders did not complete the test by the time the data was collected. Domain data shows that phonological awareness is the greatest strength of this group of students. Vocabulary and Informational Text comprehension appears to be an area of greatest weakness. Phonological awareness and high frequency words are the only domains that show proficiency in 50% or more of the class.

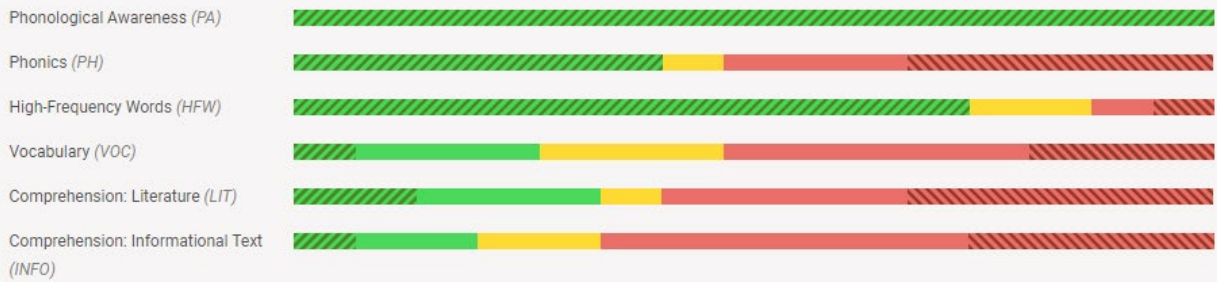
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Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain*



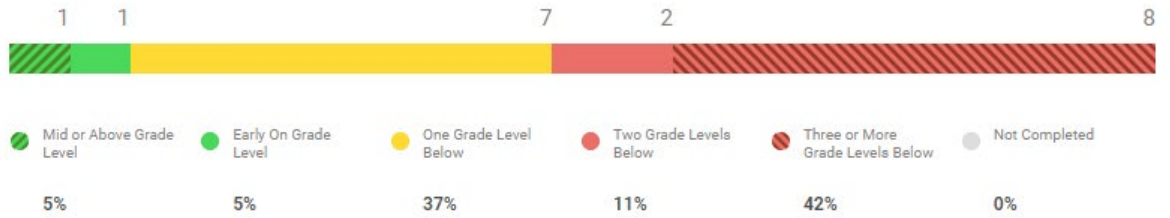
*Students not completed are not included.

Fourth

The table below shows the beginning overall placement in reading for all fourth grade students, as well as a breakdown of their placement in each of the domains. Of the incoming fourth graders, 10% of them are on grade level overall with 90% of the students are below grade level. Domain data shows that phonological awareness is the greatest strength of this group of students. Vocabulary and Informational Text comprehension appears to be an area of greatest weakness. Phonological awareness, phonics, and high frequency words are the only domains that show proficiency in 50% or more of the class.

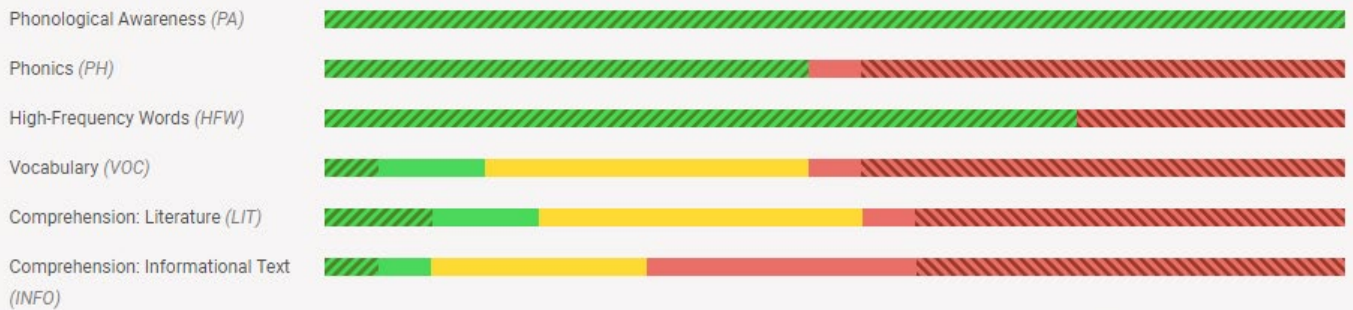
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Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain*



*Students not completed are not included.

