



February 24, 2025

Dear Administrator Yalvac:

Thank you for submitting the Noble Academy Cleveland Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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 in your State Support Team are available to support the implementation of your plan.

Strengths of the Reading Achievement Plan:

- The plan includes action steps that support educators and administrators in the implementation of instruction and intervention in the science of reading through ongoing professional learning which includes completion of the Science of Reading and Dyslexia PD modules
- Implementation of high-quality core curriculum and instructional materials for students in grades K-3
- The plan includes an analysis of contributing factors that are contributing to low reading achievement


This plan will benefit from:

- The school would benefit from the completion of the Reading Achievement Progress Report available on the Department website. Since this is a multi-year plan that has already progressed through the various stages of implementation, it would be beneficial to analyze progress towards the goals previously outlined to assess whether the implemented strategies achieved the expected outcomes and to determine if any plan adjustments are necessary
- The plan would benefit from more specificity as to how the school is monitoring the extent to which teachers are implementing the action steps such as through classroom observations, principal walk-throughs, and/or teacher-based and building level teams

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

DISTRICT IRN: 008278

DISTRICT ADDRESS: 1200 East 200th Euclid, OH 44117

PLAN COMPLETION DATE: December 4th, 2023

LEAD WRITERS: Sarah Casto - APA , Gurtag Yalvac - Principal, Vanessa Lemponen - APSC , Lea Hammond - DTL

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 and Workforce 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 Workforce 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
Gurtag Yalvac	Principal	NAC	yalvac@noblecleveland.org
Sarah Casto	Asst. Principal of Academics	NAC	casto@noblecleveland.org
Vanessa Lemponen	Asst Principal of School Culture	NAC	lemponen@noblecleveland.org
Kayla Parker	SPED coordinator	NAC	parker@noblecleveland.org
Jacquelyn Olp Lindsay Reho	Teacher Based Team Academic Leaders Elementary K-5	NAC	olp@noblecleveland.org reho@noblecleveland.org
Andrew Distel	Teacher Based Team Academic Leaders Middle 6-8	NAC	distel@noblecleveland.org
Yasar Bora	Superintendent	NO Central Office	bora@conceptschoools.org
Lea Hammond	NO Director of Teaching and Learning	NO Central office	hammond@conceptschoools.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.

Noble Academy Cleveland utilized a systematic and collaborative approach to develop, plan monitoring, and begin communication regarding the reading achievement plan. The leadership team followed, and will continuously follow these steps, to create and sustain a comprehensive and effective reading achievement plan that addresses the unique needs of Noble's students. The team recognizes that regular monitoring, communication, and a commitment to continuous improvement are key elements of successful implementation.

1. Assessment and Data Analysis:

- Identify Data to be used: Gather baseline and cumulative data on current and historic reading achievement levels of students through standardized tests, norm referenced assessments, screeners and other relevant data sources.
- Analyze Data: Collaboratively analyze the data to identify strengths, weaknesses, and areas for improvement in reading achievement.

2. Set Goals and Objectives:

- Establish Clear Goals: Define specific, measurable, achievable, relevant, and time-bound (SMART) goals related to reading achievement. Ensure these goals align with the overall school improvement plan.
- Break Down Goals: Divide larger goals into smaller, actionable objectives. This makes it easier to track progress and implement targeted interventions.

3. Curriculum Materials and Instructional Strategies:

- Review and Modify Curriculum Materials: Evaluate the existing reading curriculum and instructional strategies. Make necessary adjustments based on requirements set by ODEW, school/student data analysis, and identified goals.
- Professional Development: Provide ongoing professional development for teachers to enhance their skills in teaching reading effectively, following the Science of Reading systematic structured literacy approach, as well as, effective use of provided instructional materials and supports.

4. Resource Allocation:

- Allocate Resources: Determine the resources needed to support the reading achievement plan, including materials, technology, and personnel.
- Budget Planning: Ensure that the budget aligns with the goals of the reading achievement plan. Distribute resources in a way that supports equity goals.

5. Monitoring and Evaluation:

- Implement Regular Assessments: Schedule regular assessments to monitor student progress. Use both formative and summative assessments to inform instructional decisions.
- Data Review Meetings: Conduct regular data review meetings within the leadership team to assess the effectiveness of the plan and make adjustments as needed.

6. Interventions and Support:

- Identify At-Risk Students: Use appropriate data to identify students who are off track in becoming fluent readers, have dyslexia and/or displaying dyslexic characteristics and tendencies .
- Implement Interventions: Develop and implement targeted interventions for students who need additional support.

