



March 22, 2024

Dear Superintendent Brady:

Thank you for submitting the Montgomery 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 plan demonstrates alignment to the Science of Reading and evidence-based language and literacy strategies.
- The plan includes a description of the school' MTSS framework including descriptions of Tier 1, 2, and 3 instruction and associated literacy strategies.
- The plan is inclusive of all students including English learners and students with disabilities.

This plan will benefit from:

- Inclusion of an adult implementation goal.
- Establishing a more detailed professional development plan that includes job-embedded professional development that occurs throughout the school year.
- Inclusion of decision rules to facilitate the use of the school's Multi-Tiered System of Support.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Montgomery 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:

Montgomery Preparatory Academy

DISTRICT IRN:

0172559

DISTRICT ADDRESS:

2745 South Smithville Road

Dayton, Ohio 45420-2668

PLAN COMPLETION DATE:

December 20, 2023

LEAD WRITERS:

Mrs. Tamara Milner	Principal
Ms. Ashley Wheeler	Director of Academics

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the Read Ohio, 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 Read Ohio 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.

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
Tamara Milner	Principal	MGPA	tmilner@montgomeryprep.org
Ashely Wheeler	Director of Academics (DOA)	MGPA	awheeler@montgomeryprep.org

Name	Title/Role	Location	Email
Allen Moore	Behavior Support Specialist (BIS)	MGPA	amoore2@montgomeryprep.org
Linda McConnaughey	Special Education Teacher/IAT Chairperson	MGPA	lmcconnaughey@montgomeryprep.org
Zakia McKinney	Regional Family & Community Liaison	MGPA	zmckinney@montgomeryprep.org
Monique Satchell	Family & Community Liaison	MGPA	msatchell@montgomeryprep.org
Tatum Davignon	Office Manager	MGPA	tdavignon@montgomeryprep.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 Montgomery Preparatory Academy (MGPA) district leadership team developed the plan over the course of multiple meetings that involved collaborative data mining and analysis. Taking a solutions-oriented approach, the team was able to determine critical areas where growth and change were needed, leading us to determine our goals, priorities, and resources.

Ideas for communicating the plan:

- Share the plan with the staff during quarterly staff meetings and during weekly STPT meetings.
- Share the plan with families on beginning of the year paperwork with supportive home-based strategies.
- Share the plan with K-3 families in Title I meetings.
- Share the plan during Kindergarten Orientation.
- Share the plan and its progress during K-8 family meetings throughout the year.

- Share the plan on MGPA’s website.
- Share the plan on At-Risk for Dyslexia letters sent home to families for identified students.
- Share the plan with the Board of Education at a board meeting.

Ideas for monitoring the plan:

- Monitor MGPA lesson plans to ensure that instruction is aligned with Ohio Standards.
- Monitor MGPA attendance and increase outreach to families on the importance of daily attendance.
- Track Short Cycle Assessment (SCA) data to determine student body mastery level of specific Ohio Standards for students in grades 3-8.
- Track iReady data to ensure students are successfully progressing through the differentiated curriculum.
- Engage in weekly coaching sessions with teachers to ensure students are progressing in the MGPA and iReady curriculum and to provide support for curricular implementation, classroom management, and differentiation as needed.
- Observe teachers weekly to ensure MGPA curriculum is being implemented with fidelity.
- Engage in weekly STPT meetings with teachers to ensure they are using the data from the iReady and Short Cycle Assessments to plan for, support, and differentiate student instruction.
- To facilitate improvement, when the data being collected shows, learners are not progressing towards the expected growth outcomes, strategies for implementation will be revisited and reviewed and new plans will be put in place to address the lack of progress in that grade band or grade level.

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.

MGPA’S Reading Achievement Plan supports its efforts towards continuous improvement and equity. Our core literacy instruction has a focus on all students learning how to read and write at grade-level through differentiated instruction to meet the diverse needs of learners by utilizing data to support the analysis of learner performance as well as other factors contributing to low reading achievement through a three-tier model.

Our plan has a focus for instructing all students to read at the appropriate grade-level through Curriculum Associate’s iReady program. This begins with giving a diagnostic assessment at the beginning of the year to all students to determine their reading levels in the following domains: phonological awareness, phonics, high-frequency words, vocabulary, literary comprehension, and informational text comprehension. Once this assessment is completed by the student body, they are given digital modules to address students’ individualized areas of weakness. Additionally, teachers access the diagnostic data to provide differentiated, small group instruction for reading, which occurs

daily. The diagnostic is given to students two more times in the school year to determine their growth and for additional instructional changes to occur.

