



March 4, 2024

Dear Superintendent Flood:

Thank you for submitting the Regeneration Bond Hill 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:**

- This plan demonstrates a strong commitment to embedding culturally responsive practices and a focus on equity.
- This plan includes weekly monitoring to inform continuous improvement.
- The plan has a clear action map to meeting student-focused goals.


**This plan will benefit from:**

- This plan could benefit from a clearer incorporation of instructional principles that are aligned to the science of reading, including the PD plan.
- This plan could benefit from additional goals specific to adult implementation and supporting teachers' instructional practices.
- This plan could benefit from developing adult implementation goals that are aligned to their internal/external factor analysis.

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

# ReGENERATION BOND HILL

## 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:**

ReGeneration Bond Hill

**DISTRICT IRN:**017490

**DISTRICT ADDRESS:**

ReGeneration Bond Hill  
5158 Fishwick Dr.  
Cincinnati, OH 45216

**PLAN COMPLETION DATE:**

December 29, 2023

**LEAD WRITERS:**

Michael Hendricks, Chief Academic Officer  
Lindsey Robinson, Superintendent  
Sara Gonzalez, Principal

## 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.

### 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
Sara Gonzalez	Principal	ReGeneration Bond Hill Cincinnati, Ohio	sgonzalez@regenbondhill.org
Ashley Caldwell	Instructional Coach	ReGeneration Bond Hill Cincinnati, Ohio	acaldwell@regenbondhill.org

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

Name	Title/Role	Location	Email
Lindsey Robinson	Elementary Superintendent	ReGeneration Schools Cincinnati, Ohio	lrobinson@regenerationschools.org
Michael Hendricks	Chief Academic Officer	ReGeneration Schools Cincinnati, Ohio	mhendricks@regenerationschools.org
Marquis Washington	Network Director of Curriculum and Instruction	ReGeneration Schools Cincinnati, Ohio	mwwashington@cicsavalon.org
Tiara Swartz	Network Director of Curriculum and Instruction	ReGeneration Schools Cincinnati, Ohio	tswartz@cicswashingtonpark.org

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

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

The district leadership team developed the plan by an analysis of our reading and ELA data from the 2023 school year with a focus on student, teacher, and leader gaps to close. Each of our gaps has been addressed with a concrete action plan that includes ongoing progress monitoring and reflection. Monitoring will happen weekly, monthly, and by trimester. The plan has been communicated to staff during professional development, and with families as part of our orientation and conferences.

*\*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.*

Regeneration Bond Hill is implementing a rigorous, culturally relevant, social-justice based curriculum developed by Uncommon Schools. Uncommon selects texts that are engaging, authentic, culturally relevant, and promote diversity, equity, inclusion, and anti-racism, so that students are being supplied with effective "mirrors, windows, and sliding doors" into various identity lenses to affirm and celebrate their own identities and to understand the greatness of the world around them.

This year our instructional model includes investment in two full-time teachers in both kindergarten and first grade to ensure that students have the individualized attention that they need. We are using the same high quality curriculum across all of our schools so that our teachers and school leaders can focus on refining and improving instruction to best differentiate student needs. We are also investing heavily in teacher development, which includes substantial training, coaching, observation, and feedback from network leadership and the Uncommon team. We are using the information provided by our assessments to develop our teacher's skills and individualize our instruction so that students gain mastery of the core subjects.

In planning, we have trained our teachers in how to scaffold their lessons by adding more real-world examples to their direct instruction, integrating visuals into guided practice, providing additional word study opportunities, and explicitly connecting material to students' prior knowledge. Teachers submit their class work or assessments to the instructional leader in order to receive feedback on the format, design, and accessibility of materials.

For instructional delivery, teachers are working with their instructional leader in order to tailor their practice for the students in their classes. Differentiation occurs in all of our classes through the targeted questioning that our teachers provide – even to the extent of scripting who they are going to call on with which questions in their lesson plans.

