March 22, 2024

Dear Superintendent Stuhldreher:

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

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

Strengths of the Reading Achievement Plan:
- The plan demonstrates alignment to the Science of Reading, evidence-based language and literacy strategies, and Ohio's Plan for Raising Literacy Achievement.
- The plan includes an analysis of factors other than learner performance data.
- There is evidence of teaming structures in place (DLT, BLT, TBT) and a plan to communicate the reading achievement plan through the teams.

This plan will benefit from:
- Inclusion of a detailed root cause analysis.
- A more detailed professional development plan including details on how professional learning is job-embedded and sustained.
- An action plan map that is clearly aligned to the performance goals listed in Section 4.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Orchard Park 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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Sincerely,

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

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Department of
Education &
Workforce

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:

Orchard Park Academy

DISTRICT IRN:

016837

DISTRICT ADDRESS:

14440 Triskett Avenue

Cleveland, Ohio

44111

PLAN COMPLETION DATE:

November 13, 2023

LEAD WRITERS:

OPA Staff

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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Carla Biggert	3rd Grade Teacher	OPA	
Missy Long	6-8 ELA Teacher	OPA	
Shawna Merritt	Kindergarten Teacher	OPA	

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

Name	Title/Role	Location	Email
Eamon O'Donnell	Director	OPA	
Melissa Depasquale	Assistant Director	OPA	
Danielle Shane	Literacy Coach	OPA	
Stacy Stuhldreher	Executive Director	Forrester Education	

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

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

Development of the Reading Achievement Plan:

The importance of K-3 Literacy has always driven our work. As students transitioned back to in school learning, we were tasked with completing the *Ohio Department of Education's (ODE) One Needs Assessment.* Before even gathering the data, we knew that K-3 literacy was going to be one of our priorities. During the pandemic, K-3 students attempted to learn to read remotely. When they reported back to school, assessment data showed a majority of the students were behind two to three grade levels in ELA. We immediately set to work. This past year and a half, we have concentrated our efforts on our goal in the *Ohio Department of Education's One Plan*: By 2025, we will improve the performance of all students in all grades to reach 50% achievement on ELA state and district assessments.

Our initial action steps focused on intervention, particularly using the Leveled Literacy Intervention Kits from Fountas and Pinnell. The LLI intervention is research and evidence-based and focuses on oral language, fluency, phonics, vocabulary, and comprehension. Intervention is tier two instruction-teaching for select students needing additional support to reach mastery. But we had to shift our focus. As we began to read the Science of Reading research, we realized that assigning students to arbitrary reading levels was not research based. We realized that we needed to shift away from LLI and find interventions aligned to the Science of Reading.

In addition, due to the nationwide teacher shortage, we have had to hire teachers with substitute licenses through ODE. We immediately realized that staff without teacher training would need much assistance understanding tier one instruction- high quality instruction that meets the needs of all learners. Our reading program, McGraw-Hill's Wonders, is rich in resources. The Literacy Coach and other teachers worked with new staff to review Ohio's Learning Standards in ELA and select only the corresponding resources that best support mastery learning. As students were assessed, those considered "not on track" received a *Reading Improvement and Monitoring Plan* (RIMP) and interventions.

Concurrently, *Ohio's Dyslexia Guidebook* was released, and we attended professional development sessions regarding the *Science of Reading*. All of these factors made us realize that we need a

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

reading achievement plan that will incorporate the components of the Science of Reading in order to improve literacy instruction and dramatically increase student achievement. Our revised *One Plan* academic goal will be to create and implement our Forrester Reading Framework. The Forrester Reading Framework will also follow recommendations from *Ohio's Plan to Raise Literacy Achievement*. Our plan features a framework for constructing lesson plans, evidence-based instructional strategies, high quality curriculum and supplemental programs, and organized structures and processes. We continue to learn about culturally responsive practices and incorporate those into our work. Finally, our plan is driven by ongoing professional development for staff, teacher collaboration, and student ownership of their learning.

Monitoring the Reading Achievement Plan:
We will monitor the plan with our Building Leadership Team (BLT) and the Teacher Based Teams (TBT.) We will monitor the following components of the plan in an ongoing study:
- ✔ Fidelity to curriculum, programs, and ELA standards
- ✔ Implementation of instructional strategies
- ✔ Changes to practice as a result of professional development
- ✔ Follow through on new processes
- ✔ Implementation of culturally responsive practices
- ✔ Ongoing analysis of data.