Students in K-3 also have daily engagement in Heggerty and Foundations, two foundational curricula which are respectively focused on phonemic awareness, spelling, and word recognition. K-3 Students receive whole group instruction with both allowing for 1:1 instruction when needed. K-3 students also receive intensive writing instruction, which is based on the Writing on Demand and Writing by Design Curriculums, both of which require students engage in the full writing process.

Reading and writing instruction at MGPA embraces current researched-based practices and access to the tools necessary to carry out effective instruction for all students. The principal, the DOA, and the teaching staff will work together to carry out training and best practices necessary to strengthen and sustain the literacy plan outlined for the school. All staff will ensure instruction is guided by the standards of learning, implemented through the Accel Curriculum framework, and supported by the rigor and relevance of the essential skills and knowledge guided around instruction, programming, and resource allocation. The following strategies will ensure that students as well as teachers stay aligned by following these Tier 1-2-3 Literacy Strategies:

Tier 1: Core instruction provided to all students, including students with or at risk for disabilities, which includes whole group instruction, small group instruction and independent practice (we do, I do, you do) using the Accel school model framework.

Tier 2: Supplementary support provided to students who demonstrate the need for intervention on the basis of screening data (received in addition to core instruction).

Tier 3: Additional, individualized intervention provided in small groups (or 1:1) for students that are far below grade level and/or eligible for support through additional pull outs (e.g., Title 1 teacher, SPED teacher).

Tier	Literacy Strategy
<p>Tier 1: Universal Programming that reflects both methods of differentiated instruction of the Accel universal design for learning. Classes are structured and planned so every student in the class regardless of exceptionality and the curriculum goals are not modified. The classroom teacher monitors the progress of students and notes students who are struggling and falling behind their peers.</p>	<ul style="list-style-type: none"> • Whole group instruction • Weekly assessments • Heggerty • <i>iReady</i> • Writing by Design & Writing on Demand • Foundations
<p>Tier 2: Targeted Group Interventions. Once the teacher has gathered enough evidence to show that a student or a number of students is struggling to learn, they are moved to Tier 2. Tier 2 includes more intensive, systematic instruction, often tailored towards a small group of students demonstrating similar difficulties.</p>	<ul style="list-style-type: none"> • Small group instruction (teacher-led and independent) <ul style="list-style-type: none"> ○ Shared Reading ○ Read Aloud ○ Heggerty ○ Foundations

<p>Tier 3: Increased intensity and more instructional time that includes smaller groups or individualized instruction with increased rigor that includes specific skills. This includes additional instruction provided via pull out with Title 1 teacher, special education teacher, instructional aides.</p>	<ul style="list-style-type: none"> Title I interventions and progress monitoring on reading assessments (Letter Naming Fluency, Pseudoword Decoding, Passage Reading Fluency)
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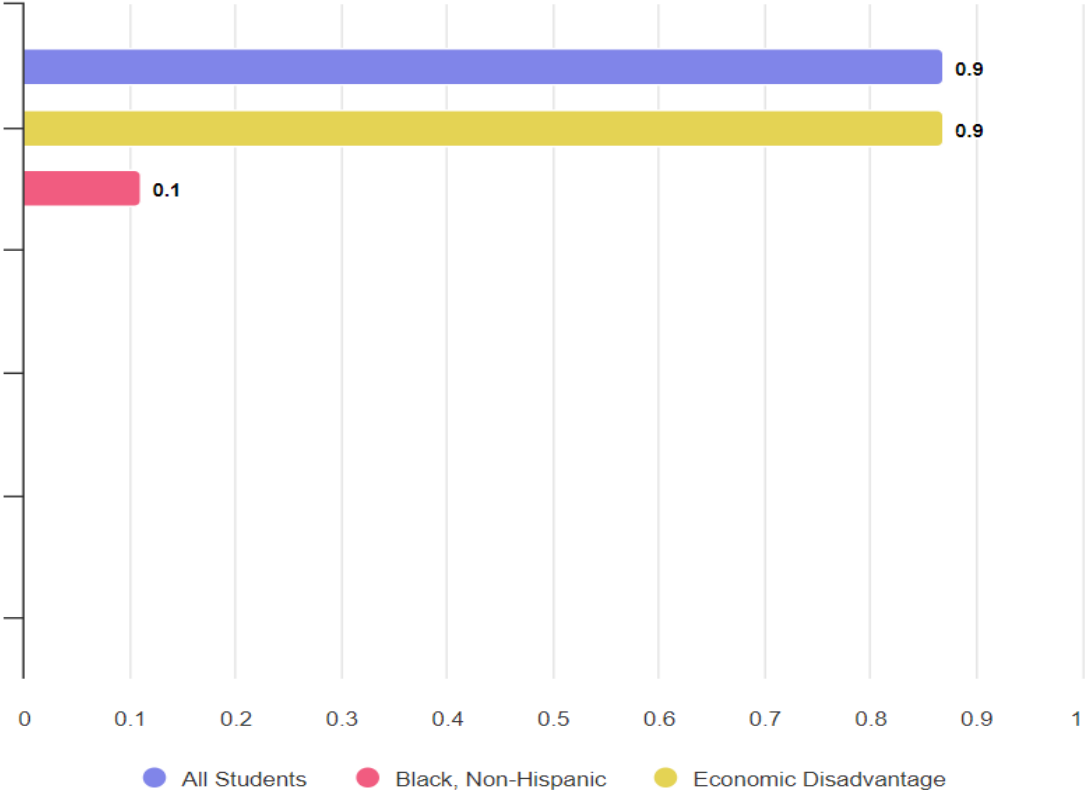
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Annual Performance Goals