We recognize that there are several factors involved in helping our students achieve long term academic success. In addition to a strong academic foundation, students need the perseverance, work ethic, and determination to graduate from college. We engage students in critical thinking, conversation, and respectful dialogue. We expect our students to reason, debate, and effectively communicate their ideas. We expect our students to be problem solvers. We study the lives of transformational leaders in our history focusing on leaders of color, leaders who reflect our student's life experience. At ReGeneration, students gain a deep understanding, pride, and belief in their own capacity for success.

*\*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.**

**The Kindergarten Readiness Assessment:**

■ **KRA Scaled Score Report - Regeneration Bond Hill 2 - 2023 Kindergarten Readiness Assessment Revised.pdf**

**Ohio State Test for English Language Arts for Grades 3 - 8**

22-23 Spring OST PRELIMINARY

	ELA 22-23						ELA 21-22						
	RBH %	CPS	CPS - Black	CPS - LI	State	State - Black	State - LI	State - NLI	RBH	CPS	CPS - Black	State	State - Black
3	23%	48%	39%	42%	62%	37%	47%	80%	32%	32%	32%	32%	32%
4	27%	40%	30%	33%	59%	33%	43%	80%	-				
All	24%	44%	34%	37%	61%	35%	45%	80%	32%	32%	32%	32%	32%

3 ELA					4 ELA		
	RBH Fall	RBH Spring	State Fall	State Spring	RBH %	State %	
Advanced	0%	2%	11%	26%	0%	20%	
Accomplished	2%	11%	11%	19%	12%	20%	
Proficient	10%	10%	18%	14%	15%	19%	
Basic	23%	26%	24%	17%	29%	17%	
Limited	66%	54%	36%	24%	44%	24%	
<b>Proficient+</b>	<b>12%</b>	<b>23%</b>	<b>40%</b>	<b>59%</b>	<b>26%</b>	<b>59%</b>	

**NWEA MAP Data - K-3 Reading diagnostics (include subscores by grade level)**

Reading														
Grade	Spring 2023		Spring Attainment			Spring to Spring Growth			Fall to Spring Growth			Winter to Spring Growth		
	# Tested	Average RIT	Attainment Percentile	% Met Norm Attainment	Literacy % of Students on Track	Students with Growth Measures	% Met Target	Student Growth Percentile	Students with Growth Measures	% Met Target	Student Growth Percentile	Students with Growth Measures	% Met Target	Student Growth Percentile
Bond Hill	257	168	-	23%	72%	143	38%	-	241	33%	-	246	58%	-
KG	59	146	10	31%	95%	-	-	-	53	27%	3	56	59%	84
1	52	158	2	14%	83%	36	18%	3	49	19%	4	50	54%	93
2	50	170	2	18%	58%	38	24%	11	45	38%	36	46	64%	99
3	61	181	16	24%	51%	44	61%	83	60	41%	23	59	58%	99
4	35	193	23	26%	-	25	46%	17	34	44%	17	35	71%	99

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**The Ohio English Language Proficiency Assessment (OELPA)**

\*No ReGeneration Bond Hill students qualified to take the OELPA.

**The Alternate Assessment for Students with Significant Cognitive Disabilities**

\*No ReGeneration Bond Hill students qualified to take the Alternative Assessment for Students with Significant Cognitive Disabilities.

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

### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

*Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.*

A core tenant of our instructional model for early literacy development is targeted small group instruction to best meet student needs. This is particularly important for our Reading Mastery program in grades K - 2, which focuses on phonemic awareness. Unfortunately, due to the national teacher shortage, we were not able to hire co-teachers in Kindergarten and 1st grade, which led to a large teacher: student ratio. There were also challenges with chronic absenteeism for a subset of scholars, resulting in missed core instruction for those students.



