March 22, 2024

Dear Superintendent Brady:

Thank you for submitting the Mount Auburn 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:
- Plan includes disaggregated data for student groups
- Plan includes foundational skills data for grades K-3
- Plan included an Action Plan Map and action steps for its adult implementation goal

This plan will benefit from:
- Provide more specific implementation information about strategies that will be used to support learners (including students with RIMPs)
- Provide a narrative analysis of the in-depth reading achievement data provided in the plan
- Professional development activities should be more strongly aligned to the plan's goals and strategies.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Mount Auburn 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.

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

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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Department of
Education &
Workforce

CERTIFICATION OF RESOLUTION
READNG ACHIEVEMENT PLAN

Mount Auburn Preparatory Academy

The Governing Authority (the "Board") of **Mount Auburn Preparatory Academy** (the "School"), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

IT IS HEREBY RESOLVED that the Mount Auburn Preparatory Academy adopts the **Reading Achievement Plan**. The Reading Achievement Plan as reflected in Exhibit A, attached hereto and incorporated herein as restated.

IT IS FURTHER RESOLVED that the Board Chair is authorized and directed to execute any and all forms, and/or documents required in connection or by reason of this resolution.

APPROVAL AND ADOPTION

Adoption of the Mount Auburn Preparatory Academy **Reading Achievement Plan** (with / without) amendment(s):

Motion by ____*Elliott*____, seconded by ____*Battle*____.

Board Member	AYE	NAY	OTHER *(Not present, Abstain, etc.)*
JoAnn Battle	✓		
Brandi Elliott	✓		
Holly Jenkins	✓		
Mike Odioso	✓		
Corin Widmeyer	✓		
Matt Wahlert Board Chair	✓		

Executed and adopted by a vote of the Board on this __7__ day of __December__ 2023.

_____
Matt Wahlert , *Board Chair*
Mount Auburn Preparatory Academy

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: Mount Auburn Preparatory Academy

DISTRICT IRN: 017274

DISTRICT ADDRESS: 244 Southern Avenue Cincinnati, Ohio 45219

PLAN COMPLETION DATE: December 5, 2023

LEAD WRITERS: Craig Horn, Executive Principal

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
Craig Horn	Executive Principal	Cincinnati, OH	chorn@mtauburnprep.org

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

Name	Title/Role	Location	Email
Sue Furick	Senior Vice President Academic Affairs	McLean, VA	sfurick@pansophiclearning.com
Kevona Neel	High School Director of Academics	Cincinnati, OH	kneel@mtauburnprep.org
Daryl Robinson	Dean of Students	Cincinnati, OH	drobinson@mtauburnprep.org
Crystal Smith	Student Success Counselor	Cincinnati, OH	Csmith6@mtauburnprep.org
Erin Pleus	Intervention Specialist	Cincinnati, OH	epleuss@mtauburnprep.org
Vitus Sanna Bawele	2nd grade Teacher	Cincinnati, OH	vbawele@mtauburnprep.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 building leadership team and Multi-Tiered Systems of Support Team met to develop the Reading Achievement Plan. The groups reviewed the data and shared reflections and conclusions with district/school administration. District/School administrators reviewed local data to determine areas of strength and areas of need. The district leadership team began working on the topic and goal of literacy improvement during the summer of 2023 while revising the School Improvement Plan and revisited this topic in the Fall of 2023 for the development of the Reading Achievement Plan. District/School Leadership Team members presented to their colleagues at weekly Structured Teaching Planning Time (STPT) meetings with staff grouped by grade level bands urgency for a heightened focus on literacy instruction.

At grade level band STPT meetings during the fall of 2023 stakeholders brainstormed and documented goal areas and action steps. Additionally, these focus groups identified the skills and characteristics of students who have success in the English Language Arts areas.

The MTSS team drafted the Reading Achievement Plan, and it was refined by the leadership team for the creation of the actual plan. The plan will be communicated through the District/School Leadership Team, on professional development days, through STPT meetings and professional development opportunities. The plan will be made available to the community.

The plan will be monitored on a yearly basis by the building leadership and MTSS teams.

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

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

This plan relates to our School Improvement Plan, One Needs Assessments, and the previous Local Literacy Plan.

