



March 22, 2024

Dear Superintendent Russell:

Thank you for submitting the Ohio Achievement Charter Schools, Inc. dba Millenium Commuity School 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:

- Building leadership involved in the plan’s development
- Goals provided are SMART
- Plan lists clear external factors contributing to low reading achievement

This plan will benefit from:

- The plan lacks several essential components, including student performance data, analysis of student performance data, and action plan map. It would be in the school’s best interest to make time and effort to complete these components to help improve the school’s reading achievement levels.
- Plan includes literacy program not aligned to the science of reading.
- Professional development should align with the goals and strategies described in plan
- Working with the regional State Support Team in developing and implementing all aspects of the plan is strongly encouraged to help alleviate deficiencies.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Ohio Achievement Charter Schools, Inc. dba Millenium Commuity School 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: Ohio

DISTRICT IRN: 133561

DISTRICT ADDRESS: 3500 Refugee Rd., Columbus, Ohio 43232

PLAN COMPLETION DATE: February 1, 2024

LEAD WRITERS: Tijuana Russell, Executive Director

Sharice Martin, Chief Academic Architect

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.

During the pre-Kindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in word play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their names.

These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

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

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
Tijuana Russell	Executive Director	3500 Refugee Rd Columbus, Ohio 43232	tijuana.russell@2kschool.com
Sharice Martin	Chief Academic Architect	3500 Refugee Rd Columbus, Ohio 43232	sharice.martin@2kschool.com
Stacy Maple	5th ELA/SS Teacher	3500 Refugee Rd Columbus, Ohio 43232	stacy.maple@2kschool.com
Caitlin Piotrowski	Title Reading Teacher	3500 Refugee Rd Columbus, Ohio 43232	caitlin.piotrowski@2kschool.com
Johari Eubanks	K, Middle School Academic Architect	3500 Refugee Rd Columbus, Ohio 43232	johari.eubanks@2kschool.com
Nicole Anloague	1-5 Academic Architect	3500 Refugee Rd Columbus, Ohio 43232	nicole.anloague@2kschool.com

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

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

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

THE FOLLOWING READING ACHIEVEMENT PLAN WAS COMPOSED BY THE ADMINISTRATIVE TEAM (DIRECTOR, ACADEMIC ARCHITECTS) OF MILLENNIUM COMMUNITY SCHOOL. COMPONENTS OF THIS PLAN INCLUDE THE IMPLEMENTATION AND MONITORING OF A BLENDED-LEARNING PLATFORM, WHERE ALL K-8 STUDENTS ARE SUPPLIED 1-TO-1 WITH A CHROMEBOOK, FOR WEB-BASED PROGRAMS/APPLICATIONS TO MEET STUDENTS AT INDIVIDUAL LEVELS AND NEEDS, WHILE ALSO ROTATING IN SMALL GROUPS TO CLASSROOM TEACHER(S) FOR DIRECT INSTRUCTION AND INTERVENTIONS. ALL ASPECTS OF STATEWIDE ASSESSMENTS, QUARTERLY AND BI-WEEKLY BENCHMARKS, TBT DATA MEETINGS AND PROFESSIONAL DEVELOPMENT OF STAFF SHALL BE OUTLINED IN DETAIL IN THE FOLLOWING SECTIONS.

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

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

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

THE DISTRICT READING ACHIEVEMENT PLAN FOR MILLENNIUM COMMUNITY SCHOOL IS IN ALIGNMENT WITH THE GOALS LISTED IN OUR DISTRICT'S OIP (OHIO IMPROVEMENT PROCESS) PLAN.

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

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

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.

FACTORS BELIEVED TO BE ATTRIBUTED TO THE LOW READING ACHIEVEMENT IN OUR SCHOOL ARE:

POOR ATTENDANCE FROM STUDENTS.

HIGH RATE OF TRANSIENCE FROM STUDENT POPULATION.

STUDENTS ENTERING SCHOOL IN GRADES 2-8 ALREADY BELOW GRADE LEVEL – SOME WITH UNDIAGNOSED NEEDS (IEP OR 504 GOALS/PLANS NOT IN PLACE).

NON-ACADEMIC BARRIERS TO LEARNING, WHICH ARE ASSOCIATED WITH POVERTY (LACK OF FOOD, CLOTHING, RELIABLE TRANSPORTATION, HEALTHCARE, MENTAL HEALTH NEEDS, SOCIAL/EMOTIONAL NEEDS, ETC.)

LACK OF PARENTAL SUPPORT (COMMUNICATION, SCHOOLWORK ASSIGNMENTS ASSISTANCE, ETC.)

TEACHERS LACK SPECIALIZED TRAINING IN WORKING WITH STUDENTS OF HIGH NEEDS (SOCIAL, EMOTIONAL, LEARNING DISABILITIES, ETC.)

HIGH LEVEL OF TEACHER ABSENTEEISM.