## 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 Goals

Category	Goal
On-Track Readers	Increase the % of on-track readers by 25% from the fall to the spring in grades K - 3
Early Literacy Progress Monitoring	90% of K - 3 students grow at least 2 STEP levels during the 23-24 school year. STEP™ (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional learning system from the University of Chicago, designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5.  Fall to fall growth percentile for grades K - 3 is above 50th percentile
The Ohio English Language Proficiency Assessment (OELPA)	28% of 3rd and 4th grade students are proficient on the ELA OST (+4% YOY)  Reduction in 10% YOY in the % of students who are considered Limited on the spring OST in grades 3 and 4

### Adult Implementation Goals

Category	Goal
Rigor and Thinking Teacher Rubric	70% of teachers are proficient on the rigor and thinking rubric
Student Monitoring Teacher Rubric	70% of teachers are proficient on the student monitoring teacher rubric

\*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: Increase the % of on-track readers by 25% from the fall to the spring in grades K - 3**

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
<b>Implementation Component</b>	Weekly data meetings, observation and feedback, and live coaching	MTSS structures in place for off-track readers from the fall NWEA assessment for targeted reading intervention with a focus on decoding and comprehension
Timeline	September 2023 - May 2023	October 2023 - May 2023
Lead Person(s)	Lindsey Robinson, Superintendent	Sara Gonzalez, Principal
Resources Needed	Weekly data meeting trackers Observation feedback trackers	MTSS Tracking Leveled Text from STEP Assessment Reading Mastery Phonics and Wilson Foundations
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Observation and feedback schedules aligned to priority focus  Live coaching and modeling from leaders and Uncommon Schools	Monday - Thursday MTSS block  Bi-weekly MTSS Meetings in Grade Teams Leadership Coaching and Modeling of MTSS
Measure of Success	100% of teachers have weekly action step with targeted coaching and development	100% of off-track readers from fall NWEA are placed in a reading intervention group

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

	Action Step 1	Action Step 2
Description of Funding	N/A	N/A
Check-in/Review Date	Monthly stepback and progress monitoring/action planning	Monthly stepback and progress monitoring/action planning

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

## Goal # 2 Action Map

Goal Statement: Improve Early Literacy Growth

- 90% of K - 3 students grow at least 2 STEP levels during the 23-24 school year. The STEP Assessment is an online, formative literacy assessment that provides educators with the insight needed to tailor instruction to meet the literacy needs of their students. When using STEP, teachers assess students at multiple points throughout the year to determine current achievement and instructional needs. Students progress across 19 distinct developmental steps toward the level of reading proficiency expected for grades Kindergarten through 5th grade.
- Fall to fall growth percentile for grades K - 3 is above 50th percentile

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Weekly data meetings, observation and feedback, and live coaching	Daily phonics, reading comprehension, and fluency for all students in K - 2	Co-teaching for students in grades K and 1
Timeline	September 2023 - May 2023	August 2023 - May 2023	August 2023 - May 2023
Lead Person(s)	Lindsey Robinson, Superintendent	Sara Gonzalez, Principal	Sara Gonzalez, Principal
Resources Needed	Weekly data meeting trackers Observation feedback trackers	Leveled Text from STEP Reading Mastery Phonics Wilson Foundations	N/A
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Observation and feedback schedules aligned to priority focus  Live coaching and modeling from leaders and Uncommon Schools	Weekly Professional Development on Fridays for 90 minutes;  3 school-based PD days  Live coaching and modeling from leaders and Uncommon Schools	Weekly Professional Development on Fridays for 90 minutes;  3 school-based PD days  Live coaching and modeling from leaders and Uncommon Schools
Measure of Success	100% of teachers have weekly action step with targeted coaching and development	90% of teachers are proficient in leading reading comprehension, phonics, and fluency	100% of Kindergarten and 1st grade classrooms have a co-teacher during the 23-24 school year

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	N/A	N/A	N/A
Check-in/Review Date	Monthly stepback and progress monitoring/action planning	Monthly stepback and progress monitoring/action planning	Monthly stepback and progress monitoring/action planning

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

### Goal # 3 Action Map

Goal Statement: Improve ELA OST Scores

- 28% of 3rd and 4th grade students are proficient on the ELA OST (+4% YOY)
- Reduction in 10% YOY in the % of students who are considered Limited on the spring OST in grades 3 and 4

