March 22, 2024

Dear Superintendent Franklin:

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

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

Strengths of the Reading Achievement Plan:
- The plan addresses both internal and external factions contributing to underachievement in reading.
- The plan addresses the need for additional instruction in Phonics for students in K-3
- The plan identifies the need to purchase a phonics curriculum over the summer to prepare for the following school year.

This plan will benefit from:
- Consider drilling down to determine additional causes for low student performance.
- Consider adult implementation factors that may be contributing to low student performance.
- Consider offering tutoring to all students instead of just students on a RIMP.
- Consider ways to have teachers collaborate and share evidence-based practices to support students.
- Consider multiple ways to support ongoing professional development when the new curriculum arrives.
- Consider adding to the plan how you will adapt if students are not progressing towards the performance goals.
- Consider collecting adult implementation data.

The Reading Achievement Plan and this memo will be posted on the Department's website. If L. Hollingsworth School for the Talented and Gifted revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Department of
Education &
Workforce

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:

L. Hollingworth School for the Talented and Gifted

DISTRICT IRN:

010205

DISTRICT ADDRESS:

653 Miami Street, Toledo, OH 43605

PLAN COMPLETION DATE:

December 30, 2023

LEAD WRITERS:

Megan DeSloover - Head of School

Debra Lay - Reading Specialist

Marrissa Gracia - Special Education Coordinator

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
Megan DeSloover	Head of School	L. Hollingworth School	mdesloover@lhstg.com
Debra Lay	Reading Specialist	L. Hollingworth School	dlay@lhstg.com

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

Name	Title/Role	Location	Email
Marrissa Gracia	Special Education Coordinator	L. Hollingworth School	mgracia@lhstg.com
Brianna Jobin	Teacher	L. Hollingworth School	bjobin@lhstg.com
CiAira Jackson	Family and Community Engagement Coordinator	L. Hollingworth School	cjackson@lhstg.com
Aly Simon	Pre-Kindergarten Director	L. Hollingworth School	asimon@lhstg.com
Victoria Powell	Paraprofessional/Parent	L. Hollingworth School	vpowell@lhstg.com

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

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

Each member of the leadership team plays a key role in developing, monitoring, and communicating the plan that is established for our student population and the school as a whole. The leadership team developed a plan based on school-wide data that showed areas of weakness and areas of needed development. Goals and action steps in this plan aligned with our school's SMART goals for the 2023-2024 school year. Aligning our data analysis with overarching school-wide improvement plans will allow our team to streamline our focus by including strategies that will target multiple areas of reading improvement. The team will progress-monitor our data throughout the year in various forms, such as our grade-level meetings, where we collect and communicate our data to teachers and support teams. Parents will be given updates on our data distributions for our i-Ready scores, IRLA scores, and state testing scores during our Family Literacy Nights and parent-teacher conferences.

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

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.

Our proposed Reading Achievement Plan aligns with our plan to grow our students by 1.5 years each academic school year in order to close the achievement gap for students in grades K-3. Establishing this plan will support this growth through teachers' professional development, teacher best practices, and student and family outreach. Our school vision states, "We believe in creating a culture of high expectations where all children receive a challenging and comprehensive education that will prepare them for college and career readiness." Our district Reading Achievement Plan supports our school vision in that we want to ensure our students are ready for college and/or career, and we believe that reading is an essential skill needed to do this.

The proposed Reading Achievement Plan also aligns with the school's inclusion statement and ongoing efforts of the School Improvement Team. The LHS Inclusion Statement is as follows:

"Everyone is welcomed, respected, and supported in their educational journey as part of our L. Hollingworth family. It is our responsibility to cultivate an inclusive community where all students belong and to prepare our students to thrive in a multicultural society. We value every race, ethnicity, ability, orientation, gender, faith, and background that is part of our diverse learning community. At L. Hollingworth School, we will: Implement school programs and activities that ensure equitable access; nurture all students' potential by encouraging every child to lead, as well as learn; embrace inclusive teaching and learning practices that enrich our LHS family."

 A key component of our plan to ensure equitable instructional practices for all students is to continuously monitor subgroup data and systematically target areas of deficiency for various subgroups of students. Using culturally responsive classroom practices will help address any inequities that are reflected in our school's data.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
- Ohio's State Test for **English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities** and
- benchmark assessments, as applicable.

Kindergarten Readiness Assessment

Emerging Readiness: 44.4%

Approaching Readiness: 36.1%

Demonstrating Readiness: 19.4%

OST: English Language Arts grades 3-8

L. Hollingworth School for Talented and Gifted
ELA Report (All ELA Tests)
All available ELA test results for the Spring2023 administration.

