



March 4, 2024

Dear Superintendent Hipsher:

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

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

Strengths of the Reading Achievement Plan:

- The goals included in the RAP are incremental with progress clearly outlined for each academic year.
- The list of internal and external factors contributing to low student achievement is comprehensive.

This plan will benefit from:

- The RAP does not provide specifics on what professional development will be offered to staff. Consider providing additional details to make the plan stronger and to give a clear outline of what the team is planning.
- The progress monitoring section of the RAP touches on each of the goals but is not specific on how needs will be addressed as they arise. Consider adding more information about the plans the school has to address, for example, what the team will do if teachers are not implementing the curriculum with fidelity.
- Not all of the goals are literacy based (the goals around classroom behavior). All goals included in the RAP should be literacy based.
- The root cause analysis lists several factors, attempting to address them all at the same will be challenging. Consider narrowing the list.
- Student percentages are included in this section, but they do not match the numbers of students listed. Make sure that the data provided is accurate.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Marion Preparatory Academy revises its Reading Achievement Plan and would like the

revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. 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:

Marion Preparatory Academy

DISTRICT IRN:

017585

DISTRICT ADDRESS:

1001 Mt Vernon Ave, Marion, OH 43302

PLAN COMPLETION DATE:

May 2029

LEAD WRITERS:

Amy Piacentino

Joanne Kerekes

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
Amy Piacentino	Principal	Marion Preparatory Academy (MPA)	apiacentino@marionprep.org
Joanne Kerekes	Academic Support Specialist	MPA	jkerekes@marionprep.org
Cheryl Favata	Academic Support Specialist	MPA	cfavata@marionprep.org
Melody Detterman	Academic Support Specialist	MPA	mdetterman@marionprep.org
Suzanne Christian	1st Grade Teacher	MPA	schristian@marionprep.org
Julie Owen	3rd Grade Teacher	MPA	jowen@marionprep.org
Frankie Braye	6-9 ELA Teacher	MPA	fbraye@marionprep.org

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

Name	Title/Role	Location	Email
Hollie Greashaber	Intervention Specialist	MPA	hgreashaber@marionprep.org
Micheal Wygant	Technology Specialist	MPA	mwygant@marionprep.org
James Rostofer	Behavior Intervention Specialist	MPA	jrostorfer@marionprep.org

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

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

The Marion Preparatory Academy Achievement Plan Development Team was primarily assembled by the principal and Academic Support Specialists. Members on the Building Leadership Team (BLT) represent grade levels from kindergarten through ninth grade, special education, technology and behavior specialists also contributed to this plan..

The team worked through a Google Doc so everyone on the team had editing capabilities and could contribute to the plan. The team met formally for planning sessions, with numerous hours of data gathering and writing outside of these times. Once data was collected and analyzed, we recorded our findings after each data piece in Section 3, the findings from our data analysis and root analysis were the basis for the goals, action steps, and overall direction of this plan.

Once completed, the RAP will be shared and approved by our Board President and shared with the full staff at our January staff meeting. Parents will receive a copy of this plan electronically once it has been adopted.

Our BLT will assume responsibility for monitoring this plan and our progress toward our goals. Next year, when we rewrite our OIP, One Needs Assessment and ED STEPS, we will ensure complete alignment between the building OIP and the RAP. Improvement efforts, as a result of this RAP, will also allow teachers, during common planning time meetings to function more efficiently, thus creating a ripple effect of fidelity that will be healthy for our entire system.

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

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

- The district continuous improvement plan currently has a goal for ELA, math, instructional practices and school culture.
- This plan will replace/replicate the elementary ELA goal beginning in January.
- One of our goals is to increase overall student writing by one year's growth. The strategy we use at both the elementary and middle school is RACES (Restate, Answer, Cite, Explain and Summarize).
- Strategies for these goals include:
 - K-2 informative writing prompts
 - Grades 3-6 based on state test style (informative, opinion or argument)
 - Writing benchmarked three times per year and placed on a scoreboard.
 - On-going literacy coaching and professional development.
 - Obtain and disseminate RACES materials to all teachers
 - Use data analysis to guide instruction.
 - Teacher teams develop annual goals and make weekly commitments.
 - Data drives instruction and evidence-based strategies used.
- We will continue this writing goal.

- The Comprehensive Reading Specific Goal will address the Five Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
- Strategies include:
 - Implement a baseline assessment and intervention support system such as i-Ready
 - Implement Heggerty Phonics at grades K-2 with fidelity (phonemic awareness/phonics).
 - Implement a phonics program (Heggerty Bridge to Reading) at grades K-3 with fidelity
 - Implement a fluency and benchmarking calendar: four times per year for grades 1-4, and for at-risk students in grades 5-9,
 - If by the spring of 2026, targets have not been attained, Reading Endorsement on licensure in K-4 will be required.

- A third district goal is to close the achievement gap between student subgroups, specifically gifted and SWD. This is further developed in the strategies under this goal:
 - Analyze data to inform instruction and intervention decisions.
 - Implement evidence based instructional strategies that benefit all students.
 - Continue to utilize integrated comprehensive services. An analysis of Tier III student needs will continually be compared to staffing needs and reported to the Board of Education.