7. Communication and Stakeholder Involvement:

- A clear communication plan to keep all stakeholders informed will include, but is not limited to, sharing of school goals, data, and progress through newsletters, data reports, social media, school website, signage, parent/stakeholder meetings.
- Involve parents, teachers, and the broader community in the implementation of the plan. Solicit feedback and input to improve its effectiveness.
- Design communication strategies that reach all families, considering language, cultural, and socioeconomic factors. Engage families in the reading plan and overall school improvement efforts, fostering a sense of shared responsibility for student success.

8. Continuous Improvement:

- Regular Reflection: The leadership team regularly reflect on the effectiveness of the plan and make adjustments based on ongoing data and feedback.
- Adaptation: Be flexible in adapting the plan as needed, considering changes in student needs, curriculum, and best practices in reading instruction.

9. Celebrating Success:

- Acknowledge Achievements: Recognize and celebrate successes and improvements in reading achievement in a way that honors the diverse backgrounds and accomplishments of all students, creating a positive and inclusive school culture.

10. Documentation and Reporting:

- Document Progress: Keep detailed records of the plan's implementation, interventions, and outcomes.
- Reporting: Provide regular reports to the school board, parents, and other stakeholders on the progress of the reading achievement plan.

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.

This Reading Achievement Plan is intricately aligned with, and supportive of, the school's overall continuous improvement and equity efforts, as follows:

1. Alignment the School Success Plan/ ODEW One Plan: The processes outlined in the Reading Achievement Plan are aligned with the broader goals of the School Success Plan, which is a direct model of the Ohio One Plan and states the school improvement goals, ultimately contributing directly to the overall improvement of student learning outcomes.
2. Data-Driven Decision-Making: Informed decision making related to the reading plan guides broader school improvement efforts. Regularly analyzing data on student achievement to identify trends and areas for improvement directly impacts all subjects.
3. Equity Considerations: The plan intentionally considers the unique challenges and strengths of the diverse student populations within the school and includes tailored interventions to address specific equity needs identified.
4. Equitable Professional Development: Ensures that professional development opportunities for teachers are designed to address diverse learning needs through the lens of diversity, equity and inclusion, as well as social emotional learning. This includes strategies for culturally responsive teaching and adapting instruction for students with varying abilities to make learning materials and approaches more relevant and accessible to all students.
5. Addresses Learning Differences: Recognizes and addresses diverse learning needs within the school, and includes differentiated instruction to accommodate various learning styles, abilities, and backgrounds, promoting an inclusive and equitable learning environment.
6. Equitable Accountability Measures: Ensures that accountability measures within the Reading Achievement Plan and broader school improvement efforts are fair and consider the diverse challenges students may face.

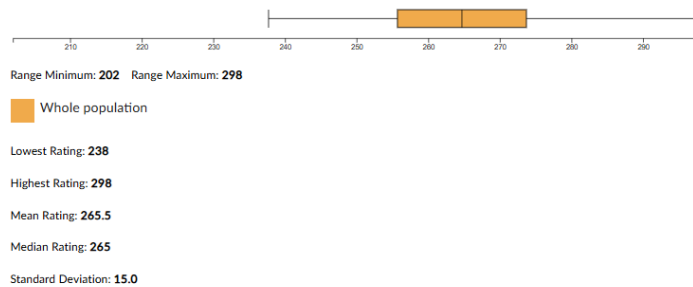
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

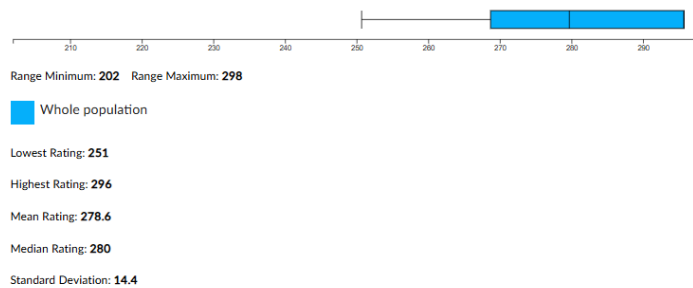
Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

