



March 4, 2024

Dear Superintendent Bozeman:

Thank you for submitting the Richard Allen 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:**

- This plan has a good framework for developing the plan and for communicating to multiple stakeholders.
- This plan includes goals that are well-aligned to the identified potential root causes of reading underachievement.
- The action plan map is clearly designed and aligned to goals for raising students' literacy achievement.

**This plan will benefit from:**

- The plan could benefit from clarifying the equity focus into the teacher professional development plan.
- The plan could benefit from including and/or clarifying goals to address adult implementation concerns.
- The plan could benefit from considering how coaching supports can be built into the action plan.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Richard Allen 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](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



# 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:** Richard Allen Academy

**DISTRICT IRN:** 133736

**DISTRICT ADDRESS:** 1206 Shuler Avenue, Hamilton OH 45011

**PLAN COMPLETION DATE:** December 27, 2023

**LEAD WRITERS:**

Brandon Chung, Principal

Brandy Flack, Chief Academic Officer

## 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 learners' 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](#).

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## 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
Kelly Aldaco	ESL Interventionist Grades 5-6 Teacher	Richard Allen Academy	kaldaco@richardallenschools.com
Vonda Burnham	Grade 2 Teacher	Richard Allen Academy	vburnham@richardallenschools.com
Brandon Chung	Principal	Richard Allen Academy	bchung@richardallenschools.com
Kayla Kennedy	Grade 1 Teacher	Richard Allen Academy	kkennedy1@richardallenschools.com
Brandy Flack	Chief Academic Officer	Richard Allen Schools	bflack@richardallenschools.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.*

**Plan Development:** Due to the time commitment required for planning and limited staffing, we rely on our building leadership team and management company support to develop and update the school's Reading Achievement Plan. Lead writers, administrators, and teachers attend information sessions, participate in webinars, and review resources provided by the regional State Support Team to understand the plan's requirements and learn about best practices for strengthening early literacy. Existing plan components have been reviewed and discussed with the building leadership team throughout the start of the current school year. Components of the original plan have either been implemented and are being monitored or have been revised for the most recent submission.

**Monitoring:** The team will monitor student progress primarily using aimswebPlus and MAP data, and adult practices will be monitored regularly with walkthrough tools built specifically for the literacy block. The team will meet again at the end of January 2024 to review progress and determine whether or not any immediate adjustments should be made. The leadership and intervention assistance teams will meet regularly to review student progress and implementation data to evaluate the effectiveness of both Tier 1 instruction and Tiers 2-3 intervention practices. We know that by implementing a few sound strategies with a high level of fidelity, we can help all of our students become successful readers.

**Communication:** Communication about the school's literacy efforts and progress targets four stakeholder groups: students, teachers, families, and external/community partners.

Students in grades 2 and higher will review their progress and set goals during data talks with their teachers. Teachers will post visual representations of student growth to motivate and encourage movement. Student-, grade-, and building-level progress will be reviewed regularly in teacher-based team and staff meetings.

Parents will receive bi-weekly progress reports and updates via messaging tools. Parents will also attend at least two in-person conferences each year, and those with students on reading improvement plans will review their students' progress at that time. Digital translation tools and in-person translators will be used to facilitate communication with the school's Spanish-speaking families.

Literacy achievement and progress are reviewed regularly at school board meetings and with external partners focused on supporting student literacy.

## 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 contents of this Reading Achievement Plan support the school's efforts to successfully meet the requirements of Ohio's Third Grade Reading Guarantee. The overarching goal is to increase 3rd grade reading proficiency rates each year, which will ultimately reduce or eliminate the need for student retention in third grade and additional support/intervention in grades 4 and higher. The plan also includes decision rules for students in grades 4 and higher who need additional literacy support.

The goals and strategies described in the Reading Achievement Plan are aligned with existing school goals to increase student growth and achievement in reading. In addition to Ohio's expectations for student literacy, the school's sponsor requires the use of the Ohio Improvement Process and the development of annual school improvement goals that are part of the One Plan. The school's goal for increasing reading achievement building-wide and the associated action maps and professional development plan include details found in both the One Plan and school improvement goals on file with the sponsor. The Plan also aligns with the school's continuing efforts to create and sustain an environment where underserved Black and brown students, including English learners, feel safe and have access to grade-level curriculum and instruction in an inclusive environment.