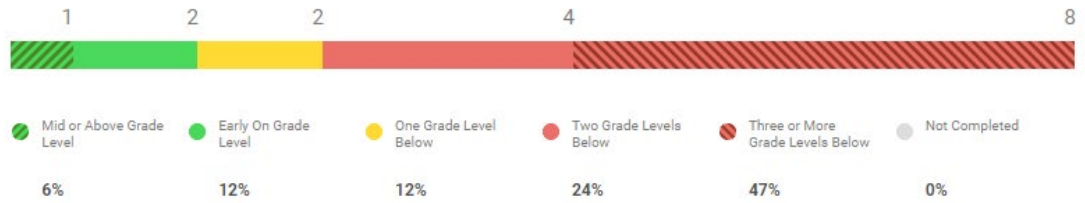
Fifth

The table below shows the beginning overall placement in reading for all fifth grade students, as well as a breakdown of their placement in each of the domains. Of the incoming fifth graders, 18% of them are on grade level overall with 82% of the students are below grade level. Domain data shows that phonological awareness and high-frequency words are the greatest strength of this group of students. Vocabulary and comprehension appears to be an area of greatest weakness. Phonological awareness, phonics, and high frequency words are the only domains that show proficiency in 50% or more

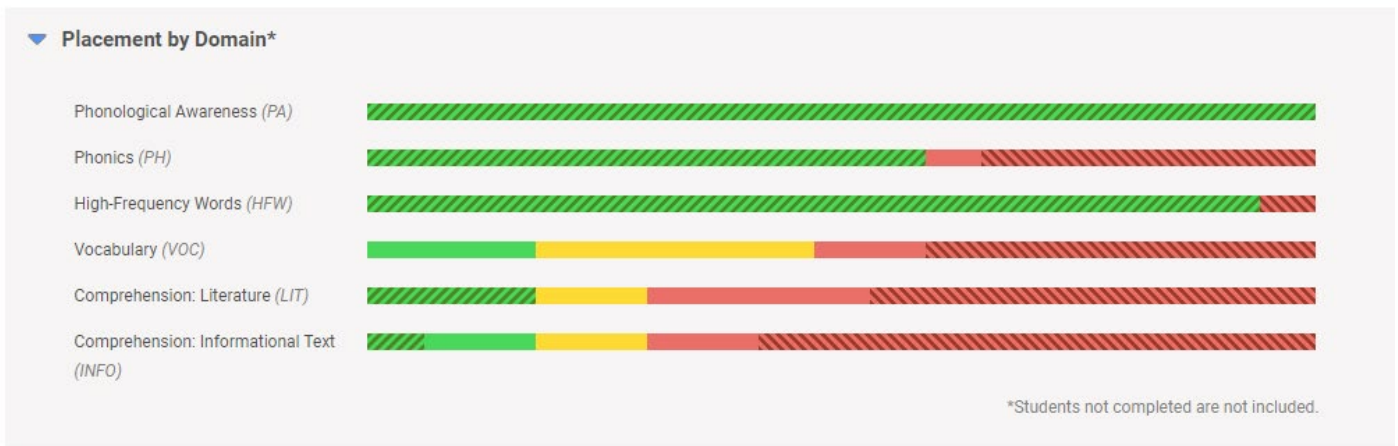
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of the class.

Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)



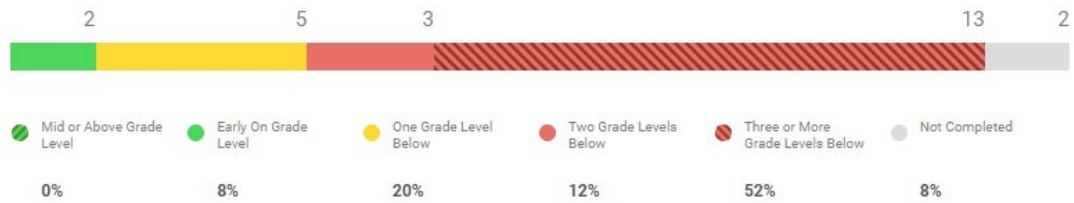
Sixth

The table below shows the beginning overall placement in reading for all sixth grade students, as well as a breakdown of their placement in each of the domains. Of the incoming sixth graders, 8% of them are on grade level overall with 84% of the students are below grade level. Additionally, 8% of the students had not completed testing when data was collected. Domain data shows that phonological awareness and high-frequency words are the greatest strength of this group of students. Vocabulary and comprehension appears to be an area of greatest weakness. Phonological awareness, phonics,

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and high frequency words are the only domains that show proficiency in 50% or more of the class.