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
<b>Implementation Component</b>	MTSS structures in place for all 3rd and 4th grade students who tested as Limited on spring 22 OST	Daily reading comprehension block with passage practice focusing on both informational and narrative text
Timeline	September 2023 - May 2023	August 2023 - May 2023
Lead Person(s)	Sara Gonzalez, Principal	Sara Gonzalez, Principal
Resources Needed	MTSS Tracking Leveled Text from STEP Assessment Reading Mastery Phonics and Wilson Foundations	Uncommon Schools Curriculum
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Monday - Thursday MTSS block Bi-weekly MTSS Meetings in Grade Teams Leadership Coaching and Modeling of MTSS	Reading Comprehension PD - Summer Training and monthly during the school year Live coaching and modeling from leadership team
Measure of Success	100% of limited students from spring 2022 OST are placed in a reading intervention group	100% of students are placed in 45 minute, daily reading comprehension block with passage practice block that alternates between narrative and informational text
Description of Funding	N/A	N/A

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

	Action Step 1	Action Step 2
Check-in/Review Date	Monthly stepback and progress monitoring/action planning	Monthly stepback and progress monitoring/action planning

**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.*

The leadership team is responsible for monitoring the progress and implementation of the plan's strategies. The team meets weekly to analyze both teacher and student data to make informed decisions regarding program implementation. The team leverages formative assessments, including progress monitoring sheets for STEP levels and weekly power practice quizzes in reading to determine trends. Power practice quizzes mimic the rigor of the OST and Common Core standards with a focus on cold texts that alternate between fiction and non-fiction. In addition, teacher inputs are gathered by instructional coaches and rolled up by grade level and subject. Lastly, there are stepbacks after each interim assessment cycle in grades 3 and 4 for leaders to create data driven plans.

*\*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.

*Data-Driven Instruction:* At ReGeneration, we believe that data is a "super lever" in closing the achievement gap because it allows us to set the bar for rigor and adapt teaching to meet students' specific needs. We invest several full days and several hours per week in developing leaders' and teachers' capacity to use data to better understand student progress with an emphasis on targeting students on Reading Improvement and Monitoring Plans (RIMPs). We analyze assessment data and student work for these students weekly to understand which skills and standards these students have mastered, and we use this analysis to build tutoring plans and to make adjustments to teaching.

We use a variety of formative assessment methods to see a full picture of student learning, to ensure students are learning to a college-ready bar of rigor, and to drive instructional decisions. This includes network-wide, curriculum aligned interim assessments every 6-8 weeks in grades 3 and 4, the STEP Assessment of Developmental Literacy, weekly data meetings analyzing student written work, and daily response to student writing in the moment during class. The assessments are reviewed by the teachers, schools leadership, network leadership, school board and network board of directors at each quarterly board meeting.

Where students are struggling based on data, a variety of supports are built into our core schedule and practices. With extended blocks in ELA, we provide our scholars with daily lessons aligned to grade level standards, while also finding time to provide additional supports and scaffolds through intervention and MTSS. ReGeneration teachers differentiate instruction in response to data in a variety of ways to ensure all students' needs are met.

ReGeneration's program is specifically tailored to meet the needs of every student, including students with a disability, English learners and students among a historically underserved population. From a longer school day and year, to two teachers in each kindergarten and 1st grade, our approach provides additional support for all students to succeed. For students requiring specialized services such as special education, English language learners, and Students in Temporary Living Situations, we have a Specialized Services department including a Director of Specialized Services, school-based Special Education Coordinator/Case Manager, and diverse learning teachers. The on-campus team is supported by additional specialists including a school psychologist, social workers, nurses, speech and language pathologists, occupational therapists, and physical therapists.

*Observation and Feedback:* ReGeneration's leaders provide teachers professional, one-on-one coaching that increases their effectiveness as instructors. One of the many benefits of a common curriculum across all of our campuses is that it frees up Principals to block out time to observe each teacher regularly, to model instruction, and to give face-to-face feedback that is bite-sized, actionable, and a high leverage action step for improving instruction.

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



*Professional Development:* ReGeneration releases students early every Friday and holds sacred that time for principal-led PD. This time is used to strengthen both culture and instruction with hands-on training. Principals train a second tier of instructional leaders to expand their impact across the school and ReGeneration's partnership with Relay Graduate School of Education allows these staff members to continue developing their leadership potential.