Tested: **173**   Pass: **52.6%**   PI: **75.6**

Sub Score Performance

	Reading Informational Text	Reading Literary Text	Writing
Below	33.5%	35.3%	35.3%
AtNear	41.6%	35.8%	35.3%
Above	24.9%	28.9%	29.5%

Red dot indicates weakest sub score. Green dot indicates strongest.
At/Near and Above are considered positive ratings.
Sub Scores highlighted based on predominant rating.

Included Tests

3ELA
4ELA
5ELA
6ELA
7ELA
8ELA

Student Groups Included

SWD Students
All Students

EL Students
All Students

Race/Ethnicity
All Race/Ethnicities Included

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

L. Hollingworth School for Talented and Gifted
ELA Report (All ELA Tests)
All available ELA test results for the Spring2023 administration.

English Language Arts Grade Level Detail and Comparisons

Percent of students "Below" on the sub scored area

- ≤ 10% Below
- > 10% & <50%
- ≥ 50% Below

- ▲ Pct below increasing
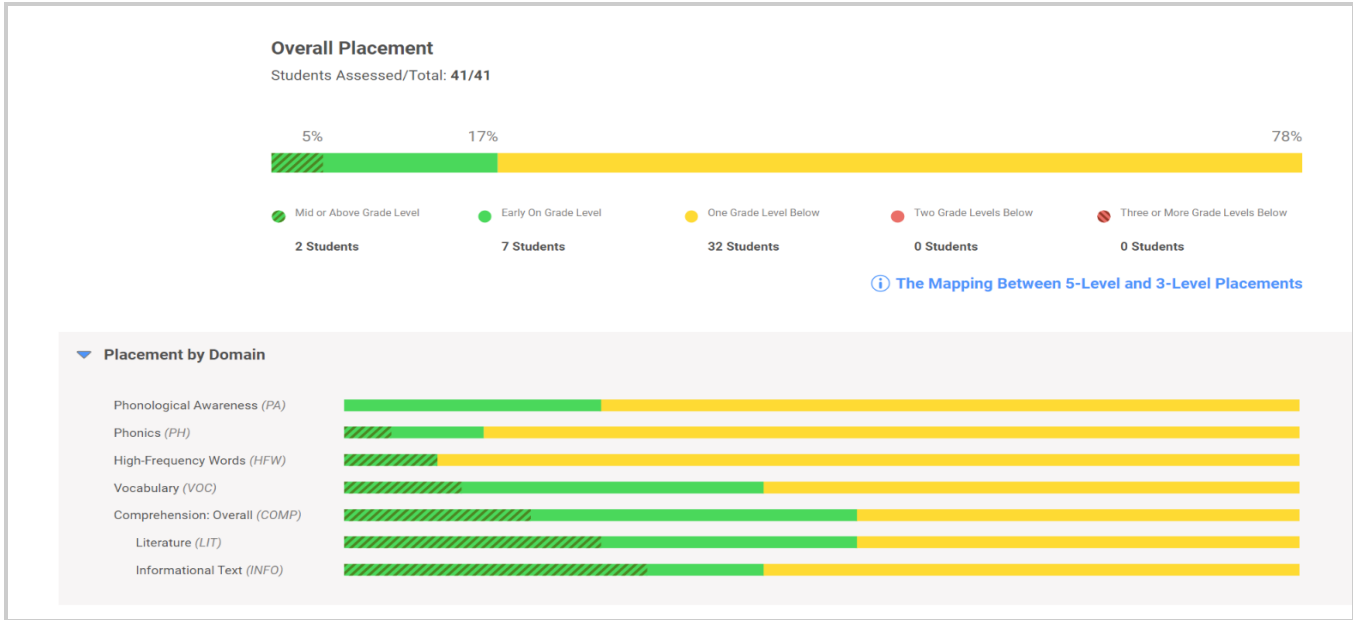- ▼ Pct below decreasing/improving

⚠ < 15 report year students

	Performance Index Trend	Reading Informational Text	Trend	Reading Literary Text	Trend	Writing	Trend	Percent of Writing Not Scored	Trend
Grade 3	4.1	39.3%	▼ 10.7	53.6%	▲ -6.5	25.0%	▼ 18.3	14.3%	▼ 5.9
Grade 4	-5.4	48.6%	▲ -16.10	45.9%	▲ -5.20	51.4%	▲ -1.40	8.8%	▼ 0.80
Grade 5	12.8	8.0%	▼ 23.60	12.0%	▼ 15.60	36.0%	▲ -1.80	0.0%	▼ 4.00
Grade 6	7.9	45.5%	▼ 5.20	40.9%	▲ -1.40	59.1%	▼ 3.90	2.3%	▼ 4.00
Grade 7	14.0	23.1%	▼ 11.80	15.4%	▼ 13.80	19.2%	▼ 19.00	3.8%	▼ 1.80
Grade 8	8.6	31.4%	▼ 12.90	37.1%	▼ 3.10	22.9%	▼ 3.10	0.0%	▼ 3.10