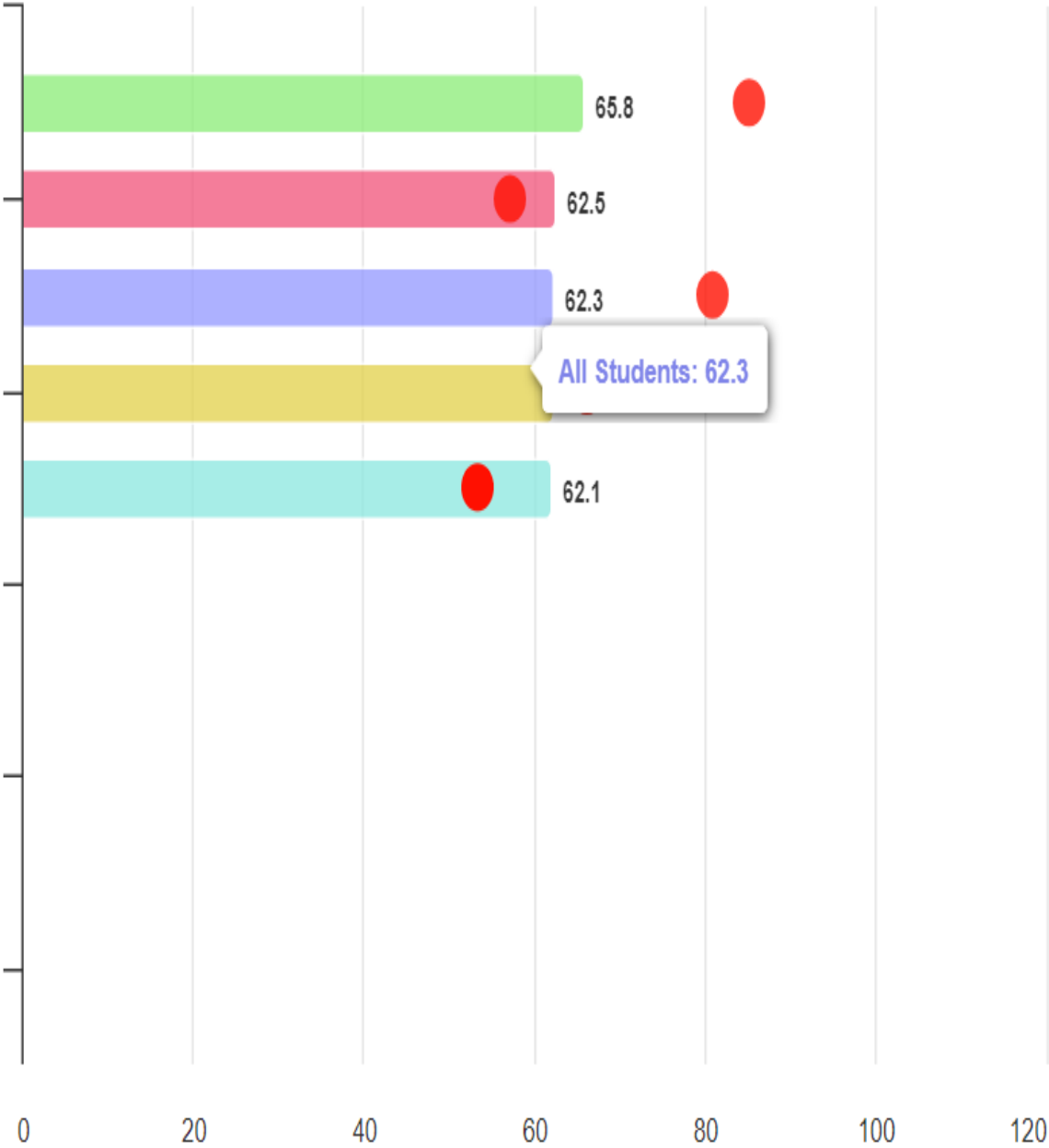
The data below is from the 2022-2023 state report card for grades 3-8 English Language Arts Performance. Subgroups are measured against the annual or long-term goals for each area. The expectation for all subgroups is to continue closing educational gaps year over year. Subgroups with fewer than fifteen students are not rated and do not appear on the graphs.