Another tool we will use is the *School Support Tool* that helps schools monitor their *One Plan.* https://education.ohio.gov/getattachment/Topics/Improvement-and-Innovation/Resources-and-Tools/Support-Schools/Support-Schools-Tools-Questions-on-Template.pdf.aspx?lang=en-US

The tool ensures that schools are considering adult and student measures, evidence-based strategies, and action steps. We will make adjustments to the plan during implementation, rather than waiting until the end of the school year.

Communicating the Reading Achievement Plan:
The plan (and its progress) will be communicated to the Board, staff, parents, our sponsor Charter School Specialists, State Support Team 3 and stakeholders in the community.

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.

As stated in section 1, we shifted our *One Plan* goal from a focus on tier two instruction back to tier one, due to the staff's lack of experience and certification. As we did this, we explored what successful tier one instruction needed to look like for optimal student achievement. Along with reviewing ELA standards and pacing guides, and the proper selection of teaching resources, we realized that we needed continued work with differentiation. Our teachers conduct small group instruction, with varying levels of success. We held professional development sessions on differentiated instruction for small/guided groups and provided ongoing support for staff. The work will be ongoing.

Our latest Onsite Assistance Review (OAR) provided a recommendation to continue to work on academic vocabulary. Teachers are using academic vocabulary in their discussions and direct instruction. Teachers of kindergarten through second grade are teaching and tracking students' progress with Fry Words. We understand that academic content vocabulary is critical for students' acquisition and communication of literacy skills.

We came across a resource that was new to us through McGraw Hill. We had already purchased the iReady Personalized Pathway for math. The reading Pathway has three main components:
1. The iReady diagnostic assessment is completed by students. The diagnostic is an adaptive assessment that adjusts its questions based on students' answers to the previous questions
2. The iReady personalized instruction provides students with lessons based on their individual skill level so they learn at a "just right" pace. The lessons are fun and engaging
3. Teachers assign lessons based on student needs and progress.

We purchased this program in January and assigned it to all students in kindergarten through third grade, and to those students who needed extra support in grades 4-8. We require students to spend 50 minutes a week on the program. This is often done during small group rotations in ELA. Students are encouraged to log on at home as well. Teachers are monitoring progress and students will take the second diagnostic later this spring.

Along with the focus on tier one and differentiation, we have also provided professional development using the Explicit Instruction (EI) videos located from the *RIMP* resource: EI in comprehension, decoding, phonemic awareness, vocabulary, fluency, language, communication, and sight word recognition; multi modal structured literacy, and small group scaffolding of complex texts. We also started a book study, Explicit Instruction by Anita Archer. Teachers did self-evaluations on the elements of effective instruction and we discussed their implementation at one on one meetings with teachers. We will continue to learn the rich content in this book.

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

Finally, the academic goal in the *One Plan* will be revised. The goal will become the implementation of the RAP. We will create the Forrester Reading Framework that will address lesson planning and instructional design. Our work with the Science of Reading informs our One Plan strategies.

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.*

OST ELA- 3rd grade through 8th grade

Short Cycles in ELA

iReady Reading Diagnostic

MAP ELA Assessment

KRA

Wonders Unit Assessments

Fluency, Sight Word, Comprehension, Phonics Assessments

Please visit the link below for data.

https://docs.google.com/presentation/d/1Pxd9fwvF-iBumw1vI7R244Xf3tB57I6U/edit#slide=id.p1

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.

Orchard Park Academy is located in the city of Cleveland. The city of Cleveland had the largest poverty rate (29.3%) of any large U.S. city until it was narrowly edged out in 2022 by the city of Detroit. Cleveland's poverty rate is 2.5 times the national average of 12.8%. Cleveland does have the highest poverty rate of any large U.S. city for young people at 45.5%. The families live in poverty and 100% of our students receive free lunch. Poverty is a challenge that threatens children from reaching their full educational potential. Some Orchard Park students lack access to early childhood programming and preschools. Therefore, students start behind and sometimes stay behind. It is

unfair that our students start school at a deficit. We fully understand the statistics: Students who don't read by the end of third grade are more at risk for not graduating high school.

The students are part of an already mobile and transient community. In addition, some students are being raised by other family members, are part of the foster care system, or are homeless. This transiency, followed by two years of remote learning, disrupted their learning, and hindered our students from learning basic literacy and numeracy skills. Students were provided technology and internet yet struggled to log on for remote learning. The circumstances of the global pandemic hit minority families the hardest. Therefore, when students came back to school, a majority of them were behind two to three grade levels in ELA. It took all of last school year for students to get back in the routine of school. Attendance and tardiness are still a struggle for some of our families.