Section headings marked with an asterisk are required by state law.
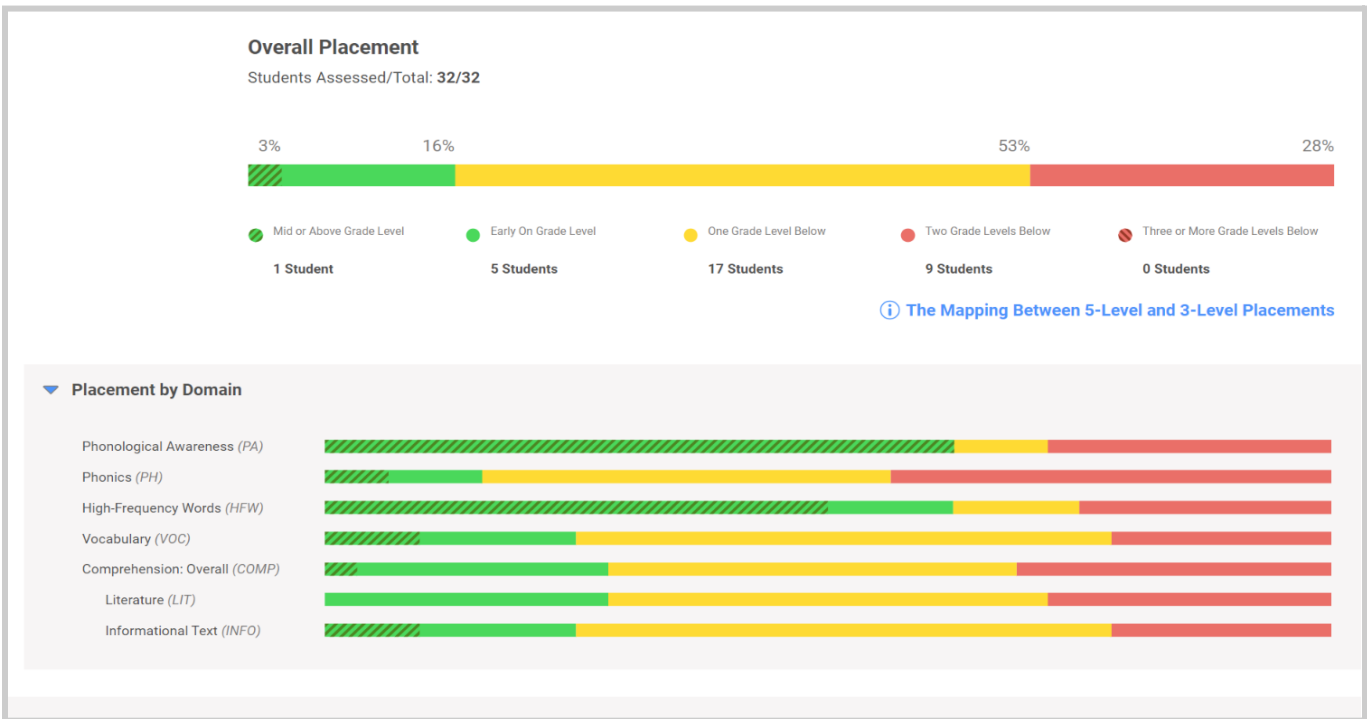
K-3 Reading Diagnostics: (Fall 2023)
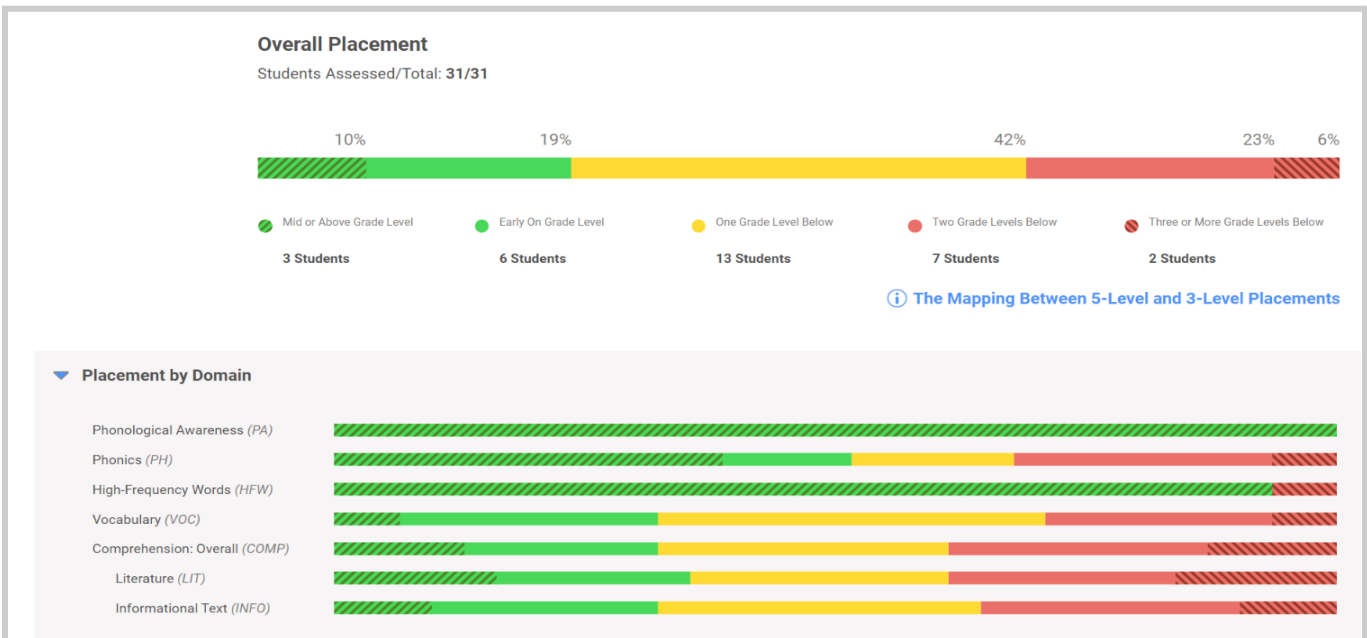
Kindergarten:

Overall Placement
Students Assessed/Total: **41/41**

5%	17%			78%

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
2 Students	**7 Students**	**32 Students**	**0 Students**	**0 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

1st Grade:

Overall Placement
Students Assessed/Total: **42/42**

5%	5%		83%	7%

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
2 Students	**2 Students**	**35 Students**	**3 Students**	**0 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

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

2nd Grade:

Overall Placement
Students Assessed/Total: **32/32**

3%	16%		53%	28%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1 Student	5 Students	17 Students	9 Students	0 Students

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

3rd Grade:

Overall Placement
Students Assessed/Total: **31/31**

10%	19%		42%	23%	6%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3 Students	6 Students	13 Students	7 Students	2 Students

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

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

The Ohio English Language Proficiency Assessment (OELPA)
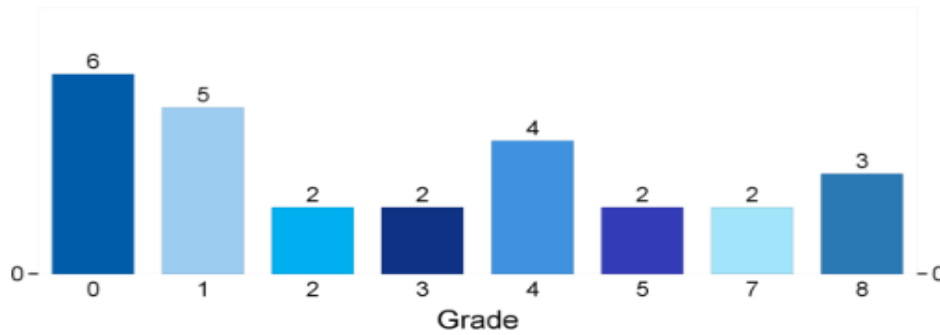
BUCKEYE COMMUNITY HOPE FOUNDATION

English Learners (EL)
OELPA Test Analysis
L. Hollingworth School for Talented and Gifted
IRN: 010205