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

- Provide training for paraprofessionals in order to support literacy instruction and behavior.
- Annually complete the Reading-Tiered Fidelity Inventory (See Appendix A) to guide goals and strategies.
- There are several strategies and action steps in our Literacy Plan that will be new to our building. The new steps from the Literacy Plan that will help us achieve our building/district goals are:
 - Implement a 120 minute literacy block K-5.(See Appendix B)
 - Revision to our universal screening and data analysis systems, thus leading to a functional and effective MTSS process.
 - implementation of evidence-based instruction (Heggerty) in phonological awareness and phonics in an explicit, systematic manner for all students at Tier 1.
 - progress monitoring of student progress on phonological awareness, phonics skills and overall fluency through regular assessment. Progress monitoring will be a critical component for students with RIMPs and will allow for frequent monitoring of the RIMP's success. We currently do not have an effective progress monitoring system in place across grade levels.
 - Ongoing Professional Development and coaching for teachers will be required for implementation with fidelity.
- At Kindergarten Readiness parents/guardians will be provided specific hands-on materials for identified areas of concern to be used over the summer.
- Other action steps on our current plan are solid, but will be enhanced and strengthened by the Literacy Plan.
 - One of the action steps on our Building OIP is to implement UDL strategies with all students.
 - We will be implementing both phonics and phonological awareness instruction at Tier 1 through the Literacy Plan, both of which have been proven to be a universal strategy that benefits all students.
- Another existing action step is that teachers will utilize a building-wide classroom management system that will increase the amount of instructional time for all students.

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

SECTION 3 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.**

During fall administration, Marion Preparatory Academy administered 44 **Kindergarten Readiness Assessments**. Of those assessments, less than 1% (4/44) students met the Language and Literacy score of 263 and were considered to be on-track.

Marion Preparatory uses i-Ready as its **K-3 Reading Diagnostic**. During the fall administration, 6% of the overall school student population was determined to be "on or above grade level" in the area of Reading.

Results per grade level:

- 6% of Kindergarten students scored "on grade level", 22/42 students with a score of less than 332 received a Reading Improvement Plan (RIMP)
- 8% of first grade students scored "on or above grade level", 9/13 students with a score of less than 378 received a Reading Improvement Plan (RIMP)
- 5% of second grade students scored "on or above grade level", 18/22 students with a score of less than 440 received a Reading Improvement Plan (RIMP)
- 13% of third grade students scored "on or above grade level", 19/20 students with a score of less than 495 received a Reading Improvement Plan (RIMP)
- 0% of fourth grade students scored "on or above grade level", 11/17 students without a proficient score on the 2023 Third Grade Ohio State Reading Test and i-Ready score of less than 495 received a Reading Improvement Plan (RIMP)
- 12% of fifth grade students scored "on or above grade level"
- 0% of sixth students scored "on or above grade level"
- 16% of seventh grade students scored "on or above grade level"
- 19% of eighth grade students scored "on or above grade level"
- 0% of ninth grade students scored "on or above grade level"

For the 2023 fall administration of the **Third Grade Ohio State Reading Test**, Marion Preparatory students had an overall scaled score of 665 as compared to the state average of 693. Of the 19 students who took the test, only 4 (21%) were considered proficient or above.

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

For the 2023 spring administration of the **Ohio State Reading Test**, 119 Marion Preparatory students participated in the testing window. Marion Preparatory students had an overall passage rate of 14%. Results per grade level:

- 36% (6/17) of third grade students with an average scaled score of 670 and were considered proficient or above in the area of Reading
- 11% (2/18) of fourth grade students with an average scaled score of 651 and were considered proficient or above in the area of Reading
- 18% (3/16) of fifth grade students with an average scaled score of 670 and were considered proficient or above in the area of Reading
- 0% (0/13) of sixth grade students with an average scaled score of 645 and were considered proficient or above in the area of Reading
- 11% (2/19) of seventh grade students with an average scaled score of 660 and were considered proficient or above in the area of Reading
- 11% (2/19) of eighth grade students with an average scaled score of 671 and were considered proficient or above in the area of Reading

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.

Marion Preparatory Academy faces many external challenges common to city school districts, including high poverty, low levels of employment, high crime rate and exposure to violence, excessive drug and alcohol abuse, family instability, language barriers, inadequate healthcare, food insecurity, and frequent court involvement

Internal factors we experience include lack of adequate funding, non-availability of licensed teachers, lack of high-quality learning materials and programming, excessive absenteeism and truancy, increasing numbers of students with special needs (academic, behavioral and social emotional) and continued mobility of families.

As described in *OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT*, Marion Preparatory continues to experience the following challenges:

- Students who “start behind, stay behind”
- Insufficient and ineffective systems, structures and supports for implementing evidence-based instruction
- Lack of available early childhood and preschool programs
- Initiative overload of administrators and teachers
- Lacking deep knowledge of Ohio’s Learning Standards
- Insufficient knowledge and skills related to special education, progress monitoring, tiers of instruction and intervention (tier I, tier II, tier III)
- Lack of collaboration among educators
- Limited family and community engagement

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

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.

A root cause analysis conducted by the Marion Preparatory Academy BLT found the following factors:

- Our building has endured inconsistent leadership. In the past four years, we have had three different school psychologists, four different elementary principals, three deans of students (this year this position is unfilled) and no onsite guidance counselors or social workers. We have lacked consistent vision, direction and accountability over the course of this time with so many different people in leadership roles.
- The Reading Tiered Fidelity Inventory (R-TFI) lists the core features of the Multi-Tiered Systems of Support (MTSS) for each of the three tiers. Tier 1 is the primary instruction all students receive in the classroom. Tier 2 is additional support students receive beyond Tier 1 if they are not meeting targets in selected areas. Tier 3 is the intensive support students receive if they are not meeting targets in multiple areas. The Reading Improvement Plan Development Team will complete the inventory by March 2024. Conducting the assessment helps teams examine their reading MTSS in the following areas:
 - Teams
 - Implementation
 - Resources
 - Evaluation

The inventory can be found in the Appendix A

- The building has not budgeted for nor evaluated consistent ELA curricular materials PK-9. Teachers have been implementing different curricular programs that they view as necessary for their individual classroom instruction. This creates inconsistency in foundational reading instruction for all students across grade levels, both horizontally and vertically from year to year. In addition, little professional development was focused on literacy skills, assessment and instruction or implementing any of the selected ELA materials. Little progress monitoring of adult indicators was in place.
- The team has identified a lack of explicit phonics program instruction with fidelity as a contributing factor to low reading achievement.
- Similarly, we lack systematic phonological awareness assessment and instruction in K-3. We feel we have underestimated the vital importance of phonological awareness to overall literacy development in the Science of Reading. K-2 teachers and intervention specialists received training in Phonemic Awareness with the Heggerty program and we have adopted consistent materials for this in PK-2.