Due to a nationwide shortage of teachers, we have spent the year working even more closely with staff modeling how to develop relationships with students. Rapport must be established before one can teach. We have invested in programs and personnel to boost student motivation. We hired a Dean of Students, who regularly checks in on disengaged and disinterested students. Tending to their social and emotional needs helps students refocus. We purchased the Second Step Program and also use culturally responsive practices to support learning. Students who exhibit behavioral concerns receive plans, interventions, and ongoing support. We reduced out of school suspensions to keep students in school.

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 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.

By June 2025, 50% of our students in 3rd through 8th grade will be proficient or above grade level on the OST ELA tests

By June 2025, 50% of our students in kindergarten through 8th grade will pass the ELA Short Cycle Assessments and Wonders Unit Assessments

By June 2025, 50% of our students in kindergarten through 8th grade will move up at least one grade level on the iReady Reading Diagnostic or increase their score by ten points on the NWEA MAP ELA Benchmark

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

After completion of the Dyslexia Course, teachers may create grade level goals based on their instructional practice.

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 the beginning of the 24-25 SY, we will implement the Forrester Reading Framework.

Evidence-Based Strategy or Strategies: Aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create Structure and Processes for Forrester Reading Framework	Construct lesson plans and components and pacing guides	Determine interventions, accompanying flow chart, and schedule
Timeline	Summer 2024	Summer 2024	Summer 2024
Lead Person(s)	Teachers Administration Coaches	Teachers Administration Coaches	Teachers Administration Coaches
Resources Needed	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	-Determine elements of FRF -Create structure and processes -Create monitoring system	-Determine research-based instructional strategies -Determine components and times for daily instruction	-Create intervention bank -Decide interventions by g.level -Create flow chart -Create schedule
Measure of Success	Model of Forrester Reading Framework, Monitoring System	Lesson Plans by grade level and components Pacing Guides	Intervention Bank, Charts Schedule of interventions
Description of Funding	General Fund Title IIA ARP ESSER	General Fund Title IIA ARP ESSER	General Fund Title IIA ARP ESSER
Check-in/Review Date	August 2024	Monthly 23-24 SY Monthly 24-25 SY	August 2024

Goal # _2_ Action Map

Goal Statement: By the beginning of the 23-24 school year, we will implement the Forrester Reading Framework (RF.)

Evidence-Based Strategy or Strategies: Aligned to the Science of Reading

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on Forrester Reading Framework	Monitor implementation of Forrester Reading Framework	Monitor student progress
Timeline	August 2024	August 2024-June 2025	September 2024-May 2025

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

Lead Person(s)	Teachers Administration Coaches	Teachers Administration Coaches	Teachers Administration Coaches
Resources Needed	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices	Wonders Curriculum, Fundations, ELA Standards, Instructional Resources, Dyslexia Course, Assessments, Data, Schedules, Intervention Bank, OGRLA, Culturally Responsive Practices
Specifics of Implementation	-Teachers take the Dyslexia course through ODE -Teachers receive professional development on the FRF	-BLT monitors implementation and shares results with staff -TBTs discuss plus/delta of implementation	-BLT monitors school wide data -TBTs monitor grade level data -Students monitor their goals
Measure of Success	Lesson Plans-Instruction, Forrester Reading Framework	BLT Agendas and minutes TBT Agendas and minutes	Student Achievement Data
Check-in/Review Date	August 2024	Monthly 23-24 SY Monthly 24-25 SY	Monthly 24-25 SY

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 Reading Achievement Plan:
We will monitor the plan with our Building Leadership Team (BLT) and the Teacher Based Teams (TBT.) We will monitor the following components of the plan in an ongoing study:
   ✔ Fidelity to curriculum, programs, and ELA standards

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

- ✔ Implementation of instructional strategies
- ✔ Changes to instructional practice as a result of professional development
- ✔ Follow through on new processes
- ✔ Ongoing analysis of data and learner goals.

Another tool we will use is the *School Support Tool* that helps schools monitor their *One Plan.* https://education.ohio.gov/getattachment/Topics/Improvement-and-Innovation/Resources-and-Tools/Support-Schools/Support-Schools-Tools-Questions-on-Template.pdf.aspx?lang=en-US

The tool ensures that schools are considering adult and student measures, evidence-based strategies, and action steps. We will make adjustments to the plan during implementation, especially if we don't see the results we want, rather than waiting until the end of the school year. Staff will collect and analyze data, and make necessary changes to instruction, on an ongoing basis.