Tested Student(s):26

Term:Spring2023

Tested Student(s) by Grade

Grade	0	1	2	3	4	5	7	8
Students	6	5	2	2	4	2	2	3

Performance by Grade

Legend: Emerging | Progressing | Proficient

Grade	Progressing	Proficient
0	50%	50%
1	40%	60%
2		100%
3	50%	50%
4	100%	
5	50%	50%
7	100%	
8	100%	
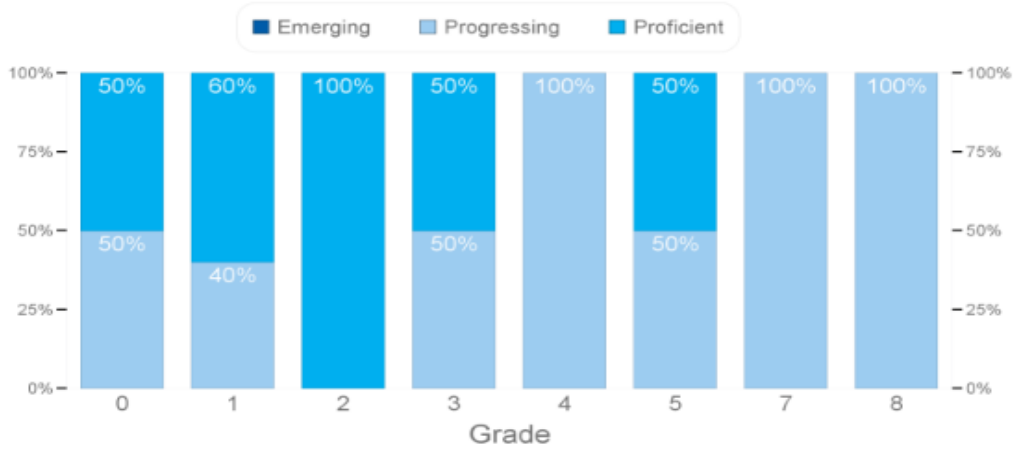
Section headings marked with an asterisk are required by state law.

Independent Reading Level Assessment (IRLA):

Student Reading Levels ☑ Show Excluded Rows (0)

Visibility	Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency		At-Risk		Proficient or Above	
👁	K	Sep 29, 2023 — 2023 / 2024	41	6	12	21	9	3	2														21	51.2%	14	34.1%		
👁	1st	Sep 29, 2023 — 2023 / 2024	42				2	3	13	13	7	2	1	1									18	42.9%	13	31.0%	11	26.2%
👁	2nd	Sep 29, 2023 — 2023 / 2024	31				4		1	1	4	8	6	4	2	1							6	19.4%	12	38.7%	13	41.9%
👁	3rd	Sep 29, 2023 — 2023 / 2024	31	1							1	1	4	9	7	6	2						2	6.5%	13	41.9%	15	48.4%
👁	4th	Sep 29, 2023 — 2023 / 2024	30								3	3	1	6	3	11	2	1					7	23.3%	9	30.0%	14	46.7%
👁	5th	Sep 29, 2023 — 2023 / 2024	33	18							1	2			1	2	5	1	3				3	9.1%	3	9.1%	9	27.3%
👁	6th	Sep 29, 2023 — 2023 / 2024	24	7												3	3	8	3						6	25.0%	11	45.8%
👁	7th	Sep 29, 2023 — 2023 / 2024	22	12									1				3	1	2	1	2	1	4.5%	4	18.2%	5	22.7%
👁	8th	Sep 29, 2023 — 2023 / 2024	25	16														2	3	2	2				5	20.0%	4	16.0%
	Total	Sep 29, 2023 — 2023 / 2024	279	60	12	21	15	6	16	14	15	15	14	21	13	23	15	13	11	3	4		37	13.3%	86	30.8%	96	34.4%

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.

Internal factors:

- Inneffective practices in the science of reading: (i.e., overuse of worksheets, lack of strategic and intentional daily phonics instruction, etc.)
- Inconsistent structure for literacy block
- Need for explicit vocabulary instruction in all content areas

External factors:

- Lack of exposure for foundational reading skills during the COVID-19 pandemic
- Chronic absenteeism: illness, transportation, low student/family engagement
- Lack of access to basic resources (transportation, food, quality healthcare for illness, adequate housing, etc.)

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

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

Fall diagnostic data suggests that phonics is an area of weakness for many students in grades K-3. IRLA data confirms that students in grades 1-2 specifically are further behind with phonics skills. These foundational skills are critical to establish early on in order to increase overall reading achievement. Students in grades K-3 would benefit from an increase in daily phonics instructions, both through a daily structured literacy block as well as additional instructional opportunities such as after-school tutoring and summer reading programs.

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.

Overarching Goal:

Through daily use of small group interventions founded in the science of reading and explicit grade-level instruction in reading, 70% of all students in grades K-3 will demonstrate 1 year's growth in reading as measured by the iReady diagnostic test in reading by the end of the 2024-2025 school year.

Subgoals:

1. Through daily explicit phonics instruction in grades K-3, students performing at grade level in phonics will increase by 50% by the end of the year as measured by the iReady Reading Diagnostic.
    a. Kindergarten: Increase from 15% to 53%
    b. 1st grade: increase from 19% to 60%
    c. 2nd grade: increase from 15% to 53%
    d. 3rd grade: increase from 52% to 76%
2. During the 2023-2024 school year, students in grades K-3 on a Reading Improvement and Monitoring Plan will be offered 180 minutes of afterschool tutoring in reading per week. Tutoring instruction will be in small groups, and reading inventions will be prescriptive to the student's RIMP and founded in the science of reading.