*Intensive Oral and Written Literacy Instruction.* 3-4 hours of daily literacy instruction encompasses: read aloud, vocabulary, reading comprehension (narrative and informational), small group guided reading, reading software for independent practice, independent choice reading, SRA Reading Mastery, and writing class.

*Building Vocabulary, Literacy and Writing in the Content Areas.* All content areas include language support through *Teach like a Champion* taxonomy methods. "Control the Game" technique builds scholars' reading fluency in the younger grades. "Accountable Independent Reading" technique builds scholars' independent reading skills. "Format Matters" helps scholars learn and use specialized academic vocabulary, grammar and spelling. "Voice" builds scholars' speaking skills. We also support language development by explicitly teaching Habits of Discussion and sentence stems, using regular "Turn and Talks," explicitly teaching reading comprehension strategies, reinforcing skills from reading class with content-area texts, and providing daily writing assignments in math, science and social studies to reinforce academic writing skills.

*Instructional Planning:* Our standards-aligned curriculum is designed to build a strong foundation of core content and skills and the necessary intellectual rigor. Professional development prioritizes coaching teachers around the curriculum so that they achieve excellence in delivering instruction.

## 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 7, 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.*

ReGeneration Schools will ensure the proposed evidence-based strategies in Section 7, Para A will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school years through the following:

1. **Weekly on the ground coaching and support from the network curriculum team.** During this time, instructional leaders will lead observation/feedback, real time modeling, student work analysis, and professional development to build the school-based leadership team's skills and ultimately drive student outcomes.
2. **External professional development from UnCommon Schools:** We are increasing the frequency of professional development from the network team at Uncommon Schools to build teacher and leader skill in our Reading Mastery Phonics Block and Reading Comprehension blocks.
3. **Revised curriculum from Uncommon Schools:** Uncommon Schools revises their curriculum each year to better align to the Science of Reading. In addition, ReGeneration Bond Hill is using Wilson Foundations as part of their intervention block for additional phonics based practice.
4. **Weekly, monthly, and quarterly stepbacks to analyze data.** The school based leadership team, with support of network leadership, will analyze both teacher inputs and student outputs to determine year over year progress and identify gaps that emerge with a clear action plan to close those gaps.

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

**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 135<sup>th</sup> 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.**

<b>Professional Development Training Scope - ReGeneration Bond Hill</b>			
<b>Session</b>	<b>Objective</b>	<b>Instructional Staff Involved</b>	<b>Agenda</b>
Data-Driven Cold Call + Call and Response	<ul style="list-style-type: none"> <li>- Teachers will build and understanding of how to execute Data-Driven Cold Call, Call and Response, and Turn/Talk</li> <li>- Teachers will build an understanding of when to execute engagement techniques.</li> <li>- Teachers will practice execution Data Driven Cold Call, Call and response, and Turn and Talk</li> <li>- Teachers will reflect on the use of engagement techniques in their own practice</li> </ul>	All K - 4 teachers	Part 1: Data Driven Cold Call Part 2: Data Driven Call and Response Part 3: Turn and Talks Part 4: Turn and Talk Rollout (to Students)
Activate Prior Knowledge	<ul style="list-style-type: none"> <li>- To identify and rehearse the techniques that lead to a strong Launch of the Lesson</li> </ul>	All K - 4 teachers	Part 1: Launch Overview Part 2: Reflection around Gaps in Launch Facilitation Part 3: Launch “Teacher’s Guide” Review Part 4: Rehearse Launch of Lesson
Model/Think Aloud	<ul style="list-style-type: none"> <li>- Identify how we leverage “I Do” portions of our Lesson to best deliver instruction</li> <li>- Ensure our Teacher Models are clear and replicable for Scholars to internalize and utilize independently</li> </ul>	All K - 4 teachers	Part 1: Modeling via Think Aloud Part 2: Guided Note Taking Part 3: Practice
Engagement 101 (CFU)	<ul style="list-style-type: none"> <li>- Learn how to best check for understanding to put ourselves in a position where all scholars succeed</li> <li>- Use a variety of CFU techniques to constantly monitor student learning</li> <li>- Script CFU techniques into key moments of our lesson plans to assess student learning</li> </ul>	All K - 4 teachers	Part 1: Non-Verbal (Gesture) CFU’s Part 2: Don’t Stop at the Right Answer Part 3: Affirm and Explain the Correct Answer Part 4: Practice Affirming the Correct Answer
Unpacking	<ul style="list-style-type: none"> <li>- Understand and apply the process for breaking</li> </ul>	All K - 4 teachers	Part 1: Prepare to Breakdown the