Goal 1:

Measure of Success	Model of Forrester Reading Framework, Monitoring System	Lesson Plans by grade level and components Pacing Guides	Intervention Bank, Charts Schedule of interventions
Check-in/Review Date	August 2024	Monthly 23-24 SY Monthly 24-25 SY	August 2024

Goal 2:

Measure of Success	Lesson Plans- Instruction, Forrester Reading Framework	BLT Agendas and minutes TBT Agendas and minutes	Student Achievement Data
Check-in/Review Date	August 2024	Monthly 23-24 SY Monthly 24-25 SY	Monthly 23-24 SY Monthly 24-25 SY

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).

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

**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.

Strategies to Support Learners:

Teachers will use strategies supported by the Science of Reading. Teachers learned these strategies when they took the ODE Dyslexia course in August 2023 and attended the CSS Literacy Academy in June 2023. The strategies will include intensive, explicit, and systematic instruction. We will support all students as they move through the literacy continuum: emergent language and literacy, early language and literacy, conventional language, and literacy and finally, adolescent language and literacy. The formula for the Simple View of Reading states that word recognition with language comprehension results in reading comprehension.

We will use the strategies that best teach each component of the Simple View of Reading:
- ✔ Teaching Word Recognition
  - o Phonological awareness
  - o Basic phonics
  - o Advanced phonics (morphology, syllable types, etymology)
  - o Sight word recognition
- ✔ Teaching Handwriting
  - o Print / Manuscript
  - o Cursive
  - o Brief, explicit, and systematic instruction
- ✔ Teaching Language Comprehension
  - o Language Structures (Syntax)
  - o Vocabulary
  - o Background Knowledge
- ✔ Fluency
  - o Rate
  - o Prosody
  - o Accuracy
- ✔ Comprehending Grade-Level Texts
- ✔ Complex Texts

Please find a list of strategies, as identified in the Literacy Non-Negotiables, in the link below.

https://docs.google.com/presentation/d/1_sB0CZ77mgl4rdxQ_AddJB6owX_40HA1/edit#slide=id.p1

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

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.*

Ensuring Effectiveness and Improving Upon Strategies

We will monitor effectiveness through multiple measures:
- ✔ The OTES 2.0 process- ODE's teacher evaluation process
- ✔ The Forrester Evaluation System
- ✔ Classroom walkthroughs
- ✔ Discussions at TBTs and BLTs
- ✔ Literacy Coach providing feedback to teachers
- ✔ Mentor teachers to assist with modeling and peer observation
- ✔ Ongoing agenda topic at K8 Director meetings
- ✔ Opportunities for Forrester K 8 Schools to attend ongoing grade level team meetings
- ✔ Professional Development
- ✔ Student achievement data- formative and summative.

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

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

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

Professional Development Plan:

The Dyslexia Support Laws require all kindergarten through third grade teachers, as well as special education teachers providing instruction to students in kindergarten to 12th grade, to complete professional development on identifying characteristics of dyslexia and understanding pedagogy of

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instruction for students with dyslexia. Even though ODE has staggered the requirements for teachers, beginning with kindergarten and first grade for next school year, we decided to train all kindergarten through grade 3 teachers, as well as special education teachers, this upcoming August. It is important that all of the teachers have the same professional development in order to impact the changes to instruction.

Our staff will take ODE's Introduction to Dyslexia Course for grades K to 3 in the Learning Management System in the portal. This course satisfies the requirements of ORC 3319.077. We will take the class together in the beginning of August. It takes approximately 18 hours to complete and has eleven modules that are based on the Science of Reading. Educators will gain insight from the scientific understanding of how literacy develops and how that knowledge translates to reading instruction and intervention. The essential content of structured literacy instruction will be examined: phonological/phonemic awareness, alphabet knowledge, sound-symbol relationships, decoding, spelling, reading fluency, vocabulary, syntax and reading comprehension. Educators will also understand the delivery methods that optimize literacy instruction and intervention.

Staff also attended Charter School Specialists' Literacy Academy in June 2023. The theme of the academy was the Science of Reading. This gave the staff an opportunity to learn about the theory and research, as well as the instructional implications. After the PD, a select team of teachers designed the "Forrester Literacy Non-Negotiables." This was then presented to all staff at the Forrester Convocation in August. We have also held follow up PD and continue the learning and conversations.

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.*