- We have not had a consistent MTSS process or progress monitoring system to identify specific areas of concerns for tier 2 and 3 learners. Our data systems are not sufficient to meet our needs. Although we have screeners in place, we are not collecting sufficient diagnostic data that is helpful and specific enough to inform instruction and intervention. As we work to move students to an “on-track” status, both streamlined data systems and a progress monitoring protocol and data dashboard will be vital to move students from “off-track” to “on-track”.

- Another root cause the BLT identified is a lack of self-efficacy and confidence in our teaching staff’s belief that all students can achieve at high levels. Strategies include discussing this openly during Common Planning Time meetings and holding each other accountable. Similarly, we need to confront any unconscious bias that we bring to the teaching/learning environment, particularly considering students with disabilities (approximately 25% of our student population) and economically disadvantaged students (nearly 100% free/reduced lunch.)

- There is also a lack in matching the rigor of assessments to Ohio’s learning standards. Perhaps coupling this with learning targets in ELA can help teachers discuss what level of rigor is required. Using board adopted, evidence-based materials more consistently may also address this root cause.

- Although we have presented a significant amount of rationale that speaks to the contributing factors of our low reading achievement, we would be remiss not to acknowledge the rich asset of our teaching staff. The potential capacity for growth and the performance of our teachers has no limit. Nearly all of the above factors we presented stem from larger systemic problems that were factors beyond teachers’ control. However, when all of that is stripped away, what is left is a teaching staff with a passion and commitment to students that is unrivaled.

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.

Marion Preparatory Academy Three Year SMART Goals 2023-2026

Student Learning Outcome Goal (Reading) Year One		<i>By May 23 2024, i-Ready Reading Diagnostic Results will show an increase in student achievement through tier one instruction from 6% of students performing on grade level to 31% of students performing on grade level.</i>	
S	Specific	Create a goal that is clear with sufficient details	Reading achievement on iReady spring 2024 administration which includes phonological awareness, phonics, high frequency words, vocabulary and comprehension.
M	Measurable	Decide how to measure the success of the goal	31% of students will perform on grade level (tier 1).
A	Achievable	Make sure the goal is attainable	Details a three year process for students to be on grade level.
R	Relevant	Align the goal with the teachers' individual growth plans.	Individual teacher professional growth plans will support the building goal.
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2024

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

Student Learning Outcome Goal (Reading) Year Two		<i>By May 23 2025, i-Ready Reading Diagnostic Results will show an increase in student achievement through tier one instruction from 31% of students performing on grade level to 56% of students performing on grade level.</i>	
S	Specific	Create a goal that is clear with sufficient details	Reading achievement on iReady spring 2025 administration which includes phonological awareness, phonics, high frequency words, vocabulary and comprehension.
M	Measurable	Decide how to measure the success of the goal	56% of students will perform on grade level (tier 1).
A	Achievable	Make sure the goal is attainable	Details a three year process for students to be on grade level.
R	Relevant	Align the goal with the teachers' individual growth plans.	Individual teacher professional growth plans will support the building goal.
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2025

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

Student Learning Outcome Goal (Reading) Year Three		<i>By May 23 2026, i-Ready Reading Diagnostic Results will show an increase in student achievement through tier one instruction from 56% of students performing on grade level to 80% of students performing on grade level.</i>	
S	Specific	Create a goal that is clear with sufficient details	Reading achievement on iReady on spring 2026 administration which includes phonological awareness, phonics, high frequency words, vocabulary and comprehension.
M	Measurable	Decide how to measure the success of the goal	80% of students will perform on grade level (tier 1).
A	Achievable	Make sure the goal is attainable	Details a three year process for students to be on grade level.
R	Relevant	Align the goal with the teachers' individual growth plans.	Individual teacher professional growth plans will support the building goal.
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2026

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

Instructional Practices Goal Year One		<i>By May 2024, each teacher will increase his/her use of evidence-based instructional practices to 25% as evidenced by walkthroughs, lesson plans, common planning time minutes, and evaluations.</i>	
S	Specific	Create a goal that is clear with sufficient details	Weekly common planning time conversations, feedback from walkthroughs, evaluations and lesson plans will provide support and direction.
M	Measurable	Decide how to measure the success of the goal	Increase evidence-based instructional strategies to 25%
A	Achievable	Make sure the goal is attainable	Weekly common planning time conversations will provide direction and support.
R	Relevant	Align the goal with the building plan	Use of evidence-based instructional practices in Tier 1 instruction will lead to increase student achievement
T	Time-based	Set a clear deadline with progress monitoring checkpoints	May 2024 data with progress monitoring in January and March.

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

Instructional Practices Goal Year Two		<i>By May 2025, each teacher will increase his/her use of evidence-based instructional practices to 50% as evidenced by walkthroughs, lesson plans, common planning time minutes, and evaluations.</i>	
S	Specific	Create a goal that is clear with sufficient details	Planning, use, discussion, and observation of evidence based teaching strategies will increase.
M	Measurable	Decide how to measure the success of the goal	Increase evidence-based instructional strategies to 50%.
A	Achievable	Make sure the goal is attainable	Weekly common planning time conversations, feedback from walkthroughs, evaluations and lesson plans will provide support and direction.
R	Relevant	Align the goal with the building plan	Use of evidence-based instructional practices in Tier 1 instruction will lead to increase student achievement
T	Time-based	Set a clear deadline with progress monitoring checkpoints	May 2025 data with progress monitoring in January and March.