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Common Core Standards: Curriculum Rollout Meetings	<ul style="list-style-type: none"> <li>down Common Core Standards into Conceptual Understandings</li> <li>Identify what Mastery would look like for each Conceptual Understanding and Lesson Objective</li> </ul>		<p>Standard</p> <p>Part 2: Breakdown the Standard into Knows (Conceptual)</p> <p>Part 3: Breakdown the Standard into Shows (Procedural)</p> <p>Part 4: Create Student Work Exemplars</p>
UnCommon Schools PD-ELA Roadshow	<ul style="list-style-type: none"> <li>Identify the key components of each ELA Lesson</li> <li>Observe and analyze Master Teachers implement each component of an ELA Lesson Plan</li> <li>Review and Rehearse each component of an ELA Lesson Plan</li> </ul>	All K - 4 teachers	<p>Part 1: Intellectual Preparation</p> <p>Part 2: Activate Prior Knowledge</p> <p>Part 3: Launch of Lesson</p> <p>Part 4: Guided Practice</p> <p>Part 5: Independent Practice</p>
UnCommon Schools PD-ELA Roadshow (Continued)	<ul style="list-style-type: none"> <li>Identify the key components of each ELA Lesson</li> <li>Observe and analyze Master Teachers implement each component of an ELA Lesson Plan</li> <li>Review and Rehearse each component of an ELA Lesson Plan</li> </ul>	All K - 4 teachers	<p>Part 1: Intellectual Preparation</p> <p>Part 2: Activate Prior Knowledge</p> <p>Part 3: Launch of Lesson</p> <p>Part 4: Guided Practice</p> <p>Part 5: Independent Practice</p>
Monitoring Student Work	<ul style="list-style-type: none"> <li>Identify and articulate the key teacher actions used to Aggressively Monitor Student Work</li> <li>Use feedback codes to give quick, consistent, and meaningful feedback to every student</li> </ul>	All K - 4 teachers	<p>Part 1: Why Aggressive Monitoring</p> <p>Part 2: Bottom Lines of Aggressive Monitoring</p> <p>Part 3: Aggressive Monitoring Practice Rehearsal</p>
Diverse Learning: Special Education Support “Serving All Scholars”	<ul style="list-style-type: none"> <li>Explain why supporting students with IEPs in an inclusive environment is consistent with and necessary to leading for racial equity as educators</li> <li>Articulate how past experiences with the special education system can shape the way they approach their work as special educators</li> <li>Reframe disability and authentically advocate by thinking about student with exceptionalities from an asset-based lens</li> </ul>	All K - 4 teachers	<p>Part 1: Common Language and History of Special Education in the United States</p> <p>Part 2: Reflect on own experiences with Special Education</p> <p>Part 3: Challenge our thinking of students with disabilities and reflect on any shifts in our own mindset or practices</p>
UnCommon Schools: Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> <li>Identify the key components of Positive Framing</li> <li>Rehearse the implementation of Positive Framing strategies in our Classrooms</li> </ul>	All K - 4 teachers	<p>Part 1: Assume the Best</p> <p>Part 2: Live in the Now</p> <p>Part 3: Allow Plausible Anonymity</p> <p>Part 4: Narrate the Positive</p> <p>Part 5: Challenge</p> <p>Part 6: Talk Expectations and Aspirations</p>
Lesson Plan Rehearsal Clinic	<ul style="list-style-type: none"> <li>Internalize and Rehearse upcoming “Cornerstone Lessons” to be implemented with Scholars the following Week</li> </ul>	All K - 4 teachers	<p>Part 1: See the Model</p> <p>Part 2: Internalize</p> <p>Part 3: Rehearse</p> <p>Part 4: Feedback</p> <p>Part 5: Redo at the Point of Feedback</p>
STEP Testing and Guided Reading	<ul style="list-style-type: none"> <li>Understand each component of the STEP Reading Assessment</li> <li>Facilitate a STEP Reading Assessment for your Grade Level</li> <li>Teachers will identify and rehearse each component of the Guided Reading Framework</li> </ul>	All K - 4 teachers	<p>Part 1: What is STEP</p> <p>Part 2: STEP Benchmarks (Bottom Lines)</p> <p>Part 3: STEP Books and Questions (Exemplar Student Response Creation)</p> <p>Part 4: Reading Record</p> <p>Part 5: Spelling</p>