Overall Placement



[The Mapping Between 5-Level and 3-Level Placements](#)



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

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

- Kindergarteners are ill equipped when beginning the kindergarten year. They demonstrate low proficiency in basic kindergarten readiness skills. KRA data shows that 44.4% of students were demonstrating kindergarten readiness at the Fall of 2022.
- Teachers were not properly trained in the Science of Reading methodologies.
- Previously utilized curriculum for English Language Arts was not grounded in the Science of Reading.
- Staff turnover has hindered professional and instructional growth. Between the 21/22 and 22/23 school year Blairwood had a 44% change in staffing.
- Jr High staffing challenges have required the Jr High to be self-contained with a 50% staff turnover rate each school year.
- Many of Jefferson students lack the necessary background knowledge and vocabulary due to being economically disadvantaged (100%). The students do not have the same access to experiences and activities as their non-disadvantaged peers.
- Jefferson is a school-wide Title 1 district based upon the percentage of economically disadvantaged students (100%) and low performance rates.
- The pandemic hit Jefferson students especially hard. Prior to the pandemic in March of 2020, Jefferson had most of the teaching positions filled. At the time, Blairwood was able to staff two teachers per grade level. During the pandemic, Jefferson changed to remote learning and remained that way for the 2020-2021 school year. This

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created new challenges in connectivity and access to technology for our student body who are economically disadvantaged, with 100% participating in free breakfast/lunch. There were also many challenges with engagement and supervision of students at home.

- Upon the return from online learning, staffing has become more of an issue and required current staff to take on more roles or combine previously split classes.

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.

Prior to the 23-24 school year, Jefferson lacked consistent professional development in evidence-based instructional strategies across all grades and subjects, partly due to the high turnover rate from year to year. Teachers did not have access to high quality instructional literacy materials or adequate training/coaching on those materials. As such, student growth has been stunted from year to year, showing deficiencies in foundational literacy skills through all grade levels. During the 22-23 school year, on grade level percentages averaged 44% by the Spring i-ready diagnostic assessment. Additionally, the average percentage of students achieving their growth goal was 52%.

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.

Student Performance Goals

1. Kindergarten students will improve from 19% on or above grade level overall placement in reading (i-ready fall diagnostic results), to 80% on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results NOTE: The kindergarten goal is more ambitious than 1-6 due to the developmental gains

2. First Grade students will improve from 35% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

3. Second Grade students will improve from 7% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

4. Third Grade students will improve from 21% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

5. Fourth Grade students will improve from 10% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

6. Fifth Grade students will improve from 18% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

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

7. Sixth Grade students will improve from 8% on or above grade level overall placement in reading (i-ready fall diagnostic results), to 50% or higher proficient as measured by i-Ready Spring Diagnostic Assessment Results

Adult Implementation Goals

1. 100% of instructional staff will follow the pacing guides as set forth in the CKLA/Amplify curriculum.
2. 100% of instructional staff will use media and materials, when appropriate, to present the content that is aligned with Core Knowledge topics.
3. 100% of instructional staff will actively engage students through a variety of activities (group/partner work, class discussions, hands-on activities, etc.).
4. 100% of instructional staff will explicitly teach grammar, usage, spelling, vocabulary, and writing skills through the use of the CKLA/Amplify, Orton Gillingham, and Heggerty curricula.
5. 100% of instructional staff will demonstrate evidence of collecting individual student assessment data.
6. 100% of instructional staff will demonstrate evidence of delivering interventions to address skill deficits, including explicit instruction of foundational decoding skills and more advanced decoding skills, as appropriate.