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

Instructional Practices Goal Year Three		<i>By May 2026, each teacher will increase his/her use of evidence-based instructional practices to 75% as evidenced by walkthroughs, lesson plans, common planning time minutes, and evaluations.</i>	
S	Specific	Create a goal that is clear with sufficient details	Planning, use, discussion, and observation of evidence based teaching strategies will increase.
M	Measurable	Decide how to measure the success of the goal	Increase evidence-based instructional strategies to 75%.
A	Achievable	Make sure the goal is attainable	Weekly common planning time conversations, feedback from walkthroughs, evaluations and lesson plans will provide support and direction.
R	Relevant	Align the goal with the building plan	Use of evidence-based instructional practices in Tier 1 instruction will lead to increase student achievement
T	Time-based	Set a clear deadline with progress monitoring checkpoints	May 2026 data with progress monitoring in January and March.

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

Classroom Management Goal Year one		<i>By May 2024, out of classroom discipline referrals will decrease by 25% from the fall baseline data.</i>	
S	Specific	Create a goal that is clear with sufficient details	Classroom management strategies include increasing student engagement, adherence to school discipline codes of conduct, positive reinforcement, building relationships with students, contacting parents/guardians, etc.
M	Measurable	Decide how to measure the success of the goal	25% decrease in the number of out of class referrals from the baseline of fall 2023
A	Achievable	Make sure the goal is attainable	Focus on consistency among classroom practices and tracking those students/classrooms that are showing exemplary results to guide practice.
R	Relevant	Align the goal with the building plan	80% of students should consistently follow rules (Tier1).
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2024

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

Classroom Management Goal Year Two		<i>By May 2025, out of classroom discipline referrals will decrease by 50% from the fall baseline data.</i>	
S	Specific	Create a goal that is clear with sufficient details	Classroom management strategies include increasing student engagement, adherence to school discipline codes of conduct, positive reinforcement, building relationships with students, contacting parents/guardians, etc.
M	Measurable	Decide how to measure the success of the goal	50% decrease in the number of out of class referrals from the baseline of fall 2023
A	Achievable	Make sure the goal is attainable	Focus on consistency among classroom practices and tracking those students/classrooms that are showing exemplary results to guide practice.
R	Relevant	Align the goal with the building plan	80% of students should consistently follow rules (Tier1).
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2025

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

Classroom Management Goal Year Three		<i>By May 2026, out of classroom discipline referrals will decrease by 75% from the fall baseline data.</i>	
S	Specific	Create a goal that is clear with sufficient details	Classroom management strategies include increasing student engagement, adherence to school discipline codes of conduct, positive reinforcement, building relationships with students, contacting parents/guardians, etc.
M	Measurable	Decide how to measure the success of the goal	75% decrease in the number of out of class referrals from the baseline of fall 2023
A	Achievable	Make sure the goal is attainable	Focus on consistency among classroom practices and tracking those students/classrooms that are showing exemplary results to guide practice.
R	Relevant	Align the goal with the building plan	80% of students should consistently follow rules (Tier1).
T	Time-based	Set a clear deadline with progress monitoring checkpoints	By May of 2026

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

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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

Goal # _1__ Action Map

Goal Statement: *By May 23 2026, i-Ready Reading Diagnostic Results will show an increase in student achievement through tier one instruction from 56% of students performing on grade level to 80% of students performing on grade level.*

Evidence-Based Strategy or Strategies: i-Ready, Heggerty, Personal Professional Development Goals

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement i-Ready	Heggerty Practice Profile (Appendix C)	Individual Teacher Professional Growth Plans
Timeline	Oct 2023	Dec 2023	Oct 2023
Lead Person(s)	Academic Support Specialists	Academic Support Specialists	Academic Support Specialists
Resources Needed	i-Ready Training Online access Computers	Heggerty Training Heggerty Materials	Computers Templates Coaches
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Plans updated periodically at professional development days and during planning times Common planning times weekly to make individual commitments Coaches available weekly for guidance Principal evaluation/ walkthroughs monitored monthly
Measure of Success	Gold Standard on Profile (See Appendix)	Gold Standard on Profile (See Appendix)	Progress on i-Ready diagnostic assessments given 3X per year (Sep, Dec, May) Results on the OST

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Building Budget	Building Budget	Building Budget
Check-in/Review Date	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLTmonitors monthly common planning time meetings weekly or biweekly. Update progress Sept, Dec and May)

Goal # 2 Action Map

Goal Statement: *By May 2026, each teacher will increase his/her use of evidence-based instructional practices to 75% as evidenced by walkthroughs, lesson plans, common planning time minutes, and evaluations.*

Evidence-Based Strategy or Strategies: High yield, evidence-based strategies introduced and monitored, 120 minutes of Literacy implements K-1, 2-3 and 4-5, and implement common planning time for teacher teams weekly or bi-weekly.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Evidence-based Strategies	120 minute literacy profile (See Appendix B)	Common Planning Time Teams (TBT)
Timeline	Oct 2023	Nov 2023	Oct 2023
Lead Person(s)	Academic Support Specialists	Academic Support Specialists	Academic Support Specialists
Resources Needed	Professional development 4X per year and during weekly planning time Walkthrough data	Coaching on the various components of the literacy schedule	Meeting protocol, norms, facilitator and minutes at each meeting Communication among academic support specialists to support continual instructional growth