The Reading Achievement Plan is aligned to the overall continuous improvement efforts of the district and our goals of improving student reading achievement, increasing reading engagement, and building supportive literacy frameworks following the Science of Reading vision for Ohio students. We know that if we want to improve student reading achievement at Mount Auburn and maintain academic gains for students over time better preparing them for college and/or career success. We need to provide them with experiences that are based on research-based pedagogy.

The is deemed equitable due to the following access standards and efforts.

- Screening and assessing all students
- All students participate in small group instruction based on their needs
- Curriculum materials respect and recognize the cultural and ethnic backgrounds of your students
- Students with disabilities receive access to the same instructional opportunities as defined by their IEP (i.e., participate in whole and small group instruction with differentiated assignments or IS support)planned

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

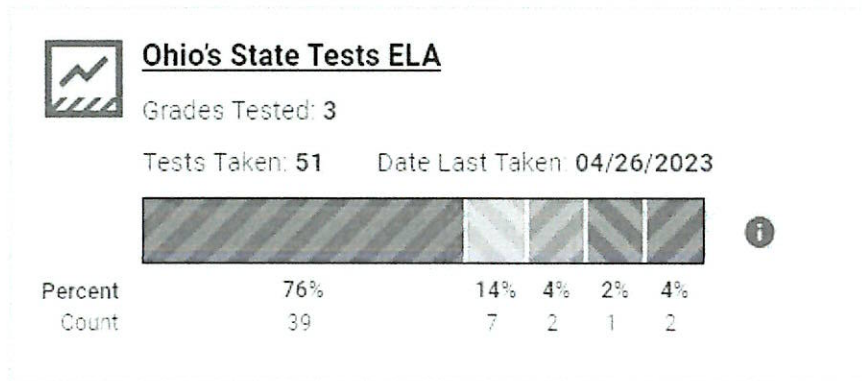## SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
  - **Fall 2023**
  - 1 (3.8%) Demonstrating Readiness
  - 8 (30.8%) Approaching Readiness
  - 17 (65.4%) Emerging Readiness
  - **Language and Literacy**
    - Lowest Rating: 202
    - Highest Rating: 298
    - Mean Rating: 231.4
    - Median Rating: 232
    - Standard Deviation: 31.4

Kindergarten Readiness Assessment – 2022-2023 School Year

LL.4.1.D _A160	LL.1.2.D _A127	LL.1.2.D _A180	LL.1.2.A _A163	LL.4.1.A _A155	LL.1.3.C _A132	LL.1.3.B _A130	LL.3.1.B _A136	LL.3.1.A _A134	overall score	LL_score
2.39	0.58	0.52	0.58	2.45	1.48	0.58	1.36	0.97	259	257

- *Ohio's State Test for **English language arts assessment for grades 3-8, and High School English II –** **2022-2023***
  - Basic 60%; Limited 23%; Proficient 9%; Advanced 4%; Accelerated 3%

Ohio's State Tests ELA

Grades Tested: 3

Tests Taken: 51   Date Last Taken: 04/26/2023

Percent	76%	14%	4%	2%	4%
Count	39	7	2	1	2

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

Ohio's State Tests ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 10,11,12,9

Tests Taken: 307   Date Last Taken: 07/07/2023

Percent	60%	23%	9%	4%	3%
Count	184	72	28	13	10

Ohio's State Tests ELA

Grades Tested: 10,11,12,9

Tests Taken: 66   Date Last Taken: 07/07/2023

Percent	52%	35%	12%	2%
Count	34	23	8	1

Fall 3rd grade Results 2023

Ohio's State Tests ELA

Grades Tested: 3

Tests Taken: 23   Date Last Taken: 11/01/2023

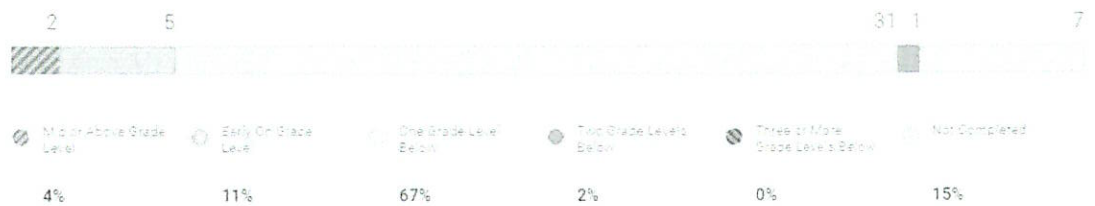|			
Percent	52%	22%	22%	4%
Count	12	5	5	1