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			Part 6: Phonemic Awareness Part 7: Comprehension Conversation Part 8: Retell Part 9: GR: Before Reading Part 10: GR: During Reading Part 11: GR: After Reading
Guided Reading Instructional Plan Analysis	<ul style="list-style-type: none"> <li>- Utilize STEP Data to create 6-8 Week Guided Reading Instructional Plans to close gaps in Mastery over Comprehension/Fluency/Phonics</li> </ul>	All K - 4 teachers	Part 1: What is a GRIP Part 2: Analyzing Gaps in Mastery (Comprehension) Part 3: Analyzing Gaps in Mastery (Phonics, Word-Solving, Fluency) Part 4: Creating Guided Reading Instructional Groups
Interim Assessment Grading	<ul style="list-style-type: none"> <li>- Norm as Network on the bar for Mastery over each Grade Level's Interim Assessment</li> <li>- Complete Scoring for all OER for each Grade's Interim Assessment</li> </ul>	All K - 4 teachers	Part 1: Review the Standard Part 2: Breakdown the Standard Part 3: Create the Exemplar Part 4: Grade each Open-Ended Response for your Homeroom
Reading Mastery and Guided Reading Instruction	<ul style="list-style-type: none"> <li>- Maximize instructional time by leveraging every minute, as well as data, to ensure all Scholars are getting the at-bats they need to close their gaps in mastery</li> </ul>	All K - 4 teachers	Part 1: Reading Mastery Execution (Sound Book Launch) Part 2: Guided Reading: After Reading Instruction Preparation Part 3: Practice RM and GR
Interim Assessment Grading	<ul style="list-style-type: none"> <li>- Norm as Network on the bar for Mastery over each Grade Level's Interim Assessment</li> <li>- Complete Scoring for all OER for each Grade's Interim Assessment</li> </ul>	All K - 4 teachers	Part 1: Review the Standard Part 2: Breakdown the Standard Part 3: Create the Exemplar Part 4: Grade each Open-Ended Response for your Homeroom
Reteach Cycle/Strong "Guided Discourse"	<ul style="list-style-type: none"> <li>- Identify and articulate Key Components of the Reteach Cycle</li> <li>- Implement a Think Aloud reteach to close gaps in Mastery</li> <li>- Implement a Guided Discourse reteach to close gaps in Mastery</li> </ul>	All K - 4 teachers	Part 1: Response to Data Part 2: Think Aloud Key Components Part 3: Practice Implementing a Think Aloud
Reteach Cycle/Strong "Guided Discourse" (Continued)	<ul style="list-style-type: none"> <li>- Identify and articulate Key Components of the Reteach Cycle</li> <li>- Implement a Think Aloud reteach to close gaps in Mastery</li> <li>- Implement a Guided Discourse reteach to close gaps in Mastery</li> </ul>	All K - 4 teachers	Part 4: Guided Discourse Key Components Part 5: Implement a Guided Discourse
Test Prep Logistics and Planning	<ul style="list-style-type: none"> <li>- Align Goals/Priorities for 22/23 OST Test Prep</li> <li>- ID Key Dates for State Test Prep</li> <li>- Review and Internalize State Test Prep Block Overview</li> <li>- Identify Upcoming Data Responsiveness</li> <li>- Internalize State Test Prep Schedule Overview</li> <li>- Plan for State Test Prep Theme: Game Day!</li> </ul>	All K - 4 teachers	Part 1: TP Goals and Priorities Part 2: Key Dates Part 3: TP Block Overview Part 4: Data-Responsiveness Part 5: TP Schedule Overview Part 6: Test Prep Theme "Game Day!"
IA2	<ul style="list-style-type: none"> <li>- Analyze what our scholars have mastered and</li> </ul>	All K - 4 teachers	Part 1: Analyze Data from IA