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

	Action Step 1	Action Step 2	Action Step 3
			Walkthrough data to support instructional changes
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Common planning times weekly to make individual commitments facilitated by Academic Support Specialist BLT monitors commitments/ notes monthly Coaches available weekly for guidance Principal evaluation/ walkthroughs monitored monthly
Measure of Success	Increase instructional times (per yearly goal) to include evidence based strategies as determined by lesson plans, TBT notes, walkthroughs and evaluations.	Increased implementation fidelity (as per yearly goal) to include components of the literacy schedule as evidenced by lesson plans, TBT notes/ discussions, walkthroughs and evaluations.	Progress on i-Ready diagnostic assessments given 3X per year (Sep, Dec, May) Results on the OST
Description of Funding	Building Budget	Building Budget	Building Budget
Check-in/Review Date	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLT monitors monthly common planning time meetings Update progress Sept, Dec and May)

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

Goal # 3 Action Map

Goal Statement: *By May 2026, out of classroom discipline referrals will decrease by 75% from the fall baseline data.*

Evidence-Based Strategy or Strategies: Improve school culture and increase time in class as measured by discipline referrals.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Classroom Management Strategies	Positive Behavior and Intervention Strategies	Improve school culture
Timeline	Aug 2023	Sept 2023	Nov 2023
Lead Person(s)	Academic Support Specialists	Academic Support Specialists	Academic Support Specialists
Resources Needed	Classroom management tools such as DoJo Adherence to school rules.	Rewards for positive behavior such as pictures in the hallway for kindness, certificates, recognition.	Survey to measure school culture Discipline referrals log
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Professional development 4 times per year Coaching weekly from Academic Support Specialists Walkthroughs reviewed monthly Professional development goals developed by teachers Principal evaluations annually	Common planning times weekly to make individual commitments to improve school culture Coaches available weekly for guidance Principal evaluation/ walkthroughs monitored monthly
Measure of Success	In classroom time for students increases. Gold standard on classroom management practice profile (Appendix D)	Teacher talk is telling students what to do in a positive manner Gold standard on classroom management practice profile	School culture survey improves by 25% annually Increase in enrollment
Description of Funding	Building Budget	Building Budget	Building Budget
Check-in/Review Date	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLT Monitors monthly Reviews after each diagnostic Assessment - Sept, Dec, May)	BLTmonitors monthly common planning time meetings weekly or biweekly. Update progress Sept, Dec and May)

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

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.

Goal:	Evidence of Monitoring	Plans to Address
<p><i>By May 23 2026, i-Ready Reading Diagnostic Results will show an increase in student achievement through tier one instruction from 56% of students performing on grade level to 80% of students performing on grade level.</i></p>	<p>By administering i-Ready with further diagnostic testing to students three times per year, we will develop a data-driven MTSS plan and scorecards for beginning, middle and end of year.</p> <p>The BLT will monitor monthly the evidence based practice of each teacher assuring each student receives 45 min. weekly instruction on his/her i-Ready learning path.(i-Ready Practice Profile Appendix E)</p>	<p>The results of the fall assessment will be used to pinpoint skills to be addressed on RIMPs, as well as classroom instruction.</p> <p>Plans will be modified based on the mid year assessment.</p> <p>BLT will provide a visual assessment for teachers and students of each classroom's adherence to the 45 minutes weekly instruction.</p>
<p><i>By May 2026, each teacher will increase his/her use of evidence-based instructional practices to 75% as evidenced by walkthroughs, lesson plans, common planning time minutes, and evaluations.</i></p>	<p>PK-2 teachers will be using the Heggerty Bridge to Reading curriculum. All teachers will follow the daily schedule for 120 minutes of literacy instruction PK-5 (See Appendix)</p> <p>Tier 1 students will be progress monitored monthly, Tier two and tier 3 students bi-weekly.</p> <p>By implementing Heggerty Bridge to Reading curriculum we will see growth both in screeners and in progress monitoring data.</p>	<p>Teachers will analyze data during common planning time meetings to plan future instruction and interventions.</p> <p>Teacher's lesson plans and walkthroughs will show evidence of adult implementation.</p> <p>The Reading Tiered Fidelity Inventory will show positive gains annually.</p>

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

<p><i>By May 2026, out of classroom discipline referrals will decrease by 75% from the fall baseline data.</i></p>	<p>Teachers will set weekly commitments based on highly effective strategies to positively influence the culture of the school and based on the School Culture Literacy Practice Profile (See Appendix D)</p>	<p>School culture measures will show a positive increase annually.</p> <p>Students will spend more time in class as measured by out of class referrals.</p>
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**Section headings marked with an asterisk are required by state law.*

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

Evidence-based instruction is essential to the acquisition of student mastery of standards, literacy within all disciplines and knowledge. At Marion Preparatory, we are working to build the capacity of teachers through sustained professional development and embedded coaching focused on deepening our knowledge and skills of how children learn to read, why some children struggle to learn and how to best design and implement instruction and intervention that is aligned with the Science of Reading to maximize impact and increase achievement. As teachers learn and implement these evidence-based strategies as part of our Multi-tiered System of Support, administrators and coaches are observing the classrooms to capture what they see during instruction. We have identified the need to improve foundational skills in the primary grades and continue to increase the use of evidence-based practices, including explicit instruction aligned with the science of reading, and increased time (120 minutes per day) of literacy instruction.

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:

Marion Preparatory has prioritized phonological awareness and phonics in core instruction and intervention. All students access grade level curriculum and standards-based instruction, while also receiving additional support and guided practice. Students benefit from longer periods of explicit instruction, including 120 minutes for literacy daily.