- **K-3 Reading diagnostics (include subscores by grade level),**
- *Fall 2023*
- *Kindergarten*
  - *At Risk for Tier 3*
  - *3%*
  - *Tier 2*
  - *79%*

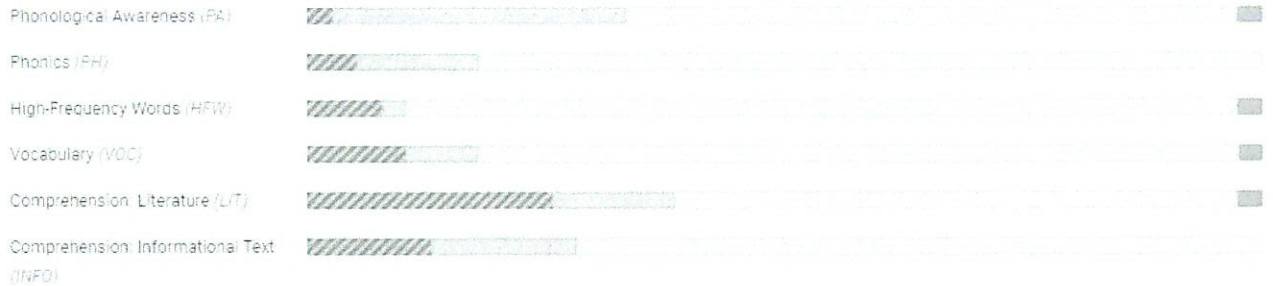*Section headings marked with an asterisk are required by state law.*

- o *Tier 1*
- o *18%*
- o *Phonological Awareness (PA)*
- o *Phonics (PH)*
- o *High-Frequency Words (HFW)*
- o *Vocabulary (VOC)*
- o *Comprehension: Literature (LIT)*
- o *Comprehension: Informational Text (INFO)*

Overall Placement

2	5			31	1	7

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
4%	11%	67%	2%	0%	15%

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

▼ Placement by Domain*

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

*Students not completed are not included

- • *1ˢᵗ grade*
  - o *At Risk for Tier 3*
  - o *37%*
  - o *Tier 2*
  - o *63%*
  - o *Tier 1*
  - o *0%*
  - o *Phonological Awareness (PA)*
  - o *Phonics (PH)*
  - o *High-Frequency Words (HFW)*
  - o *Vocabulary (VOC)*
  - o *Comprehension: Literature (LIT)*
  - o *Comprehension: Informational Text (INFO)*

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

Overall Placement

17   10   2

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
0%	0%	59%	34%	0%	7%

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

▼ Placement by Domain*

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

*Students not completed are not included.

- *2nd grade*
  - *At Risk for Tier 3*
  - *68%*
  - *Tier 2*
  - *32%*
  - *Tier 1*
  - *0%*
  - *Phonological Awareness (PA) Tier 1 - 36%; Tier 3 – 64%*
  - *Phonics (PH) Tier 1 – 8%; Tier 2 -28% ; Tier 3 – 64%*
  - *High-Frequency Words (HFW) Tier 1 – 16%; Tier 2 - 20%; Tier 3 – 64%*
  - *Vocabulary (VOC) Tier 2 – 28%; Tier 3 – 72%*
  - *Comprehension: Literature (LIT)*
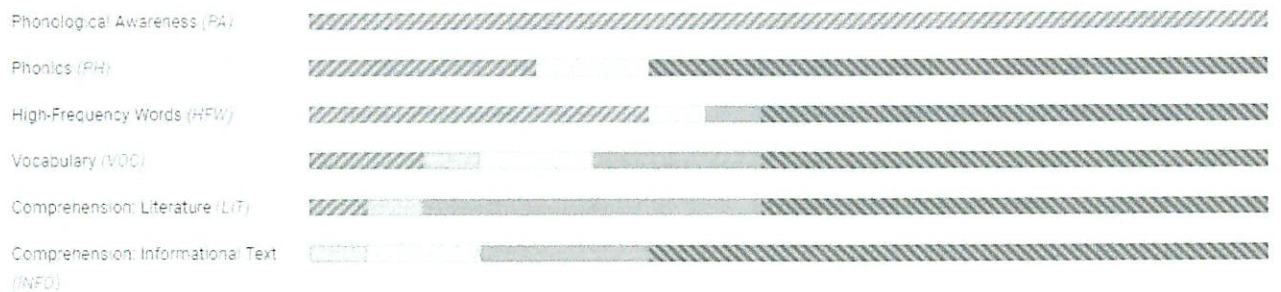 - *Comprehension: Informational Text (INFO)*