The Kindergarten Readiness Assessment,

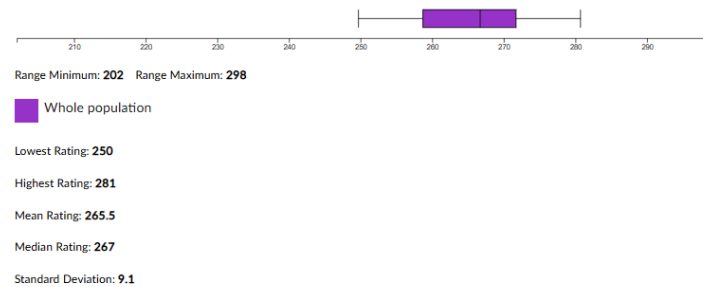
Language and Literacy



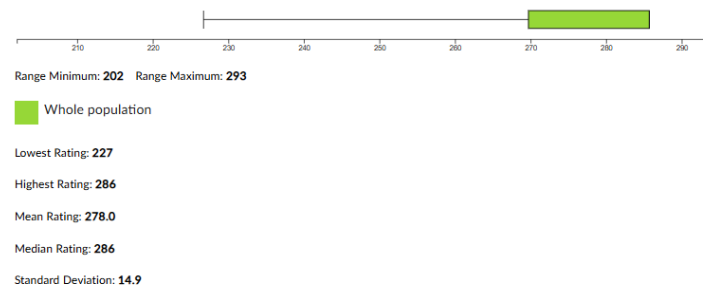
Social Foundations

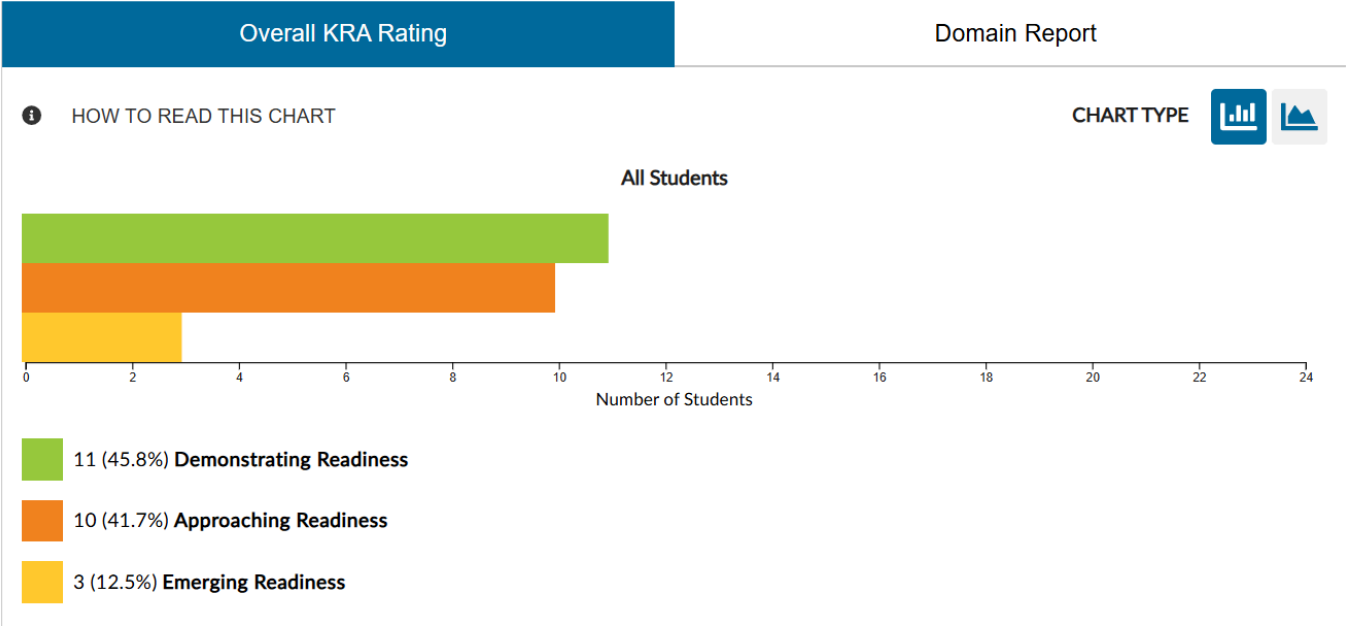


Mathematics



Physical Development

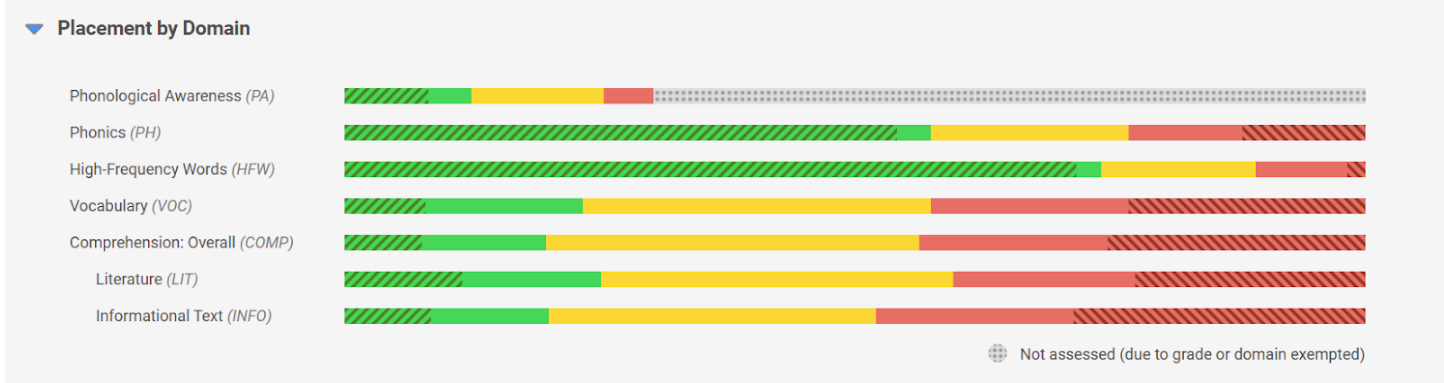




Ohio’s State Test for *English language arts* assessment for grades 3-8, Percent Proficient