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2. *Show progress:*

Progress is continually monitored in accordance with the Ohio Improvement Process. Data is collected, analyzed and used for decision making at all levels (school, grade level, content areas, classroom, student, etc.

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

Our RAP aligns with and supports the work of our current building improvement plan. We continue to evaluate our progress and make adjustments as necessary to ensure fidelity to the plan as it changes based on our data and on new findings in educational research.

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.*

Our staff participates in a mandatory week of summer professional development that begins with a re-focus on positive behavior and building and classroom processes, procedures and routines. Even though our focus shifts to an academic one for the remainder of the week, this continues to be woven throughout. ACCEL leadership provides workshops related to the academic/curricular/assessment programming associated with the Charter School Model during the week, but the majority of professional learning is led by building leadership and our academic support specialists (coaches.) This allows us to design professional development that is more closely aligned to our building needs assessment and goals and our school data. This PD also continues throughout the school year during scheduled staff development days, common planning time (TBTs), and through continuous, embedded coaching in all classrooms.

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While some of the professional development continues to be in response to federal and state mandates, such as Ohio's Dyslexia Law and the Science of Reading, most centers on standards based instruction and assessment, data analysis and use of data, and evidence-based practice including the Simple View of Reading. PD is followed up by a gradual release coaching model developed for the individual teachers. The involves the coach teaching and modeling the strategy or strategies within the classroom, teaching "alongside" the teacher, and ultimately observing the teacher as he or she teaches independently. This allows for targeted, differentiated professional learning and continuous monitoring for fidelity.

Professional development offered at Marion Preparatory Academy is differentiated based on the needs of the staff. Data collected through coaching, walkthroughs, PD Evaluations, Common Planning Time (TBTs) minutes and teacher evaluations are collectively used to determine next steps for individual staff members to assure adult implementation indicators are met.

APPENDICES

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

Reading Tiered Fidelity Inventory Results Summary of the Three Domains:

TIER 1

Teams	1.1-1.5					
Implementation	1.6-1.11					
Resources	1.12-1.17					
Evaluation	1.18-1.27					

TIER 2

Teams	2.2-2.3					
Implementation	2.3-2.6					
Resources	2.7-2.8					
Evaluation	2.9-2.14					

TIER 3

Subscale	Items	2024	2025	2026	2027	2028
Teams	3.1-3.5					
Implementation	3.5-3.7					
Resources	3.8					
Evaluation	3.9-3.11					

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

Items and Descriptions by Tier:

TIER 1:

Item	Description	2024	2025	2026	2027	2028
1.1	A School Leadership Team (SLT) is established to support the implementation of a Tier 1 reading system					
1.2	The SLT uses an effective team meeting process					
1.3	The SLT's work is coordinated with other school teams.					
1.4	Grade Level Teams are established to support the implementation of Tier 1 reading instruction.					
1.5	Grade level Teams use an effective team meeting process.					
1.6	The district uses a formal procedure for selecting curriculum, programs, and materials to provide Tier 1 reading instruction.					
1.7	The school allocates adequate time for core reading instruction.					
1.8	The school has a school-wide reading plan					
1.9	Grade level instructional plans include an emphasis on Tier 1 instruction.					
1.10	Class-wide expectations for student behavior are established and taught.					
1.11	Procedures are implemented for common classroom activities.					
1.12	Written guidelines are available for teaching the core reading program.					
1.13	The school has identified an individual(s) to assist in data coordination for school-wide reading assessments.					

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1.14	A school-wide reading universal screening assessment schedule is available for the current school year.				
1.15	Professional learning is purposely selected for supporting the implementation of a school-wide reading model.				
1.16	The SLT uses system-level coaching.				
1.17	All staff have access to instructional coaching.				
1.18	Universal screening assessments have been purposely selected.				
1.19	The school uses a data system(s) that allows access to universal screening assessments.				
1.20	Staff collect reading universal screening data with fidelity.				
1.21	The SLT collects Tier 1 system fidelity data.				
1.22	The SLT uses data to monitor the health of the school-wide reading model.				
1.23	The SLT uses a process for databased decision-making.				
1.24	Grade-level teams use a process for databased decision-making.				
1.25	The SLT monitors implementation of the school-wide reading plan.				
1.26	Grade-level teams monitor the implementation of the grade-level instructional plans.				
1.27	The SLT provides a status report of presentation on student reading performance to stakeholders.				

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TIER 2

Item	Description	2024	2025	2026	2027	2028
2.1	The SLT defines a process to be used by grade-level teams for supporting students with reading skill deficits					
2.2	Grade-level teams work to support students who are not making adequate progress in the Tier 1 core reading curriculum					
2.3	The school uses a formal process for selecting evidence-based reading interventions.					
2.4	The school uses a databased process for matching student needs to specific reading interventions.					
2.5	Intervention groups are appropriate for students receiving reading intervention.					
2.6	The school notifies parents/guardians of intervention plans for their child.					
2.7	The scheduling of reading interventions is coordinated with Tier 1 reading instruction.					
2.8	All staff providing reading interventions receive implementation supports.					
2.9	The school monitors data on student access to reading interventions supports.					
2.10	Staff collect progress-monitoring data with fidelity.					
2.11	The school uses a data system to display student reading progress.					
2.12	The school monitors the fidelity of interventions.					
2.13	Grade-level teams monitor the percent of students who are responding to Tier 2 supports.					
2.14	Grade-level teams adjust reading intervention supports based on individual student progress.					