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

3. During the 2023-2024 school year, 100% of teachers in grades K-2 will implement 20-30 minutes of explicit phonics instruction into their structured literacy block.

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Through daily explicit phonics instruction in grades K-3, students performing at grade level in phonics will increase by 50% by the end of the year as measured by the iReady Reading Diagnostic.

   a. Kindergarten: Increase from 15% to 53%
   b. 1st grade: increase from 19% to 60%
   c. 2nd grade: increase from 15% to 53%
   d. 3rd grade: increase from 52% to 76%

Evidence-Based Strategy or Strategies: goal setting, student conferencing, small group instruction, explicit instruction in phonics, progress monitoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	iReading Reading Diagnostic (growth measure)	Survey of current phonics instruction practice in classrooms	Small group interventions in phonics instruction
Timeline	Fall Diagnostic - September 2023 completion Winter Benchmark - January 2024 Completion Spring Benchmark - May 2024 Completion	Ongoing classroom observations during the 2023-2024 school year Bi-weekly grade level meeting check-ins Google Form Survey - January 2024	Bi-weekly at minimum; more frequent based on student need
Lead Person(s)	Head of School	Head of School Reading Specialist	Classroom teachers, paraprofessionals,

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

	Action Step 1	Action Step 2	Action Step 3
	District testing coordinator		Reading Specialist, intervention specialists
Resources Needed	Chromebooks, headphones, iReady program, data reports for analysis, instructional time for assessment	Time, Google Forms	IRLA Foundational Skills toolkits, structured literacy block, time, SchoolPace (American Reading Company)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Students will take the fall, winter, and spring iReady Reading diagnostic and benchmark tests. Students will create goal cards based on their individual growth goals determined from the fall diagnostic. Teachers will conference with students about their goals and will use benchmark assessment data to group students during daily No New Instruction time in the ELA block in order to fill knowledge gaps in reading.	Teachers will be observed at least once quarterly for best practices in phonics instruction. Feedback will be provided by the Head of School and the Reading Specialist. Teachers will also be able to use common grade level planning time to share strategies in phonics instruction with biweekly input from the Head of School and Reading Specialist.	All teachers, support staff, intervention specialists, and reading specialists are trained in small-group interventions with the Independent Reading Level Assessment Foundational Skills Toolkits. All students receive biweekly small group instruction at minimum. Students with skill deficits in reading, including phonics instruction, will receive small group interventions more frequently. All interventions are documented in SchoolPace and in a Reading Improvement and Monitoring Plan if the student is required to have one.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	iReady assessment scores in phonics domain	100% participation in Google form survey	100% K-2 students will receive biweekly small group interventions at minimum
Description of Funding	iReady subscription, Technology (Chromebooks, headphones) - General fund	N/A	SchoolPace Connect subscription, Foundational Toolkit Materials - General Fund for curriculum purchase
Check-in/Review Date	January 2024 May 2024	February 2024	Quarterly

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

Goal # 2 Action Map

Goal Statement: During the 2023-2024 school year, students in grades K-3 on a Reading Improvement and Monitoring Plan will be offered 180 minutes of after school tutoring in reading per week. Tutoring instruction will be in small groups, and reading inventions will be prescriptive to the student's RIMP and founded in the science of reading.

Evidence-Based Strategy or Strategies: goal setting, student conferencing, small group instruction, explicit instruction in phonics, progress monitoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify staff and students for afterschool tutoring program	Planning of program: schedule, pay, curriculum, student groupings, etc.	Program implementation: 1-hour tutoring sessions offered 3 days per week
Timeline	October 2023	November 2023	Ongoing through May 2024
Lead Person(s)	Special Education Coordinator, Head of School	Special Education Coordinator, Head of School, Superintendent, Treasurer	Special Education Coordinator, Head of School, Tutoring staff
Resources Needed	Google forms survey, student permission slips, list of students on RIMP, diagnostic reading data (iReady, KRA, IRLA, etc.)	Funding for staff pay, Foundational Skills Toolkits, student data for groupings, snacks for students, classrooms	Funding for staff pay, Foundational Skills Toolkits, student data for groupings, snacks for students, classrooms
Specifics of Implementation (Professional development, training, coaching, system structures,	An interest survey was created for staff to determine how many were interested in tutoring after school. Qualifications for tutoring include being	Once student and staff participants have been determined, student groupings are determined. Students are sorted into groups of no more than 4 based	After-school tutoring will continue throughout the remainder of the school year 3 days per week. Teachers will keep progress monitoring data in SchoolPace as well as