TEACHER TURNOVER RATE OF 30%

STILL IN NEED OF A BASELINE, RESEARCH-BASED CURRICULUM FOR READING/LANGUAGE ARTS. (IMPLEMENTED 2020/2021)

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.

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

- Pending

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.

At Millennium Community School, our literacy mission is to increase the level of literacy integration in our elementary and middle grades by creating a rigorous program grounded in best practice to increase the critical thinking and ability of all students to read independently, as well as the ability to use writing to communicate and compose narrative or expository text.

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

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

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

Goal # 1 Action Map

Goal Statement:

By May 2022, all student quintiles and subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-8 and locally administered assessments in K-8 (NWEA MAP Assessments).

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Information coming		
Timeline			
Lead Person(s)			
Resources Needed			
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)			
Measure of Success			
Description of Funding			

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date			

Goal #2 - By **May 2022**, all students all student quintiles and subgroups will improve their **reading** performance by 10% as measured by Ohio State Assessments in grades 3-8 and locally administered diagnostic assessments in K-8 (NWEA MAP Assessments).

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Sept-Nov.	Dec.-Feb.	March-May	June-Aug.	
1. A.1. Develop new curriculum maps, pacing guides and common assessments aligned to current standards.	Curriculum maps/ Frameworks	Administrators, Instructional Coaches, Teachers	X	X	X		COPY OF STANDARDS & VERTICAL PROGRESSIONS.
1. A.2. Create formative and summative assessments, aligned in format and rigor to the Ohio standards, to adjust classroom instruction.	Bi-weekly and quarterly assessments	Administrators, Instructional Coaches, Teachers	X	X	X		TESTING BANK ITEMS ALIGNED WITH RIGOR OF D.O.K. 2&3, PER NWEA AND ILLUMINATE
1. A.3. Use formative assessments in Ohio Learning Standards format to engage and provide feedback to students for self-assessment.	Bi-weekly and quarterly assessment results Student data binders	Administrators, Instructional Coaches, Teachers	X	X	X		TESTING BANK ITEMS ALIGNED WITH RIGOR OF D.O.K. 2&3, PER NWEA AND ILLUMINATE
1. A.4. All teachers post learning targets or "I can" statements.	Walk-throughs	Administrators, Instructional Coaches, DTL	X	X	X		COPIES OF I-CAN STATEMENTS/LEARNING TARGETS. WALK-THRU FORMS.
1. A.5. Teacher-based teams will analyze student data to flexibly group students in order to provide intervention or enrichment as needed.	Bi-weekly and quarterly assessment results. Roti	Administrators, Instructional Coaches, Teachers	X	X	X		TBT MINUTES AND STUDENT PERFORMANCE REPORTS.
1. A.6. Provide weekly scheduled time for teacher-based teams to develop engaging, data-driven thematic units and lessons that differentiate instruction, increase higher-level thinking, and create meaningful learning experiences for all students.	Professional development plan and calendar, lesson or unit plans, meeting notes/sign in sheets.	Administrators, Instructional Coaches, DTL	X	X	X		TBT CALENDAR, WITH PROTOCOLS FOR MEETINGS.
1. A.7. Participate in high quality research-based, content area professional development on assessment practices.	Professional development plan and calendar. TBT meetings	Administrators, Instructional Coaches, DTL	X	X	X		PD CALENDAR, NETWORK WITH PROFESSIONALS IN LITERACY & ASSESSMENTS BEST PRACTICE.
1. A.8. Building administrators will analyze building level data from student assessments to inform and adjust instructional practices and measure the effectiveness of programs.	Bi-weekly and quarterly assessment results. CSLT meetings	Administrators, Instructional Coaches, DTL	X	X	X		ILLUMINATE-DESIGNED WEEKLY ASSESSMENTS, REPORTS, AND TBT MEETING MINUTES.
1. A.9. Employ blended learning platform for all students in grades K-8 (Students complete and work through web-based programs at individual pace and level, while	Daily exit tickets and Google Classroom tasks. Completions status on web-based programs (MobyMax, etc.), Bi-	Administrators, Instructional Coaches, Teacher Teams, DTL	X	X	X		CHROMEBOOKS FOR EACH STUDENT, PARAPROFESSIONALS TO ASSIST

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

rotating in small groups for instruction and interventions with classroom teacher(s)).

weekly benchmarks via Edulastic.

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.

SEE ABOVE CHARTS.