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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Kindergarten students will improve from 19% on or above grade level overall placement in reading (i-ready fall diagnostic results), to 80% on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results NOTE: The kindergarten goal is more ambitious than 1-6 due to the developmental gains

The i-Ready data show a need for support and intervention in basic decoding skills with emphasis on phonemic and phonological awareness.

The newly adopted curriculum helps teachers' preparation in developing foundational skills with explicit, systematic instruction. CKLA sequences phonological and phonemic awareness in accordance with the sequence of skills identified from least to most complex.

Evidence-Based Strategy or Strategies :

- Develop awareness of the segments of speech and how they link to letters.
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for kindergarten teachers centered on phonemic and	Kindergarten teachers will fully implement the CKLA/Amplify core curriculum	Utilization of CKLA/Amplify fidelity checks in the targeted areas of phonemic and

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	Action Step 1	Action Step 2	Action Step 3
	phonological awareness through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS. Teachers received training on Heggerty phonemic awareness program, further training to be assigned as needed.	and intervention materials centering on phonemic and phonological awareness to support all students, particularly students on RIMPS. Teachers will implement Heggerty phonemic awareness lessons.	phonological awareness will be conducted to monitor the quality of instruction. Admin will check for utilization of Heggerty lessons during walkthroughs.
Timeline	<ul style="list-style-type: none"> • CKLA base curriculum training: June 2023 • CKLA targeted training: Jan.-Mar. 2024 • CKLA intervention training: Jan.-Mar. 2024 • Heggerty Phonemic Awareness: August 2023 	<ul style="list-style-type: none"> • CKLA grade specific coaching: September 2023 • CKLA targeted coaching: March-April 2024 • CKLA full implementation: SY 2024-2025 • Heggerty implementation: SY 2023-2024 	<ul style="list-style-type: none"> • Fidelity check and progress monitoring: January 2024-May 2024
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Administration Team	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the

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	Action Step 1	Action Step 2	Action Step 3
	managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

Goal # 2 Action Map

Goal Statement 2: First Grade students will improve from 35% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in phonological awareness and phonemic awareness. Phonics may be a potential overall strength for this group of students but only 50% of students are proficient. However, phonics instruction is still a priority for foundational decoding skills.

The newly adopted curriculum helps teachers' preparation in developing foundational skills with explicit, systematic instruction. CKLA sequences phonological and phonemic awareness in accordance with the sequence of skills identified from least to most complex.

Evidence-Based Strategy or Strategies :

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

- Develop awareness of the segments of speech and how they link to letters.
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for first grade teachers centered on phonemic and phonological awareness and phonics through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS. Teachers received training on Heggerty phonemic awareness program, further training to be assigned as needed.	First grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on phonemic and phonological awareness and phonics to support all students, particularly students on RIMPS. Teachers will implement Heggerty phonemic awareness lessons.	Utilization of CKLA/Amplify fidelity checks in the targeted areas of phonemic and phonological awareness and phonics will be conducted to monitor the quality of instruction.
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23- May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Administration Team	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

Goal # 3 Action Map

Goal Statement 3: Second Grade students will improve from 7% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in phonics. Second grade's data shows little to no improvement overall in the areas of decoding.

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

The newly adopted curriculum helps teachers' preparation in developing foundational skills with explicit, systematic instruction. CKLA sequences phonological and phonemic awareness in accordance with the sequence of skills identified from least to most complex

Evidence-Based Strategy or Strategies :

- Develop awareness of the segments of speech and how they link to letters.
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for second grade teachers centered on decoding through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS. Teachers received training on Heggerty phonemic awareness program, further training to be assigned as needed.	Second grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on decoding to support all students, particularly students on RIMPS. Teachers will implement Heggerty phonemic awareness lessons.	Utilization of CKLA/Amplify fidelity checks in the targeted area of decoding will be conducted to monitor the quality of instruction.
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23- May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Intervention Specialist	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument

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

	Action Step 1	Action Step 2	Action Step 3
	CKLA/Amplify Materials Technology Accessibility to online program		Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

Goal # 4 Action Map

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

Goal Statement 4: Third Grade students will improve from 21% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in academic language skills and vocabulary knowledge. Additionally, third grade’s data shows a need for growth in phonics.

The newly adopted curriculum helps teachers’ preparation in developing foundational skills with explicit, systematic instruction. CKLA sequences phonological and phonemic awareness in accordance with the sequence of skills identified from least to most complex.