	3rd ELA	4th ELA	5th ELA	6th ELA	7th ELA	8th ELA
Spring 22	55.3	43.8	45.2	38.7	46.2	20
Spring 23	42.9	35.3	67.7	36	73.5	54.1
Spring 24	38.2	42.9	79.4	35.9	51.1	48.7

K-3 Reading diagnostics (include subscores by grade level), i-Ready Reading



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

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		4%	42%	54%	0%	0%	26/26
Grade 1		3%	3%	86%	8%	0%	37/37
Grade 2		5%	8%	41%	46%	0%	37/37
Grade 3		5%	20%	30%	30%	15%	40/40
Grade 4		9%	12%	58%	9%	12%	33/33
Grade 5		3%	20%	20%	30%	27%	30/30
Grade 6		4%	4%	38%	20%	33%	45/45
Grade 7		12%	10%	17%	19%	43%	42/42
Grade 8		5%	12%	15%	2%	66%	41/41

The Ohio English Language Proficiency Assessment (OELPA) - None

The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.



AASCD Science

Grades Tested: 8

Tests Taken: 2

Date Last Taken: 03/26/2024



AASCD Mathematics

Grades Tested: 6, 7, 8

Tests Taken: 4

Date Last Taken: 03/20/2024

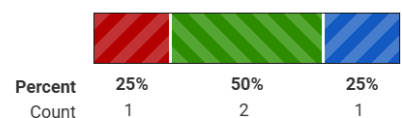


AASCD ELA

Grades Tested: 6, 7, 8

Tests Taken: 4

Date Last Taken: 03/19/2024



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.

Although the school is trending toward improvement in reading achievement, the gaps in reading proficiency are too wide. Internal and external factors are interconnected and have a significant impact on students' ability to develop strong reading skills. In our school and community, these factors include:

Internal Factors

- Instructional Quality
 - Evidence of ineffective teaching methods or a lack of varied instructional strategies
 - Insufficient training or knowledge of effective reading instruction among teachers
 - Insufficient knowledge and/or ineffective use of school curriculum and resources, including support services
- School Culture and Environment:
 - Lack of a consistent supportive school culture, including limited parental involvement or inadequate support services
 - Evidence of ineffective classroom management, creating distractions and hindering focused learning and sustained reading skills acquisition
- Feedback and Repetition: Infrequent and/or untimely feedback during skills practice and on assessments hinders effective use of repetitive practice
- Student Factors:
 - Unidentified individual learning needs, such as learning disabilities, language barriers, and other factors, prevent early intervention
 - Low motivation or disinterest in reading

External Factors

- Socioeconomic Status: The majority of our students are from lower socioeconomic backgrounds and often have limited access to books, technology, preschool, and other resources that support reading development outside of the school building
- Parental Support: Many of our students receive limited involvement and support from parents/guardians in their education
- Health and Well-being: Poor health, including inadequate nutrition, may impact cognitive development and subsequently affect reading achievement
- Chronic absenteeism and Truancy rates are high

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

After conducting a comprehensive root cause analysis to identify and address the underlying factors contributing to low reading achievement in our school, our team also discussed insights to potential solutions. While there are many complex factors, we have selected what we believe to be the most important to set immediate goals.

1. **Insufficient Early Literacy Support:** In previous school years, there has been a limited emphasis on early literacy programs and inadequate teacher training in early literacy instruction. As a result, many students lack foundational reading skills in word recognition and language comprehension. The school must enforce the use of only research-based, Science of Reading literacy materials and supports, and improve the professional development opportunities for teachers in structured literacy instruction.
2. **Ineffective Reading Instruction Strategies:** Some teachers use instructional methods that do not cater to diverse learning needs, lacking effective differentiation practices and diverse reading strategies, and/or do not strictly follow a Science of Reading structured literacy systematic program. The school must provide targeted professional development in effective, differentiated reading instruction that explicitly defines Tiers 1-3, Science of Reading Structured Literacy Strategies, and implement a means to monitor and evaluate the use of differentiation, tiered support and instructional strategies in teacher lesson planning and instructional practice.
3. **Data Monitoring and Intervention:** While the school provides adequate resources for collecting and analyzing reading performance data, and a robust data tracking system, there is sometimes a resistance by teachers to monitor individual student progress data, and a lack of a systematic approach to intervention strategies. The school must provide systematic, continuous, required training for teachers to alleviate the underlying fear of using data, and to emphasize its importance. The school must clearly communicate the framework for timely intervention based on data analysis.
4. **Limited Parental Involvement and Student Motivation:** We observe low levels of parental involvement in supporting reading at home that may be a result of a lack of awareness regarding the importance of parental involvement in reading learning. Many students lack motivation to become skilled readers. The school must establish regular channels of communication between the school and families, to better communicate the significance of reading at home, providing engaging reading materials, and connecting reading to real-world applications to improve parental involvement and student motivation.