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

Overall Placement

1	1	4	1	10	10

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
4%	4%	15%	4%	37%	37%

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

▽ **Placement by Domain***

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

*Students not completed are not included

- *3rd grade*
  - ○ *At Risk for Tier 3*
  - ○ *65%*
  - ○ *Tier 2*
  - ○ *24%*
  - ○ *Tier 1*
  - ○ *12%*
    - ▪ *Phonological Awareness (PA) – Tier 1 100%*
    - ▪ *Phonics (PH) Tier 1 - 24%; Tier 2 - 12%;Tier 3 - 65%*
    - ▪ *High-Frequency Words (HFW) 35% 6% 59%*
    - ▪ *Vocabulary (VOC) 18% 12% 71%*
    - ▪ *Comprehension: Literature (LIT) Tier 1 - 12%; Tier 3 – 88%*
   - ▪ *Comprehension: Informational Text (INFO) Tier 1 - 6% ;Tier 2 - 12%;Tier 3 - 82%*

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

Overall Placement

| 1 | 1 | 4 | 1 | | 10 | | 10 |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
4%	4%	15%	4%	37%	37%

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

▼ Placement by Domain*

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)
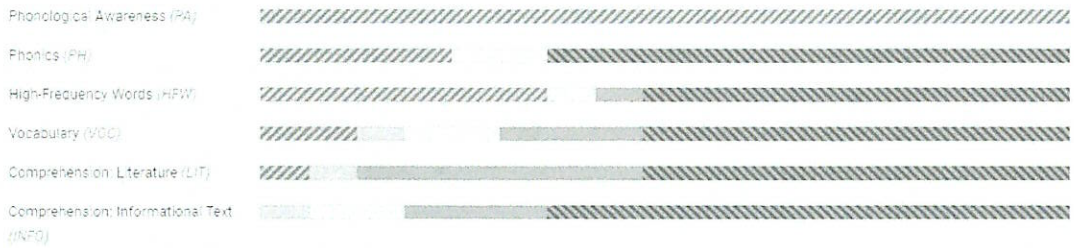
*Students not completed are not included.

- **The Ohio English Language Proficiency Assessment (OELPA)**
  - *None*
- **The Alternate Assessment for Students with Significant Cognitive Disabilities**
  - **AASCD ELA 2022-2023 – 5 Tests Taken**
    - *1 Limited; 1 Proficient; 1 Advanced; 1 Accelerated*
- *benchmark assessments, as applicable.*

Benchmark ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 10,11,12,9

Tests Taken: 197

Date Last Taken: 10/10/2023

Percent	89%	7%	3%	1%
Count	176	14	5	2

  o
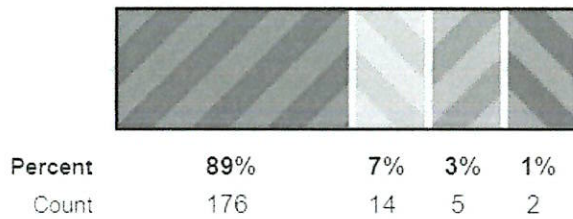
Overall Demographic Data 2022-2023

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

- Male 51.2%
- Female 48.8%
- Black, Non-Hispanic 91.5%
- Hispanic <10%
- White, Non-Hispanic <10%
- Multiracial 5.3%
- Economically Disadvantaged 99.6%
- Students with Disabilities 15.1%

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.