CKLA lessons evaluate students’ reading comprehension, understanding and retention of academic and domain-specific vocabulary words.

Evidence-Based Strategy or Strategies :

- Develop awareness of the segments of speech and how they link to letters.
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Teach students to decode words, analyze word parts, and write and recognize words.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for third grade teachers centered on academic language and vocabulary knowledge through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS. Teachers received training on Heggerty phonemic awareness program, further training to be assigned as needed.	Third grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on academic language and vocabulary knowledge to support all students, particularly students on RIMPS. Teachers will implement Heggerty phonemic awareness lessons.	Utilization of CKLA/Amplify fidelity checks in the targeted areas of vocabulary and comprehension will be conducted to monitor the quality of instruction.
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23- May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Intervention Specialist	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	March 1, 2024	March 1, 2024	March 1, 2024
	April 1, 2024	April 1, 2024	April 1, 2024
	May 1, 2024	May 1, 2024	May 1, 2024
	June 1, 2024	June 1, 2024	June 1, 2024

Goal # 5 Action Map

Goal Statement 5: Fourth Grade students will improve from 10% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in academic language skills and vocabulary knowledge. Additionally, fourth grade's data shows a need for growth in phonics with only 50% of the class showing proficiency.

The newly adopted CKLA/Amplify curriculum for fourth grade includes direct instruction and modeling of the vocabulary skills. The CKLA lessons also evaluate students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words.

Evidence-Based Strategy or Strategies :

- Build students' world and word knowledge so they can make sense of the text.
- Building students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for fourth grade teachers centered on academic language and vocabulary knowledge through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS.	Fourth grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on academic language and vocabulary knowledge to support all students, particularly students on RIMPS.	Utilization of CKLA/Amplify fidelity checks in the targeted areas of vocabulary and comprehension will be conducted to monitor the quality of instruction.

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23- May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Intervention Specialist	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

Goal # 6 Action Map

Goal Statement 6: Fifth Grade students will improve from 18% on or above grade level overall placement in reading (i-Ready fall diagnostic results), to 50% or higher on or above grade level overall placement in reading as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in academic language skills and vocabulary knowledge. Comprehension of literary and informational text is weak.

The newly adopted CKLA/Amplify curriculum for fifth grade includes direct instruction and modeling of the vocabulary skills. The CKLA lessons also evaluate students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words. The remediation supplement contains materials that are intended for students who have gaps in their code knowledge or fluency, The units include instruction in both literary and informational text.

Evidence-Based Strategy or Strategies :

- Building students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Build student's world and word knowledge so they can make sense of the text
- Consistently provide students with opportunities to ask and answer questions to better understand the text they read

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for fifth grade teachers centered on language comprehension and vocabulary knowledge through CKLA/Amplify core curriculum and intervention	Fifth grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on language comprehension and	Utilization of CKLA/Amplify fidelity checks in the targeted areas of vocabulary and language comprehension will

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

	Action Step 1	Action Step 2	Action Step 3
	materials to address the needs of all students, particularly the needs of students on RIMPS.	vocabulary knowledge to support all students, particularly students on RIMPS.	be conducted to monitor the quality of instruction.
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23- May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Intervention Specialist	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be discussed through TBTs, BLTs, and DLTs team meetings.	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs, BLTs, and DLTs team meetings.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

Goal # 7 Action Map

Goal Statement 7: Sixth Grade students will improve from 8% on or above grade level overall placement in reading (i-ready fall diagnostic results), to 50% or higher proficient as measured by i-Ready Spring Diagnostic Assessment Results

The i-Ready data show a need for support and intervention in academic language comprehension and vocabulary knowledge. Comprehension of literary and informational text is weak.

Sixth grade Amplify curriculum has units centered on literary or informational text. The new curriculum enables teachers to teach skills through texts and develop students' skills for building meaning through reading.