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

	Action Step 1	Action Step 2	Action Step 3
implementation support and leadership structures)	trained in IRLA interventions. All students on a RIMP received a letter at parent-teacher conferences informing the parent about the specifics of the child's RIMP. Upon receipt of the letter, parents indicated whether or not they were interested in after-school tutoring for their child in the prescribed skills detailed in the RIMP. Permission slips for afterschool tutoring were provided and collected for all K-3 students who indicated interest in additional tutoring.	on benchmark assessment data and prescribed intervention needs. Staff members selected to participate in the tutoring program have already received district-provided professional development in IRLA interventions. Tutoring will take place for 1 hour after school, 3 days per week. Intervention materials have already been purchased by the school and used during the school day during NNI times. Staff participating in the program will receive hourly pay approved by the Board of Directors and Superintendent. The Special Education Coordinator will oversee the program as coordinator. Duties will include parent communication, scheduling, collecting of time sheets, etc.	student RIMPS for those who are required to have one. Student data and attendance to the program will be monitored by the program coordinator (Special Education Coordinator) and Head of School.

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

	Action Step 1	**Action Step 2**	**Action Step 3**
Measure of Success	100% participation in both the student/parent and staff interest surveys	Goal start date: December 4, 2023	Student participants attend 75% of after-school sessions Student growth data
Description of Funding	Stronger Connections Grant	Stronger Connections Grant	Stronger Connections Grant
Check-in/Review Date	November 2023	December 2023	May 2024

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

Goal # 3 Action Map

Goal Statement: During the 2023-2024 school year, 100% of teachers in grades K-2 will implement 20-30 minutes of explicit phonics instruction into their structured literacy block.

Evidence-Based Strategy or Strategies: goal setting, classroom observations, explicit instruction in phonics, progress monitoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Survey current phonics instruction practices in grades K-2 literacy block	Identify systematic and structured phonics program appropriate for grades K-2	Implementation for grades K-2
Timeline	Jan-March 2024	Jan-May 2024 Materials purchased by June 2024, if needed	2024-2025 school year
Lead Person(s)	Head of School, Reading Specialist	Head of School, Reading Specialist	Head of School, Reading Specialist
Resources Needed	Literacy block checklist, time, Google Forms	Samples of systematic phonics instruction programs (i.e. Orton-Gillingham, Heggerty, etc.), time, professional development	Phonics instruction curriculum materials, professional development
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will be observed at least once quarterly for best practices in phonics instruction. Feedback will be provided by the Head of School and Reading Specialist.	Once data is gathered for current phonics instruction practices, a literacy team will be assembled to determine best selection for school-wide implementation in grades K-2. The team	Universal structure for the literacy block will be updated to include 20-30 minutes of daily phonics instruction. All staff members will receive necessary professional

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

	Action Step 1	Action Step 2	Action Step 3
	Teachers will also be able to use common grade level planning time to share strategies in phonics instruction with biweekly input from the Head of School and Reading Specialist. Head of School and Reading Specialist will develop a Google form to gather data on current phonics instruction implementation practices.	will be Head of School, Reading Specialist, Intervention Specialist, and classroom teachers. Plans for professional development and implementation of phonics program will be planned for the 2024-2025 school year. In addition, all teachers and support staff in grades K-2 will be provided with professional development on the Science of Reading.	development in a selected phonics instruction program. Phonics curriculum materials will be purchased summer of 2024 in order to be ready for the following school year. Head of School and Reading Specialist will continuously check in on implementation with bi-weekly grade-level meetings and monthly classroom observations. The Head of School and Reading Specialist will continue to monitor sources of student data to measure student growth: IRLA, iReady, RIMPs, etc.
Measure of Success	100% participation in Google form survey; completed classroom observations for all teachers in grades K-2	Selection of school-wide phonics program by end of the school year 2024 Materials purchased summer of 2024 for following school year	Daily implementation of structured phonics instruction (20-30 minutes) by all K-2 teachers. Improved phonics domain scores on the iReady Reading diagnostic and benchmark tests.

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	N/A	General Fund - TBD	General Fund - TBD
Check-in/Review Date	March 2024	March 2024	October 2024 December 2024 March 2025 May 2025

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

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

In the Spring of 2024, students will be assessed using the Ohio State Test in Reading to determine overall reading proficiency. Three times a year, students will be assessed using the iReady Reading Diagnostic and Benchmark in the fall, winter, and spring. All students are also progress monitored biweekly with the IRLA (Individual Reading Literacy Assessment). Student growth will be measured from fall to spring to determine overall year-end growth. After each test, teachers will group the students based on gaps in learning identified by both assessments. Based on the identified gaps, teachers set high-leverage power goals to help students quickly and efficiently close gaps and make progress toward grade-level reading. Teachers will implement small group reading interventions daily in their classroom and log data both in the students' Reading Improvement and Monitoring Plan and the SchoolPace database. This data will be monitored by the Reading Specialist and Head of School. Teachers will use the data from the iReady reading assessment and IRLA to plan small group instruction for their students that supports our improvement plan, specifically for phonics. Overall student growth data is reported to school stakeholders such as the Superintendent and Board of Directors. Families are also updated on student growth so they can help monitor the progress of their own individual children.