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.

Learner performance Goal for K and 1st Grade

By the end of the school year, 60% of students in K-1 will demonstrate expected grade-level reading growth (phonological awareness, decoding, and comprehension of simple texts), as measured by achievement and growth assessments, i-Ready reading diagnostic, i-ready literacy tasks, and/or i-Ready My Learning Path.

Learner performance Goal for Grades 2 and 3

By the end of the school year, 60% of students in 2-3 will demonstrate expected grade-level reading growth (word recognition, reading fluency, and language comprehension skills), as measured by achievement and growth assessments, i-Ready reading diagnostic, i-ready literacy tasks, and/or i-Ready My Learning Path.

Adult Implementation Goal for K - 3rd Grade

Each school year, 100% of K-3 ELA and reading teachers will use ODEW approved science of reading based core curriculum, emphasizing all components of literacy, including foundational skills and higher-level literacy skills, as appropriate to each grade level, as measured through classroom observations, lesson plan reviews, and student progress data.

Each school year, 100% of K-3 ELA and reading teachers will use ODEW approved science of reading based intervention materials, emphasizing all components of literacy, including foundational skills and higher-level literacy skills, as appropriate to each grade level, as measured through classroom observations, lesson plan reviews, and student progress data.

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: The school will improve the fidelity of use of the ODEW approved research-based, science of reading focused ELA/Reading curriculum, including daily phonics and structured literacy skills practice.

Evidence-Based Strategy or Strategies: Ensuring fidelity of implementation of Science of Reading curriculum (Collaborative Classroom) through on-going professional development and regular monitoring and evaluation of successful implementation

No text	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide appropriate curriculum training and on-going coaching support	Provide training to enhance reading teachers' understanding of and improve teaching skills related to systematic and explicit phonics instruction and language comprehension	Create systematic process to monitor fidelity of implementation, including "look fors" and/or a checklist
Timeline	Teacher Institute at beginning of the school year, and ongoing training	Teacher Institute at beginning of the school year, and ongoing training	By September 1, 2024
Lead Person(s)	Principal and Asst Principal of Academics	Principal and Asst Principal of Academics	Asst Principal of Academics and Dir of Teaching and Learning
Resources Needed	Professional PD from vendor, on-line training modules, lead teachers and district DTL and coaches	Professional PD from vendor, on-line training modules, lead teachers and district DTL and coaches	admin and teacher collaboration

No text	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Collaborative Literacy PD sessions, coaching from APA and DTL, support from Concept Schools Curriculum Directors, scheduled time included in the school day	Completion of ODE Dyslexia training modules, Structured Literacy Certification, on-going coaching from APA, DTL, and Structured Literacy Specialist, scheduled time during the school day or stipend payment if after hours	Collaboration time built in to leadership team meetings in the building, as well as, between building leaders and district leadership
Measure of Success	Completion of required training and on-going PD logged in Individual PD Plans	Completion certificates and evidence of implementation in classroom, including student reading achievement data	Fidelity checklist
Description of Funding	General Fund	General Fund	No funding required
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal # 2 Action Map

Goal Statement: By the end of the school year, the school will improve systems related to the school's MTSS/RTI system to incorporate a clear focus on identifying and strategically supporting struggling readers.

Evidence-Based Strategy or Strategies: Data analysis to inform instruction

No text	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Redefine Building Leadership Teams to model MTSS, including specific RTI practices for off track and at risk for dyslexia readers	Implement specific data analysis expectations related to student reading achievement and progress data	Improve the RTI model specific to providing strategic reading intervention and support, focused on systematic and explicit phonics instruction and reading fluency
Timeline	Beginning of the 23-24 school year	Beginning of the 23-24 school year	Beginning of the 23-24 school year
Lead Person(s)	School Administrative Team and Lead Teachers	School Administrative Team and Lead Teachers	School Administrative Team and Lead Teachers
Resources Needed	MTSS Training and collaborative practice	5 Step Process Training, Data tracking forms, access to classroom assessment data	Instructional Resources: SIPPS, Heggerty and/or Phonics in Motion, Collaborative Classroom Small Group resources
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	MTSS and RTI PD for new members, monthly schedule, 5 step process tracking forms, teams meet once per month, admin team attends all meetings, MTSS team has 2 active groups: one is academic	Possible data analysis training for new teachers, Meetings are twice per month and organized by content department or grade level. Meetings follow the 5 step process and couple current data progress	PD for those teachers using SIPPS, Heggerty and Phonics in Motion, on-going coaching, push-in and pull-out reading specialist and Title reading teachers work with small groups or one-on-one with struggling readers