Evidence-Based Strategy or Strategies :

- Building students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Build student's world and word knowledge so they can make sense of the text
- Consistently provide students with opportunities to ask and answer questions to better understand the text they read

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Further training for sixth grade teachers centered on language comprehension and vocabulary knowledge through CKLA/Amplify core curriculum and intervention materials to address the needs of all students, particularly the needs of students on RIMPS.	Sixth grade teachers will fully implement the CKLA/Amplify core curriculum and intervention materials centering on language comprehension and vocabulary knowledge to support all students, particularly students on RIMPS.	Utilization of CKLA/Amplify fidelity checks in the targeted areas of vocabulary and language comprehension will be conducted to monitor the quality of instruction.
Timeline	CKLA/Amplify base curriculum training: August 23 - May 24 Intervention training: January - March 24	Implementation of CKLA/Amplify base curriculum starting August 23-May 24 Implementation of Interventions March -May 24	Fidelity check implementation: January - May 24
Lead Person(s)	Amplify Coaches/Instructors Administration Team	Amplify Coaches Intervention Specialist	Administration Team Amplify Coaches
Resources Needed	Time Availability of coaches/instructors CKLA/Amplify Materials Technology Accessibility to online program	Availability of coaches CKLA/Amplify Materials Technology	Availability of coaches CKLA/Amplify Fidelity Check Instrument Data discussions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Administration team will schedule additional PD for teachers to be provided between Jan. and Mar. in the targeted areas. Administration team will work with trainers, coaches, and account managers to ensure all teachers and students have the materials and access needed for the programs.	Administration team will work with coaches to schedule additional sessions and checks for teachers to receive feedback on their implementation of the curriculum. Administration team will monitor lessons and methods, providing routine feedback on implementation for teachers. Data will be	Administration team will receive the CLKA/Amplify fidelity check instrument, receive training on implementation of the instrument, conduct routine walkthroughs to collect the data, and hold routine data discussion meetings to address any needs. Data will be discussed through TBTs,

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

	Action Step 1	Action Step 2	Action Step 3
	Data will be discussed through TBTs, BLTs, and DLTs team meetings.	discussed through TBTs, BLTs, and DLTs team meetings.	BLTs, and DLTs team meetings.
Measure of Success	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.	Students: Improvement in i-Ready diagnostic assessments from Fall to Spring (see goal). Adults: Improvement and consistency on CKLA/Amplify fidelity checks.
Description of Funding	ESSER II Title 1	ESSER II ESSER ARP Title 1	ESSER II ESSER ARP Title 1
Check-in/Review Date	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024	March 1, 2024 April 1, 2024 May 1, 2024 June 1, 2024

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.

Evidence	Collection dates or timeframes	Who will collect the data	Who or what team will analyze the data	Next Steps
i-Ready Diagnostic Assessments	October 2023 February 2024 May 2024	General Ed. Teachers Intervention Specialist Administration	District, Building, and Teacher team meetings	CKLA/Amplify curriculum has a Listening & Learning strand that develops young children's language and background knowledge. It includes explicit vocabulary instruction, which has been shown as a need for Jefferson

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

				Township students. Each grade level teacher kit has assessment and remediation guides with intervention materials to be used when students need more support. Additionally, skill deficits identified using assessments will be addressed using the Orton Gillingham Approach in small group instruction. This approach is an explicit, multisensory, way to teach literacy when reading, writing, and spelling are a struggle for students.
i-Ready Growth Monitoring Assessments	March 2024 April 2024	General Ed. Teachers Intervention Specialists	District, Building, and Teacher team meetings	Use growth data to inform changes in adult implementation, specifically in the areas of explicit instruction of grammar, usage, spelling, vocabulary, and writing skills, and delivery of interventions.
CKLA Benchmark Assessments	October 2023 February 2024 May 2024	General Ed. Teachers Intervention Specialists	District, Building, and Teacher team meetings	Use the "Additional Support" materials from the new reading series at the end of each lesson that pertains to the skills identified by assessments.. For example, using "Push and Sound Boxes" to practice phonics skills. Each grade level teacher kit has assessment and remediation guides with intervention materials to be used when students need more support. Additionally, skill deficits identified using assessments will be addressed using the Orton Gillingham Approach in small group instruction. This approach is an explicit, multisensory, way to teach literacy when reading, writing, and spelling are a struggle for students.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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.**

Based upon the Fall i-Ready diagnostic assessment data, students need more focused and intensive instruction in basic decoding at the K-2 level (phonological awareness/basic phonics) and advanced phonics/word study in 3-6 (i.e., morphology). The CKLA/Amplify curriculum supports teachers in preparing lessons that systematically address these areas. Orton Gillingham supports teachers with instructional strategies on the phonemic level to support students in foundational decoding skills. These strategies are utilized and written into students' Reading Improvement Monitoring Plans. Teachers have also implemented Heggerty into their daily routine to continue building students phonological and phonemic awareness skills. This program is more focused and integrated in K-2, but is utilized in grades 3-6 as a Tier 2 support.