English Language Arts Growth
Growth Index by Subgroup



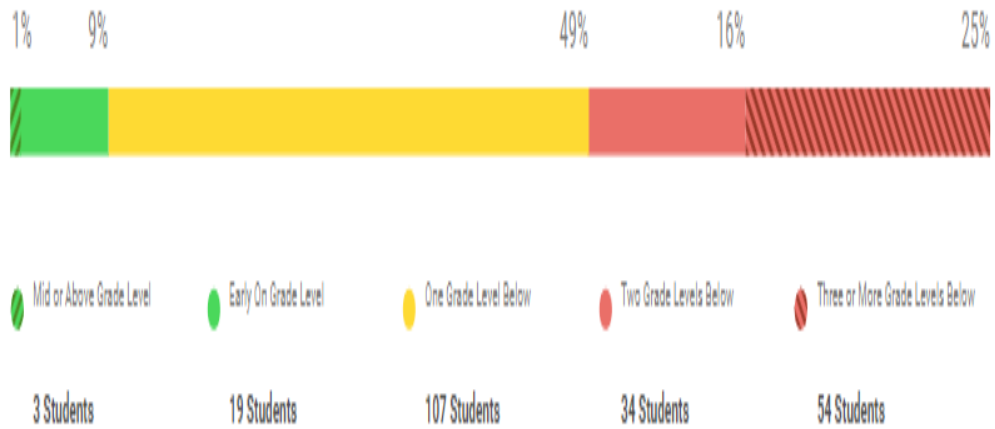
English Language Arts Achievement

Performance Index by Subgroup



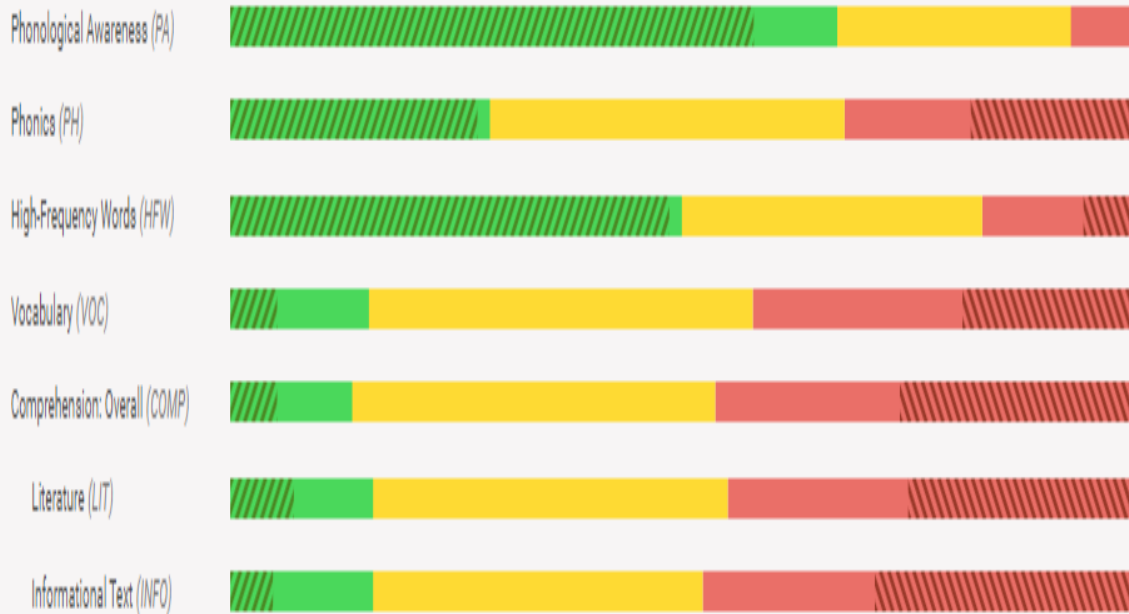
- All Students
- Black, Non-Hispanic
- White, Non-Hispanic
- Economic Disadvantage
- Students with Disabilities