No text	Action Step 1	Action Step 2	Action Step 3
No text	focused, including RTI and Off-track/Dyslexia support. The other is school culture focused and includes SEL and DEI	monitoring with a targeted highly effective teaching strategy.	using one of the phonics resources listed above. Short cycle intervals of progress monitoring assessments determine the content and length of intervention so that services are individualized to student needs.
Measure of Success	Monthly meeting minutes, progress data of struggling readers	Monthly meeting minutes, progress data of struggling readers	Improvement in student reading achievement and progress
Description of Funding	General Fund	General Fund	General Fund
Check-in/Review Date	Monthly	Twice per month	Monthly

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.

Monitoring the progress and implementation of strategies in the reading achievement plan is crucial for ensuring its effectiveness. We will follow this comprehensive process, to ensure that our reading achievement plan is dynamic, responsive, and ultimately successful in improving students' reading abilities.

Our process is as follows:

- Roll out the reading achievement plan, ensuring that teachers are trained in the selected strategies.
- Stay focused on the set specific, measurable, and achievable objectives.
- Set clear goals, specific to each classroom, for reading improvement, such as increased reading proficiency, comprehension, and engagement.
- Create a framework that outlines key performance indicators (KPIs) and benchmarks for success.
- Identify the data sources, assessment tools, and methodologies that will be used to measure progress.
- Conduct an initial assessment to establish a baseline for current reading levels, identifying strengths and weaknesses.
- Use standardized tests, progress monitoring assessments, classroom assessments, and teacher observations to gather relevant data.
- Provide resources and support for teachers to effectively implement the strategies in the classroom.
- Collect data regularly using a variety of assessment tools: NWEA MAP Reading, MAP Fluency, OST, Restart Readiness, Kindergarten Readiness Assessments, curriculum based formative and summative assessments, and teacher observations.
- Foster a culture of collaboration among teachers and schedule meeting time within the school day for them to share insights and feedback on the effectiveness of strategies.
- Review data regularly (bi-weekly, monthly, and quarterly, depending on the specific group) to identify areas of improvement and areas where strategies may need adjustment.
- Be flexible and willing to modify the reading achievement plan based on ongoing assessment results.
- Keep parents informed about the school's reading achievement plan, as well as individualized student RIMPs and their child's progress.
- Encourage student involvement and self-assessment to promote a sense of ownership over their learning.
- Provide regular progress reports to stakeholders, including administrators, teachers, parents, and students.
- Communicate successes, challenges, and adjustments made to the reading achievement plan.
- Acknowledge and celebrate improvements and achievements, both at the individual and group

levels.

- Recognize and reward efforts to boost motivation and commitment to the reading achievement plan.
- Offer ongoing professional development opportunities for teachers to stay informed about the latest research and best practices in literacy education.
- Conduct periodic reviews (as listed in the plan) of the entire reading achievement plan to assess its overall effectiveness.
- Use evaluation results to inform future planning and decision-making.
- By following this comprehensive process, educational institutions can ensure that their reading achievement plan is dynamic, responsive, and ultimately successful in improving students' reading abilities.

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.*

Science of Reading Focus in Daily Curriculum and Intervention Practices

The Science of Reading refers to a research-based approach to teaching reading that draws on insights from cognitive science, linguistics, and educational psychology. It emphasizes systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. By tailoring instruction, addressing individual challenges, and utilizing proven strategies, our teachers can confidently create a more inclusive and effective learning environment for all students. Noble Academy implemented *Being a Reader* by Collaborative Literacy as the mandated curriculum for K-5th grade at the onset of the 2022-2023SY. ODEW has approved Being a Reader for grades K-3. If this resource is not approved for grades 4-5 by the end of the current school year, Noble Academy will select a different core resource approved for grades K-5. We believe that when applied to meet specific learner needs, the strategies in *Being a Reader* will significantly improve reading instruction in several ways:

Individualized Instruction:

- Identify specific areas of weakness by assessing individual learners to identify their specific strengths and weaknesses in foundational reading skills. This personalized approach allows educators to target interventions based on each student's needs. These areas needing support are identified, supported and monitored through the student's RIMP.
- With a clear understanding of a student's reading profile, our teachers can tailor instruction to address their unique challenges. This ensures that learners receive targeted support in areas where they may struggle, promoting more effective learning.