A root cause analysis reveals the following potential factors that contribute to low reading achievement:

- Teacher turnover
- Lack of training for new teacher and teachers on substitute licenses in the science of reading
- not enough exposure to print/books for children before starting school
- lack of consistent instructional coaching
- misalignment of intervention supports to student specific need
- lack of professional development on the five big areas of reading
- inconsistent members of building leadership team from year to year
- gaps in communication of at-risk student data to involved stakeholders
- STPT structure is limited so that teams meet only in grade level or in content area, need more opportunities to meet in different configurations (ex: high school meets in grade level teams, but not with similar content areas)
- Transient population of students
- Student attendance
- low teacher quality
- lack of foundational skills when entering kindergarten
- trauma-intense community environment
- lack of focus on reading for pleasure at home
- shortened school day due to transportation logistics with the district
- writing skills are weak and impact the overall OST ELA score

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.

Most students do not enroll in the school or start the school year at grade level. Only 20 students performed at or above grade level on the first diagnostic in 2023-2024. The majority of students are more then 2 grade levels below their enrolled grade to start the beginning of the school year. Beginning with the kindergarten and KRA data, students are not entering kindergarten at Mount Auburn prepared for kindergarten curriculum.

Students who are performing below grade level should receive grade level instruction and intervention. Staffing for intervention positions has been difficult to maintain based on teacher movement. Hiring an experienced Title I teacher is difficult based on the salary schedule. Attendance plays a factor also as most students performing below grade level have poor attendance in the previous and current school year.

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

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

Goal Statement: Increase the percentage of students in grades K-3 who score at Tier 1 on the Spring 2024 I-Ready Diagnostic to 40%. There were 8.3% of students who scored at Tier 1 on the Fall 2023 diagnostic.

Goal #2

There will be 80% of kindergarten students who can identify all 26 capital and lower case letters by the end of May 2024. There will be 95% of 1st grade students who can identify all 26 letter sounds by the end of May 2024.

Goal #3

100% of Reading/ELA teachers will be trained in diagnostic data analysis and student goalsetting. Through the professional development, 100% of staff will be able to complete goalsetting activities with students on diagnostic progress.

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

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

Goal Statement: Increase the percentage of students in grades K-3 who score at Tier 1 on the Spring 2024 I-Ready Diagnostic to 40%. There were 8.3% of students who scored at Tier 1 on the Fall 2023 diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Increase Vocabulary Proficiency in all grade levels to 60%	Increase Reading Comprehension in all grade levels to 50%	Increase Phonetic skills to 80% for all K-3 students to 80% Tier I
Timeline	May 2024	May 2024	May 2024
Lead Person(s)	Craig Horn, Principal	Craig Horn, Principal	Craig Horn, Principal
Resources Needed	Ready Reading	Ready Reading	Heggerty, Fundations
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development during New Teacher Induction and September 2023 PD Session	Training in the Science of Reading through PD in January 2024	Training during Back to School PD in August 2023 for all reading staff in Heggerty and Fundations
Measure of Success	I-Ready Spring 2024	I-Ready Spring 2024	I-Ready Spring 2024
Description of Funding	ESSER	ESSER	ESSER

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	February 2024 May 2024	February 2024 May 2024	February 2024 May 2024

Goal #2

There will be 80% of kindergarten students who can identify all 26 capital and lower case letters by the end of May 2024. There will be 95% of 1st grade students who can identify all 26 letter sounds by the end of May 2024.

	Action Step 1	Action Step 2
Implementation Component	K-1 teachers will teach one Heggery and Fundations lesson per day	K-1 teacher will implement intervention groups during small group instruction that are flexible and based on diagnostic data
Timeline	May 2024	May 2024
Lead Person(s)	Craig Horn, Principal	Craig Horn, Principal
Resources Needed	Letter Naming Assessment in I-Ready	Professional development on I-Ready groupings
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development during New Teacher Induction and September 2023 PD Session	Professional development related to small group instruction
Measure of Success	I-Ready Spring 2024 End of Year Assessments from I-Ready on Letter Naming Fluency	I-Ready Spring 2024 End of Year Assessments from I-Ready on Letter Naming Fluency

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

	Action Step 1	Action Step 2
Description of Funding	ESSER	ESSER
Check-in/Review Date	February 2024 May 2024	February 2024 May 2024

Goal #3

100% of Reading/ELA teachers will be trained in diagnostic data analysis and student goalsetting. Through the professional development, 100% of staff will be able to complete goalsetting activities with students on diagnostic progress.