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TIER 3:

Item	Description	2024	2025	2026	2027	2028
3.1	Grade-level teams support students with intensive reading needs.					
3.2	Student support teams are established to improve students' reading performance.					
3.3	Teachers access the assistance of the student support teams.					
3.4	Student support teams use an effective team meeting process.					
3.5	The school uses a variety of data sources to design intensive reading intervention plans.					
3.6	The school alters intervention variable to intensify reading intervention supports.					
3.7	The school invites parents/guardians to collaborate on intervention plans for their child.					
3.8	All staff supporting students with an intensive reading intervention plan receive implementation supports.					
3.9	Staff collect diagnostic data with fidelity.					
3.10	The school monitors the percent of students who are responding to Tier 3 supports.					
3.11	Intensive reading intervention plans are adjusted based on decision rules.					

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

Literacy Practice Profile

Purpose:						
To develop and support proficient readers throughout each student's school career and beyond.						
Critical Component	Contribution to the Outcome	Knowledge, Skills and Abilities	Expected Implementation GOLD STANDARD	Acceptable - Developmental Variation	Unacceptable Variation	Evidence (Tangible or observable and recordable evidence)
Description of the component (Non-Negotiable).	Description of why this critical component is important to achieving the outcome.	Description of what we know is necessary to put "it" in place .	Description of Implementer behavior	Description of Implementer behavior	Description of Implementer behavior	What would you see if observing this section?
Heggerty Phonological Awareness Lessons	Phonemic awareness is the understanding that spoken words are made up of individual sounds which are called phonemes.	Developing strong competence in phonological awareness is important for all students as the awareness of sounds in words and syllables is critical to hearing and segmenting the words students want to spell, and blending together the sounds in words that students read	Teacher delivers daily lessons for 35 weeks for 10-12 minutes per day. The main focus of the lessons is on sounds students hear and activities are auditory. Hand motions are included in lessons to demonstrate sounds and sequence.	Teacher delivers lesson for at least 33 weeks for 10-12 minutes per day. The main focus of the lessons is on sounds students hear and activities are auditory. Hand motions are included in lessons to demonstrate sounds and sequence.	Teachers deliver lessons less than 33 weeks. Lessons are less than 10 minutes or more than 12 minutes. The lesson focuses on letters rather than sounds.	A student that is phonemically aware by being able to isolate sounds, manipulate sounds, and blend and segment sounds into spoken and written words.
Heggerty Bridge to Reading	Bridge to Reading is a foundational Program that brings together explicit phonics instruction with Heggerty phonemic awareness lessons for a comprehensive approach o early literacy instruction.	Developing strong competence im phonemic awareness requires students to notice how letters represent sounds. It primes readers for print. It gives readers an approach to sounding out and reading new words. it helps readers understand the alphabetic principle (letters in words are systematically represented by sounds). Teachers must learn to use their voice and hand motions to complement instruction.	Teacher delivers daily lessons for 35 weeks for 18-20 minutes The main focus of the lessons are to engage students:: <ul style="list-style-type: none"> in review of previous lessons with explicit, clear and engaging instruction provide gradual release of the skill (I do, We do, You do) 	Teacher delivers lessons for 33 weeks for 18-20 minutes per day. The main focus of the lessons are to engage students:: <ul style="list-style-type: none"> in review of previous lessons with explicit, clear and engaging instruction provide gradual release of the skill (I do, We do, You do). 	The teacher delivers lessons that are less than 33 weeks. Lessons are less than 18 minutes or more than 20. The less does not include all parts or is not engaging:: <ul style="list-style-type: none"> in review of previous lessons with explicit, clear and engaging instruction provide gradual release of the skill (I do, We do, You do) Multi sensory strategies are missing or not compatible with th e lesson.	The Fidelity Checklist for Bridges to Reading is used during walkthroughs. Students that are competent in phonemic awareness are able to identify, blend, segment, delete, add or manipulate phonemes..
Heggerty Tier 2	Heggerty provides individual and small group instructional technique for	Teachers must observe students and record results to identify those students	Teachers provide daily instruction for 35 weeks for 18-20 minutes.	Teacher delivers lessons for 33 weeks for 18-20 minutes per day.	The teacher delivers lessons that are less than 33 weeks.	The Fidelity Checklist for Bridges to Reading focusing on Tier 2 is used during walkthroughs.

Literacy Practice Profile

	students that did not master skills in Tier 1.	needing additional instruction in Tier 2.	Decodable books are used in small group instruction, when appropriate. Provides multisensory strategies when included in the lesson or when needed for scaffolded support.	Decodable books are used in small group instruction. Lessons are multisensory	Lessons are less than 18 minutes or more than 20. Decodable books are not used	After Tier 2 ,small group instruction, students are competent in phonemic awareness and are able to identify, blend, segment, delete, add or manipulate phonemes based on the specific lesson.
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Literacy Practice Profile