Systematic Phonics Instruction:

- The Science of Reading emphasizes systematic and explicit phonics instruction, teaching the relationship between sounds and letters in a structured manner. This approach benefits learners who may struggle with decoding words and helps build a strong foundation for reading. *Collaborative Classroom* includes SIPPS resources used as intervention to support struggling readers on RIMPs.
- Incorporating multisensory techniques, such as using manipulatives and engaging in hands-on activities, can enhance the learning experience for students with diverse learning needs. These approaches accommodate different learning styles and support better retention of phonics rules.

Phonemic Awareness and Vocabulary Development:

- The *Collaborative Classroom* recognizes the importance of phonemic awareness, which is the ability to hear and manipulate individual sounds in words. For learners who struggle with this skill, targeted activities and exercises can be incorporated to strengthen phonemic awareness.
- The *Collaborative Classroom* acknowledges the critical role vocabulary plays in reading comprehension. Instructional strategies that explicitly teach and reinforce vocabulary, especially for learners with language challenges, contribute to improved comprehension skills.

Intervention Strategies:

- By addressing challenges in the early stages, educators can prevent reading difficulties from becoming more entrenched, leading to more successful outcomes for learners.
- Interventions grounded in the Science of Reading are evidence-based and have been shown to be effective. Utilizing these proven strategies ensures that learners receive targeted support based on research findings, increasing the likelihood of positive outcomes.

Professional Development for Educators:

- Implementing the Science of Reading requires ongoing professional development for educators. By providing teachers with the knowledge and skills to apply evidence-based instructional practices, they can better meet the diverse needs of their students.
- Our school, supported by Concept Schools, intentionally foster a collaborative environment where educators share best practices and support one another in implementing a new curriculum and the Science of Reading. This collective effort enhances the overall impact on student learning outcomes.

Intentional Use of Student Data Analysis to Inform Instruction

Using student data analysis to inform instruction is a powerful tool for meeting specific learner needs and improving overall educational outcomes. It facilitates personalized learning, early intervention, and continuous improvement, creating a more responsive and effective educational environment for students.

Identifying Learning Gaps:

- Analyzing student assessment data provides insights into individual and collective strengths and weaknesses. Teachers can identify specific learning gaps, whether in foundational skills, content knowledge, or higher-order thinking.
- Utilizing diagnostic tools helps pinpoint areas where students may be struggling. This data-driven approach enables teachers to understand the root causes of reading learning difficulties and tailor interventions accordingly.

Personalizing Instruction:

- Our teachers are expected to use their student data to create individualized learning profiles. Teachers can understand each student's preferred learning style, pace of learning, and areas of proficiency or difficulty. This information is valuable for personalizing instruction to suit diverse learner needs.
- Student data analysis can also inform the use of adaptive learning technologies that adjust the difficulty and pace of instruction, when needed, based on individual student performance. This personalized approach ensures that each student receives targeted support and challenges.

Setting Learning Goals:

- Analyzing student data helps set realistic and achievable learning goals. By understanding where students currently stand and where they need to go, teachers can set specific, measurable, and attainable goals that guide instruction and track progress over time.
- Involving students in the goal-setting process fosters a sense of ownership and motivation. When learners understand their strengths and areas for growth, they become more engaged in their own learning journey.

Informing Differentiated Instruction:

- Student data analysis supports the implementation of tiered instruction. Teachers can differentiate instruction based on students' readiness, interests, and learning profiles. This ensures that each student is appropriately challenged and supported.
- Grouping students flexibly based on their data profiles allows for targeted instruction. Small-group activities or one-on-one support is provided to address specific needs, whether remediation or enrichment.
- Student data analysis happens at the individual, group, class and building levels.

Early Intervention:

- The student data supports our MTSS/RTI processes and allows teachers to utilize responsive support systems that provide additional resources, such as tutoring or specialized instruction, to students who need extra help. Data analysis informs the allocation of these resources effectively.

Continuous Improvement:

- Teachers can use student data to identify areas for their own professional development. This ongoing improvement cycle ensures that teachers stay abreast of effective instructional strategies and methodologies.

- Analyzing student data on a broader scale helps the school and district refine curricula. Understanding which instructional methods and materials are most effective guides decisions on curriculum selection and development.

Parental Involvement:

- Sharing student data with parents fosters open communication about their scholar's progress. Parents can be informed about their scholar's strengths, areas for improvement, and ways they can support learning at home.
- Collaborative discussions between parents and teachers, informed by student data, create a supportive network for the student's academic success. This collaborative approach aligns efforts both in and out of the classroom.