iReady Data



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

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 9 of 9

Grade

Overall Grade-Level Placement

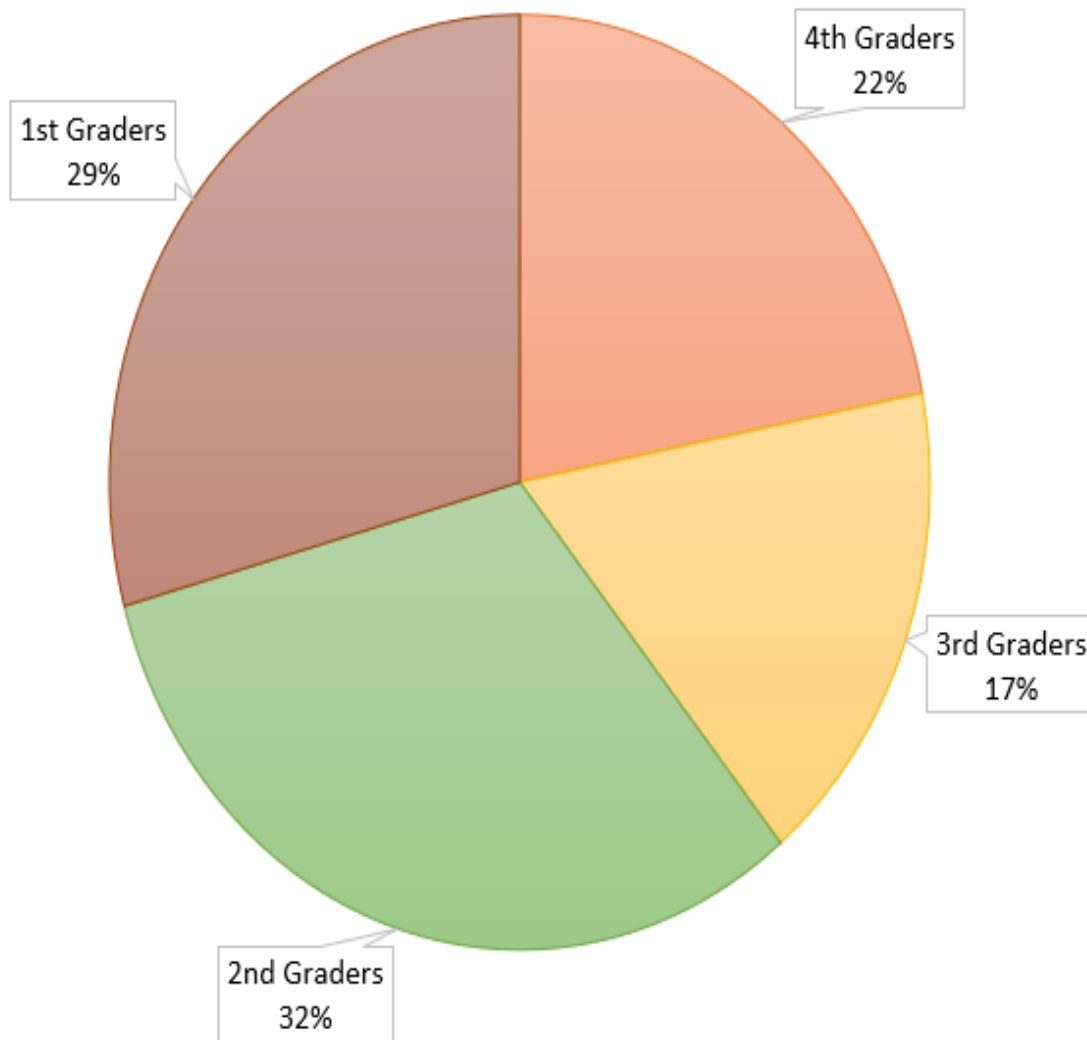


Students Assessed/Total

Grade	Overall Grade-Level Placement	Green	Yellow	Red	Red with Diagonal Lines	Red with Diagonal Lines	Students Assessed/Total
Grade K		2%	11%	88%	0%	0%	57/64
Grade 1		0%	4%	71%	25%	0%	28/34
Grade 2		4%	8%	46%	42%	0%	26/28
Grade 3		0%	12%	29%	29%	29%	17/20
Grade 4		3%	3%	37%	10%	47%	30/37
Grade 5		0%	18%	9%	36%	36%	11/17
Grade 6		0%	13%	20%	27%	40%	15/19
Grade 7		0%	14%	0%	0%	86%	14/21
Grade 8		0%	5%	26%	0%	68%	19/23

15% of the student body at MGPA has been identified as At-Risk for Dyslexia:

At-Risk for Dyslexia – 40 Students



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.

- Low staff retention
- High turnover of administration
- Inexperienced staff (more than half the staff are not Highly Qualified)

- Trauma-intense community environment
- High mobility of student population
- Lack of foundational skills when entering kindergarten
- Writing skills are weak and impact the overall performance of student progress especially on extended response questions and writing performance assessments.
- Students in all grades are chronically absent.
- Inconsistent access to quality curriculum
- 100% low-income family population

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.

Predominant factors contributing to students’ low reading abilities at MGPA despite the significance training and professional developments offered to staff; students at MGPA are still performing below grade level. Some factors contributing to the MGPA low reading achievement scores are:

Many teachers have under-developed understanding of teaching literacy
Unqualified language teachers have had a negative impact on the quality of teaching and learning
Students lack phonological skills
Students attend MGPA from schools across the county, making it difficult to account for past instruction
Teachers’ not moving beginning readers toward immediate proficient reading skills and students lacking exposure to reading strategies
Many teachers have underdeveloped understanding of teaching literacy, reading, and writing. As a result, they do not know how to teach reading to students, and they do not know how to stimulate students reading both inside and outside the classroom; but this could also be the result of MGPA having more than have the staff being uncertified as well as not Highly Qualified.