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

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

- LEVELED LITERACY INTERVENTION (LLI) TO BE INTEGRATED IN DAILY INSTRUCTION FOR STRUGGLING READERS.
- TITLE I SERVICES PROVIDED.
- ALL STUDENTS IN GRADES K-8 WILL UTILIZE WEB-BASED READING INTERVENTION SOFTWARE TO MEET AND PROGRESS STUDENTS FROM THEIR CURRENT AND INDIVIDUAL LEVELS. (EX: MOBYMAX, READING A-Z, NEWSLA, READWORKS, HEADSPROUT, ETC.)
- BEFORE/AFTER SCHOOL TUTORING AND HOMEWORK ASSISTANCE
- HIGH-YIELD, RESEARCH-BASED INSTRUCTIONAL STRATEGIES (VIA **HARVEY SILVER'S CORE SIX STRATEGIES** – READING FOR MEANING, WRITING TO LEARN, VOCABULARY'S CODE, INDUCTIVE LEARNING, ETC.)

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 ABOVE ITEMS WILL BE IMPLEMENTED AND MONITORED THROUGH THE USE OF DAILY WALK-THRU OBSERVATIONS AND FOLLOW-UP COACHING/PROFESSIONAL DEVELOPMENT. FURTHER MONITORING WILL TAKE PLACE VIA BI-WEEKLY BENCHMARK ASSESSMENTS, AS WELL AS QUARTERLY PROGRESS MONITORING (VIA STAR LITERACY/READING ASSESSMENTS). IN THE PAST TWO PREVIOUS YEARS, OUR SCHOOL DID **NOT** IMPLEMENT A SCHOOL-WIDE APPROACH TO BLENDED LEARNING. **~~RATHER, THE APPROACH WAS ONE OF MORE TRADITIONAL WHOLE-CLASS INSTRUCTION, WITH SMALL GROUPS ROTATED TO TEACHER'S BACK TABLE FOR GUIDED READING PRACTICE APPROXIMATELY 50% OF THE CLASS PERIOD. TEACHERS TAUGHT A CLASS NOVEL, WHICH FORCED ALL STUDENTS TO OPERATE AT ONE READING LEVEL.~~** AS SUCH, WE **~~WERE NOT OPTIMIZING~~** HAVE DEPLOYED DIFFERENTIATION TOOLS FOR ALL INDIVIDUAL STUDENT LEVELS AND NEEDS, 100% OF EACH SCHOOL DAY.

WITH THIS NEW BLENDED LEARNING PLATFORM, STUDENTS WILL HAVE EXTENSIVE DAILY EXPOSURE TO TECH-ENHANCED

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

PROGRAMS, WHICH MEET EACH AND EVERY INDIVIDUAL STUDENT AT HIS/HER LEVEL IN A MANNER THAT NO SINGLE TEACHER CAN ACHIEVE. WHILE STUDENTS ARE PROGRESSING THROUGH THESE APPLICATIONS AND PROGRAMS, TEACHERS WILL SIMULTANEOUSLY PULL SMALL GROUPS OF STUDENTS TO A BACK TABLE FOR LEVELED LITERACY INTERVENTIONS (LLI). IN THIS MANNER, TEACHERS CAN MAKE INFORMED DECISIONS ON SPECIFIC SKILLS TO ASSIGN TO STUDENTS VIA THEIR ONLINE READING PROGRAMS.

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.*

TEACHING STAFF WILL RECEIVE TWO WEEKS OF INTENSIVE PROFESSIONAL DEVELOPMENT DURING THE FIRST TWO WEEKS OF AUGUST, AS WELL AS SPECIFICALLY-SCHEDULED DAYS THROUGHOUT THE SCHOOL YEAR, CENTERED ON BEST TEACHING PRACTICES AND HIGH YIELD INSTRUCTIONAL STRATEGIES, AS WELL AS LITERACY BEST PRACTICES.

TEACHING STAFF WILL RECEIVE ONGOING PROFESSIONAL DEVELOPMENT ON HIGH-YIELD STRATEGIES TO MEET THE LITERACY NEEDS OF STUDENTS (VIA **HARVEY SILVER'S CORE SIX STRATEGIES**: READING FOR MEANING, WRITE TO LEARN, VOCABULARY'S CODE, ETC.).

**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.

ADDITIONALLY, TEACHING TEAMS WILL HOLD BI-WEEKLY PROFESSIONAL LEARNING COMMUNITY (PLC) MEETINGS TO DISCUSS AND SHARE BEST PRACTICES IN A VERTICAL GRADE FASHION, AS WELL AS WITHIN GRADE LEVELS.

THIS PLAN FOR PROFESSIONAL DEVELOPMENT ALIGNS WITH THE AFOREMENTIONED GOALS IN SECTION 5 (TAKEN DIRECTLY FROM THE 2018-19 OIP PLAN FOR MILLENNIUM COMMUNITY SCHOOL):

1. **By May 2022, all student quintiles and subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-8 and locally administered assessments in K-8 (NWEA MAP Assessments).**
2. **By May 2022, all students all student quintiles and subgroups will improve their reading performance by 10% as measured by Ohio State Assessments in grades 3-8 and locally administered diagnostic assessments in K-8 (NWEA MAP Assessments).**

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

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