According to the fall results of i-Ready, it is clear that vocabulary is a huge barrier for many students. As a district with an economically disadvantaged student body, lack of background knowledge is a contributing factor in hindering students in comprehending texts. The CKLA/Amplify curriculum provides teachers with the tools to expose students to more complex vocabulary and help students understand the meaning of words in the context of the material they are reading. To support all students, specifically students on a Reading Improvement Monitoring Plan with vocabulary and background knowledge, teachers are practicing explicit vocabulary instruction, utilizing graphic organizers, and a multi-modal approach to literacy instruction with Orton Gillingham as an intervention..

These approaches align with the One Plan mission that adults will use research-based instructional strategies to meet the needs of all students.

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.*

Fidelity checks will be conducted through classroom visits using a fidelity checklist that has been provided and discussed with instructional staff. These checks will occur on a bi-weekly basis and will focus on the adult implementation goals identified in section 4. Feedback will be provided to individual teachers as to the strengths and areas of improvement identified. The data collected will be analyzed and discussed in both building leadership meetings and district leadership meetings.

The curriculum used previously did not take a systematic approach. By utilizing the new curriculum as intended we should see an improvement in reading skills.

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

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

- **Professional Development**
 - **Science of Reading**
 - K-12 general education teachers, intervention specialists, and administrators have received training specifically on the Science of Reading from multiple sources. Professional development has been issued by the State Support Team through our local Educational Service Center, as well as refreshers presented by the administration team. Science of Reading training has been ongoing since the 2021-2022 school year.
 - K-6 general education teachers, intervention specialists, and administrators have been trained to implement the ELA curriculum CKLA/Amplify, based on the SoR.
 - Monitoring of the Science of Reading strategies and practices are completed through informal walkthroughs, lesson plans, teacher-based team meetings, and building leadership team meetings.
 - Further training on the Science of Reading is being planned for the Spring of 2024 and Fall of 2024.
 - This will provide consistency, refreshers, and a more thorough understanding across the board to fill in gaps with staff turnover.
 - **Culturally Responsive Practice**
 - K-6 general education teachers, intervention specialists and administrators have received an overview training of CRP through the professional development with CKLA/Amplify. This new curriculum provides opportunities for students to be introduced to a variety of characters and history
 - Additional professional development through the ODE modules will be completed by all K-6 general education teachers, intervention specialists, and administration by March 2024. This will ensure explicit understanding and implementation of the practices across the grades and subject areas.
 - **Dyslexia**
 - Professional development has been provided for dyslexia through a comprehensive training with IMSE (Institute for Multi-Sensory Education) on Orton Gillingham. K-5 general education teachers and administration have received this training.
 - K-6 intervention specialists, administrators, and first and second grade teachers have completed the ODE training for dyslexia during the summer of 2023.

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

- All K-6 general education teachers, intervention specialists, and administrators will be trained in either Orton Gillingham or ODE's dyslexia course by the Summer of 2024.
- Goal Specific Professional Development
 - Develop Awareness of the segments of speech and how they link to letters.
 - Addressed through CKLA/Amplify curriculum, Orton Gillingham, and Heggerty professional development.
 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
 - Addressed through CKLA/Amplify curriculum,
 - Teach students to decode words, analyze word parts, and write and recognize words.
 - Addressed through CKLA/Amplify curriculum, Orton Gillingham, and Heggerty.
 - Build students' world and word knowledge so they can make sense of the text.
 - Addressed through CKLA/Amplify curriculum,
 - Building students' decoding skills so they can read complex multisyllabic words
 - Addressed through CKLA/Amplify curriculum and Orton Gillingham.
 - Provide purposeful fluency-building activities to help students read effortlessly
 - Addressed through
 - Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
 - Addressed through SoR professional development.

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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.*