Additional factors that contribute to declining reading scores at MGPA reflects our increased pollution of ESL students. The MGPA Literacy Intervention Plan also includes interventions for struggling readers and writers in the following subgroups:

- Students with dyslexia
- ESL students
- Special Education Students
- Students with 504 Plans

ELL students reading struggles impact them due to factors such as:

- English language learners (ELL) struggle with standardized tests.
- Lack of English language Literacy

Interventions and Literacy Goals

1. Increase reading accuracy for dyslexia students with decoding practice and fluency practice.
2. Expanding academic vocabulary and grammar knowledge for ESL students since they have a difficult time discriminating between similar sounds.
3. Expanding on reading skills: key ideas and details, making inferences and comprehension.
4. Providing multi-sensory instruction.
5. Using transitions words when writing as well constructing complete sentences

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.

Goal 1: By June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding third grade reading proficiency standards to 65-75% as measured by the state test.

- By June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding third grade reading proficiency standards from 41.9% to 65-75% as measured by the state test.
- By June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding fourth grade reading proficiency standards from 63.6% to 65-75% as measured by the state test.
- By June of 2024, students at MGPA will increase the percentage of learners meeting or exceeding fifth grade reading proficiency standards from 52.9% to 65-75% as measured by the state test.
- By June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding sixth grade reading proficiency standards from 8.3% to 65-75% as measured by the state test.
- By June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding seventh grade reading proficiency standards from 15.8% to 65-75% as measured by the state test.
- By June of 2024 students at MGPA will Increase the percentage of learners meeting or exceeding eighth grade reading proficiency standards from 22.2% to 65-75% as measured by the state test.

Goal 2: By June of 2024, 80% of students in K-2 will demonstrate 80% proficiency in sight word recognition skills by correctly reading and identifying high-frequency sight words, as measured by iReady.