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.*

We believe that the plan will be effective, show progress, and improve upon strategies utilized the prior consecutive school year because:

- We have established specific, measurable, achievable, relevant, and time-bound (SMART) goals based on data analysis for the last two school years.
- We have clearly defined expected outcomes for each grade level and differentiated student groups.
- We are intentionally implementing/supporting evidence-based instructional strategies that have proven success in improving reading skills.
- We are committed to staying informed about the latest research and best practices in literacy education and integrating them into the plan, making improvements as needed.
- We have scheduled, and will continue to schedule, ongoing professional development opportunities for teachers to enhance their expertise in literacy instruction.
- We are focused on training educators to implement the chosen strategies effectively and address diverse learning needs.

- We are improving our past practice and systems to provide a more robust system for monitoring student progress regularly.
- We have created a regular schedule of collaborative meetings to analyze data to identify trends and patterns in student performance among teachers, administrators, and other stakeholders.
- We have created an MTSS Team to establish a multi-tiered system of support to address the diverse needs of students at different reading proficiency levels, which includes decision making through the lenses of academic performance, SEL, and DEI.
- .We are improving our RTI approach with targeted interventions for students who are struggling, providing additional support through small group instruction, tutoring, or specialized programs.
- We will diligently work to foster a strong partnership with parents and the community to reinforce literacy skills at home.
- We will communicate regularly with parents about their child's progress and provide resources to support reading outside the classroom.
- We will regularly review the effectiveness of the reading achievement plan and adjust strategies based on ongoing assessments and feedback.
- We will encourage a culture of continuous improvement, where educators are empowered to suggest and implement adjustments to enhance the plan.
- We will maintain detailed records of the reading achievement plan implementation, student progress, interventions, and outcomes.
- We will provide transparent and regular reports to stakeholders, including school board members, parents, and the community, showcasing progress and areas for improvement.
- At the end of each school year we will conduct a comprehensive review of the reading achievement plan's effectiveness.
- We have made a strong effort to adjust goals, strategies, and interventions based on the outcomes and lessons learned during the two prior consecutive school years.
- We understand that this plan MUST evolve to meet the needs of our students over the years.

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.*

Collaborating with teachers, administrators, our sponsor, our management company, and educational experts has helped us tailor this plan to address specific challenges and goals within our school to support this reading achievement plan. While it is understood that the PD must be sustainable, it is also understood that as we work through our plan, our PD needs may change, or we will likely discover needs of which we are not yet aware.

Currently we are providing sustained Professional Development in the following areas:

Planned PD	Who attends	Due Date
Science of Reading and Dyslexia Courses required by ODEW	Required for all teachers and support teachers, and academic administrators	Initially completed by Aug.1, 2023, new teachers must complete by Aug. 1 of the school year of hire, or within 3 months of hire date, whichever comes first. Second round of requirements due by June 30, 2025
Structured Literacy Specialist Certification	School has created a pathway through AIMS Institute to	Optional for teachers, but the district provided at least one

	certification for all reading teachers and academic administrators.	specialist, or in training specialist by the beginning of the 23-24.
Continued Structured Literacy PD - provided by sponsor, management company, ESC, or other vendor.	Required for all reading teachers and support teachers, and academic administrators	School will have additional training in place by April of 2025. PD plan will be in place for the following school year by Aug. 1, 2025
Collaborative Classroom Implementation Support and Training	Required for all K-5 Teachers and support teachers, and academic administrators	PD provided at the beginning of each school year and monthly coaching sessions available. Curriculum Directors provided by Concept Schools for on-going training and support.
Differentiation and Culturally Responsive Teaching PD - Provide resources and training on understanding diverse cultures and backgrounds	Required for all building teachers, academic support staff, and administrators	Provided by Concept Schools at the beginning of each school year and supported throughout the year by the Director of SEL, and the Director of DEI.
Data Driven Practices including analysis and using data to inform instruction related to classroom learning and tiered instructional practices and systems	Required for all building teachers and academic support staff	Provided at the beginning of the school year as whole group training, quarterly individual meetings in place between Asst Principal of Academics and Teachers to review data.
Data Driven Practices including analysis and using data to inform instruction related to classroom learning and tiered instructional practices and systems	Required for all academic and school culture administrators	Provided by school sponsor and Concept Schools Management Company Each semester, and after spring OST data becomes available.

In addition we are committed to:

- Implementing ongoing, long-term professional development initiatives rather than one-time events.
- Offering regular workshops, seminars, and training sessions throughout the school year.

- Fostering a culture of continuous learning by encouraging educators to engage in self-directed professional development.
- Using a variety of formats such as workshops, coaching, mentoring, and collaborative learning communities.
- Using student achievement data to identify specific areas of need.
- Utilizing teacher performance data to tailor professional development to individual or group needs.
- Emphasizing practical strategies that teachers can immediately apply in the classroom.
- Fostering collaboration among educators to share effective instructional practices.
- Integrating culturally responsive teaching strategies into professional development.
- Encouraging educators to reflect on their own cultural biases and assumptions.
- Ensuring that professional development incorporates evidence-based practices in literacy instruction.