	Action Step 1	Action Step 2
Implementation Component	Students Complete the Diagnostic in Reading in the Fall, Winter and Spring	Teachers will receive professional development during Back to School PD, September 2023 PD, February 2024 PD and March 2024 PD
Timeline	September 2023, February 2024, May 2024	September 2023, February 2024, May 2024
Lead Person(s)	Craig Horn, Principal	Craig Horn, Principal
Resources Needed	I-Ready and IXL	Goalsetting documents in I-Ready and IXL
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development during New Teacher Induction and September 2023 PD Session and February 2024 PD	Professional development related to small group instruction

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

	Action Step 1	Action Step 2
Measure of Success	Diagnostic Assessments in IXL and I-Ready	I-Ready Spring 2024 End of Year Assessments from I-Ready on Letter Naming Fluency
Description of Funding	ESSER	ESSER
Check-in/Review Date	February 2024 May 2024	February 2024 May 2024

GOAL #4:

By the end of the 2022-2023 school year, the school will increase student achievement in English Language Arts by raising the raw performance index of 2022-2023 to 60/120 points according to the Ohio State Tests for grades 3-8 along with the English II End of Course exams by June 30, 2024.

	Action Step 1	Action Step 2
Implementation Component	Increase Vocabulary Proficiency in all grade levels to 60%	Increase Reading Comprehension in all grade levels to 50%
Timeline	September 2023, February 2024, May 2024	September 2023, February 2024, May 2024
Lead Person(s)	Craig Horn, Principal	Craig Horn, Principal
Resources Needed	I-Ready and IXL	Goalsetting documents in I-Ready and IXL
Specifics of Implementation (Professional development, training, coaching, system structures, implementation	Professional Development during New Teacher Induction and September	Professional development related programs. Science of Reading PD

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

	Action Step 1	Action Step 2
support and leadership structures)	2023 PD Session and February 2024 PD Explicit vocabulary instruction training	Explicit training in reading comprehension
Measure of Success	Diagnostic Assessments in IXL and I-Ready	I-Ready Spring 2024 End of Year Assessments from I-Ready on Letter Naming Fluency
Description of Funding	ESSER	ESSER
Check-in/Review Date	February 2024 May 2024	February 2024 May 2024

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

Progress is monitored weekly at STPT meetings in grade levels bands for student participation in the I-Ready Personal Learning Plans students complete after taking the reading diagnostic.

Diagnostic data is reviewed with an action plan created after every diagnostic assessment completed in I-Ready.

The MTSS teams reviews data bi-weekly for all students who met the indicators on the dyslexia screening list. Any other students in the MTSS process are reviewed and discussed at this time. The meetings occur on the 2nd and 4th Friday of each month.

The school leadership team meets weekly to review academic data and where more support may be needed.

The school leadership team and the MTSS team will meet jointly, monthly to review progress related to the Reading Achievement Plan.

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

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.*

The evidenced based strategies used to support leaners include the following:

- Explicit intervention in decoding
- Explicit intervention in phonemic awareness
- Explicit intervention in comprehension
- Explicit instruction in fluency
- Small group scaffolding of complete text
- High, intense tutoring through small groups that may occur before or after school

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;*
   a. *Lesson planning*
   b. *Virtual coaching*
2. *Show progress; and*
   a. *Progress monitoring through STPT, BLT, MTSS*
3. *Improve upon strategies utilized during the two prior consecutive school years.*
   a. *Increased level of professional development in the science of reading*

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

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

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.*

The following topics were covered or completed during Back-to-School Professional Development in 2023

- Heggery
- Fundations
- Ready Reading
- Running Records
- Explicit Vocabulary Instruction
- I-Ready
- Diagnostic Data Analysis
- School Goals
- Stuctured Teacher Planning Time

The following topics were will be or have been covered during PD during the 2023-2024 school year.

- Writing By Design
- On-Demand Writing
- Science of Reading
- Diagnostic Data Analysis

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

APPENDICES

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

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