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 June of 2024, students at MGPA will Increase the percentage of learners meeting or exceeding third grade reading proficiency standards to 65-75% as measured by the state test.**

Evidence-Based Strategy or Strategies: Shared reading, read alouds, guided reading, independent reading, phonemic drills, write alouds, shared/interactive writing, independent writing, leveled literacy, small group instruction, text annotation, explicit vocabulary instruction, word walls, after school tutoring, and more.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Foundational skills instruction	Intervention and Enrichment.	Building on language skills, vocabulary instruction, fluency instruction, close reading activities, and writing instruction.
Timeline	August 17th — August 31st	September 1st — January 5th	January 8 th — June (Ongoing)
Lead Person(s)	Principal and/or DOA	Principal and/or DOA	Principal and/or DOA
Resources Needed	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access
Specifics of Implementation (Professional development, training, coaching, system structures,	Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)	Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)	Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)

	Action Step 1	Action Step 2	Action Step 3
implementation support and leadership structures)	Weekly STPTs (for data review and data-based decision making) Professional Development – Dyslexia Training for K-1 Teachers Teacher Performance Improvement Plans (PIP) (as needed) Teacher Disciplinary Plans (as needed) Art-Infused Writing Boards	Weekly STPTs (for data review and data-based decision making) Professional Development – Dyslexia Training for K-1 Teachers Teacher Performance Improvement Plans (PIP) (as needed) Teacher Disciplinary Plans (as needed) Art-Infused Writing Boards	Weekly STPTs (for data review and data-based decision making) Professional Development – See Section 7 Part C Teacher Performance Improvement Plans (PIP) (as needed) Teacher Disciplinary Plans (as needed) Art-Infused Writing Boards
Measure of Success	Initial scores on iReady Reading Diagnostic	Increasing scores on SCAs and passage rates on iReady Diagnostic 2	State test scores
Description of Funding	Literacy Grant for professional learning and resources	Literacy Grant for professional learning and resources	Literacy Grant for professional learning and resources
Check-in/Review Date	October 13 th	January 12 th	May 24 th

Goal # 2 Action Map

Goal Statement: By June of 2024, 80% of students in K-2 will demonstrate 80% proficiency in sight word recognition skills by correctly reading and identifying high-frequency sight words, as measured by iReady.

Evidence-Based Strategy or Strategies: Shared reading, read alouds, guided reading, independent reading, phonemic drills, write alouds, shared/interactive writing, independent writing, leveled literacy, small group instruction, text annotation, explicit vocabulary instruction, word walls, after school tutoring, and more.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Foundational skills instruction	Intervention and Enrichment.	Building on language skills, vocabulary instruction, fluency instruction, close reading activities, and writing instruction.
Timeline	August 17th — August 31st	September 1st — January 5th	January 8 th — June (Ongoing)
Lead Person(s)	Principal and/or DOA	Principal and/or DOA	Principal and/or DOA
Resources Needed	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access	Curriculum: Ready Reading, Heggerty, Writing by Design, Writing on Demand, Foundations, iReady access
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)</p> <p>Weekly STPTs (for data review and data-based decision making)</p> <p>Professional Development –</p>	<p>Complete RIMPS for Title I; Title I At-Risk for Dyslexia assessments begin, letters go home, and interventions begin.</p> <p>Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)</p>	<p>Continue Title 1 interventions for students At-Risk for Dyslexia</p> <p>Weekly coaching meetings (focused on curriculum, classroom management, lesson planning, differentiation, etc.)</p> <p>Weekly STPTs (for data review and data-</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Dyslexia Training for K-1 Teachers</p> <p>Teacher Performance Improvement Plans (PIP) (as needed)</p> <p>Teacher Disciplinary Plans (as needed)</p> <p>Art-Infused Writing Boards</p>	<p>Weekly STPTs (for data review and data-based decision making)</p> <p>Professional Development – Dyslexia Training for K-1 Teachers</p> <p>Teacher Performance Improvement Plans (PIP) (as needed)</p> <p>Teacher Disciplinary Plans (as needed)</p> <p>Art-Infused Writing Boards</p>	<p>based decision making)</p> <p>Professional Development – See Section 7 Part C</p> <p>Teacher Performance Improvement Plans (PIP)</p> <p>Teacher Disciplinary Plans</p> <p>Art-Infused Writing Boards</p>
Measure of Success	Initial scores on iReady Reading Diagnostic in the high-frequency sight words domain	Passage rate on iReady Diagnostic 2 in the high-frequency sight words domain	Passage rate on iReady Diagnostic 3 in the high-frequency sight words domain
Description of Funding	Literacy Grant for professional learning and resources	Literacy Grant for professional learning and resources	Literacy Grant for professional learning and resources
Check-in/Review Date	October 13 th	January 12 th	May 24 th

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.