Purpose:						
To develop and support proficient readers throughout each student's school career and beyond.						
Critical Component	Contribution to the Outcome	Knowledge, Skills and Abilities	Expected Implementation GOLD STANDARD	Acceptable -Developmental Variation	Unacceptable Variation	Evidence (Tangible or observable and recordable evidence)
Description of the component (Non-Negotiable).	Description of why this critical component is important to achieving the outcome.	Description of what we know is necessary to put "it" in place .	Description of Implementer behavior	Description of Implementer behavior	Description of Implementer behavior	What would you see if observing this section?
iReady (Diagnostic, Instruction and Toolbox)	<p><i>i-Ready</i> is a comprehensive assessment and evidence-based instruction program that empowers educators with the resources they need to help all students succeed.</p> <p>By connecting Diagnostic data and Personalized Instruction, <i>i-Ready</i> reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.</p>	<p><i>i-Ready</i>:</p> <p>Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need</p> <p>Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards</p> <p>Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth</p> <p>Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction</p> <p>Is research-based and proven to work—students who use <i>i-Ready Personalized Instruction</i> make remarkable learning gains</p> <p>Includes dedicated professional development</p>	<p>Teachers become familiar with the process of administering the diagnostic and follow iReady guidance and directions for administration</p> <p>Teachers analyze data and iReady Learning Paths created for students.</p> <p>Teachers group students according to data in iReady reports and use iReady materials to build skill in area(s) of concern</p> <p>Teachers provide time during intervention time for students to work in individual learning paths for 45 minutes and maintain a range between 30 and 49 minutes per week. and maintain at least a 70% passage rate.</p> <p>Teacher monitors student work in iReady and compares it to classroom performance making instructional adjustments according to student need.</p> <p>Teachers discuss student progress during weekly</p>	<p>Teachers become familiar with the process of administering the diagnostic and follow iReady guidance and directions for administration</p> <p>Teachers analyze data and iReady Learning Paths created for students.</p> <p>Teachers group students according to data in iReady reports and use iReady materials to build skill in area(s) of concern</p> <p>Teachers provide time during intervention time for students to work in individual learning paths between 30 and 49 minutes per week.</p>	<p>Teachers do not become familiar with the process of administering the diagnostic and follow iReady guidance and directions for administration</p> <p>Teachers are not able to analyze data from i-Ready.</p> <p>Teachers do not group students using data.</p> <p>Teachers provide less than 30 minutes or more than 49 minutes weekly in the personalized instructional path and/or student passage rate is less than 70%</p>	<p>Students are efficiently able to log onto the i-Ready system to complete lessons.</p> <p>Teachers are able to discuss i-Ready results and how it influences their teaching strategies and standards taught.</p> <p>Students are purposefully grouped based on data.</p> <p>Students spend 45 minutes weekly on their i-Ready path, maintaining a consistent 30-49 minutes over time, with at least a 70% passage rate.</p> <p>Teachers discuss classroom work vs. i-Ready results and make adjustments accordingly.</p> <p>Teachers with students participating in MTSS, ETR or IEPs bring current, relevant data to meetings.</p>

Literacy Practice Profile

		<p>service and support at every step of the implementation journey through <i>i-Ready Partners</i></p>	<p>teachers meetings and adjust strategies for students based on iReady data</p> <p>Teachers use data provided by iReady to address skill deficits and guide additional intervention in class, through MTSS referrals, ETRs, and IEPs</p>			
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***Section headings marked with an asterisk are required by state law.**

Cultural Practice Profile

Purpose: Marion Preparatory Mustangs are committed to positive self-esteem and by supporting each other through every need.						
Critical Component	Contribution to the Outcome	Knowledge, Skills and Abilities	Expected Implementation GOLD STANDARD	Acceptable -Developmental Variation	Unacceptable Variation	Evidence (Tangible or observable and recordable evidence)
Description of the component (Non-Negotiable).	Description of why this critical component is important to achieving the outcome.	Description of what we know is necessary to put "it" in place .	Description of Implementer behavior	Description of Implementer behavior	Description of Implementer behavior	What would you see if you observed this in the classroom?

Marion Preparatory Academy prepares students to become productive global citizens of the world by providing them with a world-class high quality education. The school accomplishes this by fostering engagement, providing cognitive strategies, instilling content knowledge, and developing self-management skills.	Building strong relationships can enhance student motivation and increase student learning. A sense of belonging and collaboration leads to student increases in: Positive, prosocial classroom behavior Attendance rates Self-esteem Self-confidence Positive peer relationships Classroom engagement Academic achievement Skills of self-management Resilience Student Agency A sense of belonging and collaboration leads to staff increases in: Morale Resilience Holding higher expectations for students and self Sense of community Collective Efficacy	Teachers are able to make a positive interaction with students each day that is not related to school work or their behavior. Teachers and students are able to: Express care by being respectful and dependable, encouraging and listening to each other. Challenge growth by having high expectations for all, holding each other accountable, stretching each other and helping reflect on mistakes. Provide support by empowering each other, being an advocate, and setting boundaries. Share power by respecting each other, sharing decision making, being collaborative, and creating opportunities for leadership. Expand possibilities by broadening horizons and making connections to more diverse resources/people that can inspire the future.	Relationship building is done intentionally with the needs of individual students in mind. A strength-based lens is utilized that recognizes and values the rich cultural and linguistic assets students bring to the class. Consistent protocols, routines and expectations are implemented for all students equally. Ensure all students have multiple, varied chances to participate while expressing their own voices and making choices in their learning activities. Diversity is embraced and differences are engaged with curiosity, appreciation and respect. Skills of reflection, coping (perseverance), communication and flexibility are learned, practiced and improved over time. Multiple perspectives are regularly utilized in class discussions with students withholding judgment as they seek to understand reasons behind differing views.	Relationship building is done intentionally with the needs of individual students in mind. A strength-based lens is utilized that recognizes and values the rich cultural and linguistic assets students bring to the class. Consistent protocols, routines and expectations are implemented for all students equally. Ensure all students have multiple, varied chances to participate. Diversity is embraced throughout the school.	Teachers and students rarely make a personal connection to interests. A discipline system that is harsh or punitive or that treats everyone equal rather than with equity. Yelling, threatening, manipulating, shaming, ridiculing, labeling, judging or demeaning students. Confronting student's misbehavior in public.	Students that see themselves as fully equal and accepted members of the group. Positive, respectful and supportive relationships are the norm in the classroom and throughout the school. A discipline climate that has fair and consistent attitudes and consequences toward the treatment of all students. Consistently seeing teachers and students model beliefs, attitudes and behaviors that promote belonging, equity, and competence for all. A high standard for academics and behavior, with caring and appropriate support to help every student succeed and reach standards. Multiple perspectives are regularly sought in class discussions.
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**Section headings marked with an asterisk are required by state law.*