*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.

Teacher strategies:

- Goal setting, conferencing, and data chats, explicit small group instruction with students, progress monitoring

Independent Reading Level Assessment Foundational Toolkit Strategies:

- Flexible decoding, phrasing practice, word work, guided reading, code-focused instruction, letter sounds, phonological awareness skills: rhyming, segmenting, blending, sight words development, and phonics including letter-sound correspondence, blends, and digraphs.

IRLA Family Report Home Strategies:

- Active reading habits: retell stories, use pictures for clues, read 30 minutes every night, word work, chunking with phonics, flexible decoding, range of reading and level of text complexity, vocabulary and language development, comprehension, literature, and informational text.

Students who are on Reading Improvement and Monitoring Plans struggle in the areas of phonemic awareness and phonics. The above strategies and daily explicit instruction in phonics will help fill gaps in these areas.

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

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.*

Ongoing monthly professional development sessions for teachers, provided by the reading specialist. Observations and feedback will be provided by both the Head of School and Reading Specialist, and other administrators as needed. Staff will be invited to observe each other to improve their classroom best practices. Progress in the phonics domain will be demonstrated through the iReady Reading diagnostic. IRLA assessments will determine students' independent reading levels as well as student growth, areas of strength, and areas of weakness. Strategies to improve past interventions include continuously looking at our fall, winter, and spring testing data to identify areas of need and patterns to provide us with the information that will assist us in guiding our staff's professional development and making changes as needed in the coming years. Data indicates that phonics is the biggest area of need for students in grades K-3. These gaps will be addressed with a more systematic and intentional approach to explicit phonics instruction and best practices in the classroom. All K-3 teachers, including support staff and intervention specialists, will use our progress monitoring tools embedded in the curriculum to identify student needs and establish student groups to provide interventions in the classroom in order to better meet student needs.

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

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: iReady Diagnostic and Benchmark Assessments

Strategies: Goal Setting, conferencing, and progress monitoring with students

Staff Delivering PD: Head of School, District Testing Coordinator

Professional Development for: K-8 ELA staff, intervention specialist, support staff

Timeline: Continuous at biweekly grade-level meetings and staff meetings

Professional Development: American Reading Company Foundational Toolkit Strategies

Strategies: Flexible decoding, phrasing practice, word work, guided reading, code-focused instruction, letter sounds, phonological awareness skills- rhyming, segmenting, blending, sight words development, and phonics including letter-sound correspondences, blends, and digraphs.

Staff Delivering PD: Reading Specialist, Head of School

Professional Development for: K-8 ELA staff, intervention specialist, support staff

Timeline: Continuous at biweekly grade-level meetings and staff meetings

Professional Development: Understanding IRLA Family Home Report

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

Strategies: Active reading habits: retell stories, use pictures for clues, read 30 minutes every night, word work, chunking with phonics, flexible decoding, range of reading and level of text complexity, vocabulary and language development, comprehension, literature, and informational text

Staff Delivering PD: Reading Specialist, Head of School

Professional Development for: parents

Timeline: Family Literacy Nights 2023-2024 school year

Professional Development: The Ohio Department of Education's Introduction to Dyslexia, Grades K-3

Strategies: Science of reading introduction, multi-tiered systems of support, structured literacy instruction, data for effective instruction, word recognition, teaching handwriting, language comprehension, fluency, rigorous texts for all

Staff Delivering PD: Ohio Department of Education - online modules

Professional Development for: K-3 teachers, intervention specialists, reading specialist

Timeline: K-1 completed by fall 2023; 2-3 grade teachers will complete before fall 2024

Professional Development: The Ohio Department of Education: Literacy Academy, Grades K-5

Strategies: Science of reading introduction, assessment and intervention sequence, progress monitoring, background knowledge, comprehension instruction, explicitly and systematic phonics instruction, phonemic awareness, vocabulary, writing: transcription, writing: syntax, writing: paragraph

Staff Delivering PD: Ohio Department of Education - online modules

Professional Development for: K-5 teachers, intervention specialists, reading specialist

Timeline: Ongoing 2023-2024 school year; 2024-2025 school year; monthly staff PD/work days

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

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.