Action Plan for monitoring

Goal	Action Step 1	Action Step 2	Action Step 3
<p>To increase overall student proficiency for grades K-8 as measured by the state test and iReady testing.</p>	<p>Provide PD to all staff on the following:</p> <ul style="list-style-type: none"> • Ohio state standards • Ohio Blueprints for each grade level • Literacy framework • iReady learning paths. • Data folders <p>Meet and hold regular STPT meetings.</p> <ul style="list-style-type: none"> • Discuss data with staff and next steps. <p>Coaching Meetings</p> <ul style="list-style-type: none"> • Provide ongoing implementation strategies to monitor teacher/student progress 	<p>Based on fall initial screening/ assessments as outlined in the MGPA iReady assessment administered; identify gaps in reading during STPT meetings as well:</p> <ul style="list-style-type: none"> • Create intervention plans. • Create short cycle intervention plans for small groups. • Level readers practice based on iReady learning paths 	<p>Utilize the following assessments as projected trackers for student performance for state assessments:</p> <ul style="list-style-type: none"> • iReady • Mock assessments • Short Cycle Assessments • Practice state tests

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 at grade level.*

Evidence-based strategies used: Shared reading, read alouds, guided reading, independent reading, phonemic drills, write alouds, shared/interactive writing, independent writing, leveled literacy, small group instruction, text annotation, explicit vocabulary instruction, word walls, after school tutoring, and more.

When students are not reading on or above grade level, they struggle in one or more of the five areas of literacy: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. Reading practice, whether it is shared reading, read alouds, guided reading, or independent reading, helps

expose students to each of these components, and this exposure provides students with more practice and guidance in the area of reading.

- Shared reading is when the teacher and students read together with the teacher modeling ideal reading practices.
- In read alouds, teachers model research-based reading strategies while they read the text to students; however, students do not read the text aloud.
- Guided reading invites students to read while the teacher activates students' prior knowledge and comprehension through questioning strategies.
- Independent reading is when students read without teacher guidance.

It is easy for educators to not associate writing with reading, but they are both critical when it comes to teaching a new reader as they aid in all five areas of literacy.

- Phonemic drills require students to be engaged with repeating sounds that they see and hear.
- A write aloud tasks a teacher with speaking through their writing process as they create a composition in front of or with students.
- Interactive writing is similar to write alouds except that both the student and teacher are doing the writing.
- Independent writing occurs when the student is writing on their own.
- Text annotation is when students are reading a text and taking notes on the text as they read. These notes typically clarify and connect ideas.

At times, it is necessary for students to receive direct instruction in the five areas of literacy. This is called leveled literacy, and it is typically done in small groups. The small group instruction allows for increased attention to students and their weaker areas in the reading process. Explicit vocabulary instruction is sometimes done in these groups as well but may be done in a whole group setting. MGPA uses the Frayer method for whole group vocabulary instruction. This is then aided by word walls, which are posted in classrooms for students to be reminded of terms that they have learned.

An additional intervention is after-school tutoring, which is offered to all students. Here, they are provided with homework assistance.

- **Staff will use *iReady* assessment data to engage in thoughtful and relevant interpretations of the data in order to determine priorities.**

STPT Meetings	Coaching Meetings
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- **Staff will provide an analysis of the relevant student data from resources that may include but are not limited to but may include data from the following resources:**

State ELA assessment	Kindergarten Readiness Assessments
State Report Cards	Benchmark assessments

- **Staff will analyze data to note any trends.**

- **Staff will analyze any internal or external factors that may contribute to MGPA reading scores being below grade level standards: Including but not limited to:**

Attendance	Home life (*amount of support or lack of)
Social and cultural environments	Peer relationships
Language barriers (increase in ESL students)	Learning ability

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION) *

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective.*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The following staff will monitor and participate in the audit of MGPA data and other factors that contribute to academic progress (both internal/external as well as academic/nonacademic):

Principal	Family and Community Liaison
Teachers	Regional Family and Community Liaison
Director of Academics	Special Education Teacher
Behavior Intervention Specialist	
IAT (Intervention Assistance Team)	
Title 1 Teacher	

Furthermore, strategies will be monitored on lesson plans, in coaching meetings, and in STPT meetings. Corrective action will be taken when necessary.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

Professional development planned for March 1st, 2023:

- Barriers to Effective Teaching
- Effective Teaching in Literacy
- Productive Learning Environments for Literacy
- Research-Based Instructional Practices for Literacy

A small group of teachers is receiving virtual coaching on teaching strategies each week in addition to weekly in-house coaching with the DOA.

Professional development is included throughout coaching sessions as needs are being observed throughout the school year. To date, it is planned for some teachers to receive training on the Frayer Method in the month of January/February.

APPENDICES

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