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Norming and Scoring	<ul style="list-style-type: none"> <li>what is still unmastered from our most recent round of Interim Assessments.</li> <li>- Enter all data into Illuminate for all IA assessments</li> <li>- Effectively analyze gaps in mastery and plan the response</li> </ul>		<ul style="list-style-type: none"> <li>Part 2: Enter Data into Illuminate</li> <li>Part 3: Plan Reteach Cycle to respond to gaps in Mastery</li> </ul>
Deepening the HOW of Bottom Lines	<ul style="list-style-type: none"> <li>- Review and utilize the ELA Resources available to Teachers</li> <li>- Break down Comprehension Bottom Lines into Conceptual Understandings</li> </ul>	All K - 4 teachers	<ul style="list-style-type: none"> <li>Part 1: Understanding the ELA Rainbow Guide</li> <li>Part 2: Breakdown Comprehension Bottom Lines into Conceptual Understandings</li> </ul>
Deepening the HOW of Bottom Lines (continued)	<ul style="list-style-type: none"> <li>- Analyze Gaps in Mastery during STEP and Guided Reading</li> </ul>	All K - 4 teachers	<ul style="list-style-type: none"> <li>Part 3: Analyze Gaps in Mastery during STEP and Guided Reading</li> </ul>
Deepening the HOW of Bottom Lines (final session)	<ul style="list-style-type: none"> <li>- Adjust the “How” of the Comprehension Bottom Line to meet the need of Scholars that did not achieve</li> <li>- Execute “Before Reading” Component of Guided Reading Lesson with adjusted What/How/Why Chart</li> </ul>	All K - 4 teachers	<ul style="list-style-type: none"> <li>Part 4: Adjust GR Instruction to meet the needs of Scholars</li> <li>Part 5: Take It Live-- Guided Reading adjusted Instruction</li> </ul>

Our professional development training engages our teachers with the texts that our students are learning, which are engaging, authentic, culturally relevant, and promote diversity, equity, inclusion, and anti-racism. Professional development support comes directly from Uncommon Schools, a network of 52 schools with a 20-year operating history. Uncommon’s content, which is the foundation for Regeneration’s materials, was developed in careful alignment with Common Core standards and the Science of Reading. The curriculum has proven effective with similar student populations, as Uncommon has been cited as one of the highest-performing CMOs in the country. Uncommon showed effect sizes of 0.15 in reading in the 2017 CREDO CMO study, the most recent and comprehensive high quality quasi-experimental study of national charter management organizations (Woodworth).

All ReGeneration teachers are trained in *Teach Like a Champion*<sup>1</sup> methods, both prior to beginning teaching at August Professional Development and during PD throughout the year. Teach Like a Champion provides methods to keep students engaged and on task, build a classroom culture that maximizes student achievement, minimize disruptions, and provide motivation techniques for students. Leaders target gaps that they see through instructional walkthroughs and data collection practices. Professional development activities are aligned with Relay’s Graduate School of Education’s practice based training. All of our PDs follow a framework that includes a “See It” (show the model/vision of excellence) “Name It” (unpack the markers of excellence), and “Do It” (simulated, authentic practice).

Woodworth, J. et al (2017). “Charter Management Organization.” *Center for Research on Education Outcomes*. Retrieved from [https://credo.stanford.edu/wp-content/uploads/2021/08/cmo\\_final.pdf](https://credo.stanford.edu/wp-content/uploads/2021/08/cmo_final.pdf)

<sup>1</sup>Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass Inc Pub.

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## APPENDICES

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

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