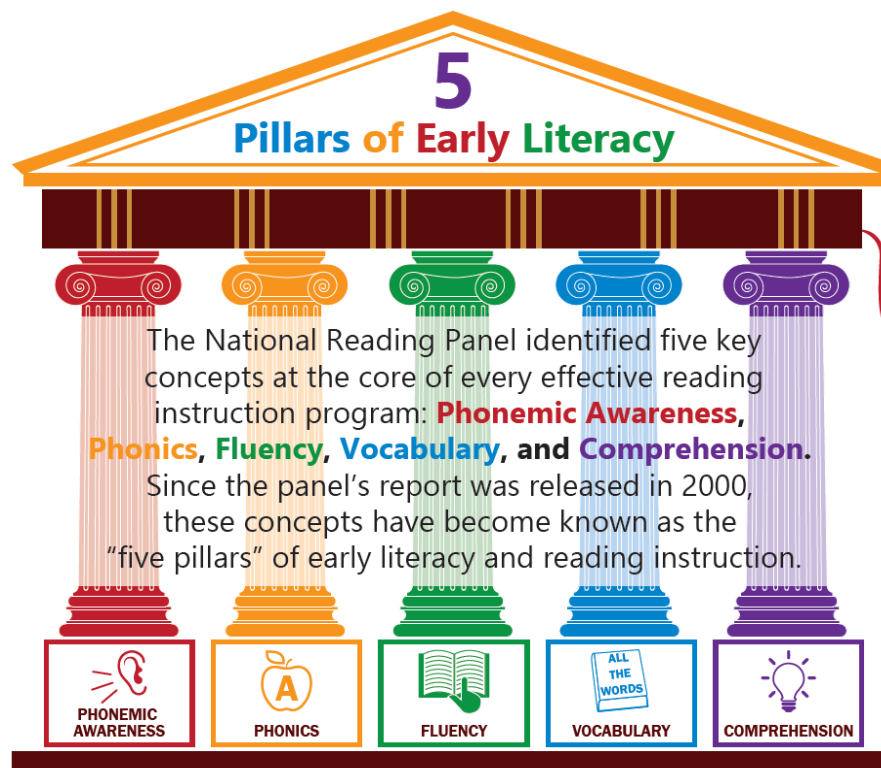
The RA literacy plan supports the success of all students and is grounded in the following four core beliefs:

- **Students come first.** The classroom is the most important place in the district. Our decisions, including the way we use our time, energy, and other resources, reflect this belief.
- **Our school community is committed to lifelong learning.** All adults involved in the education of young readers, including teachers, administrators, aides, and other instructional support staff, must have a firm understanding of the essential components of **structured literacy**: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Continuous professional learning develops and extends this understanding.
- **High-quality explicit reading instruction based on the science of reading must be a priority in the primary grades.** It is our job to fulfill the mission of our schools and to help our students become "literate

lifters of this world,” as recited daily in the schools’ Creed. Effective structured literacy curricula and instruction are cohesive, sequential, prescriptive, and rigorous. All stakeholders must share a focused commitment to the importance of reading development so that students can attain fluency and comprehension of text by the end of grade 3. While acquiring oral language tends to happen informally, learning to read requires some intentionality. Most students need well-organized instruction and considerable practice in order to learn to read proficiently (Moats, 2020), and this is no doubt critical for the English learners in our care.

- Multi-tiered systems of support must be used effectively to address gaps in reading proficiency.** We must act with urgency to address student reading challenges at all grade levels. We will continually update our school’s framework for MTSS. We will identify student needs and apply evidence-supported intervention to ensure all students become successful readers before they leave our care. Students with complex needs who are not meeting grade-level expectations in reading will receive explicit, systemic whole-class instruction as well as targeted small-group intervention. During identified intervention blocks, teachers and support staff will facilitate small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. A Reading Improvement and Monitoring Plan (RIMP) will be written for students identified as “Not on Track” in reading and will be updated regularly.

Richard Allen Schools’ literacy plan supports the overarching RA mission to help students become responsible, active citizens and work to achieve their full potential. Purposeful, strategic development of early literacy skills allows children to understand and interact with the written world surrounding them. Students will only be prepared for college and career if they can read for learning and do so proficiently; therefore, RA administrators and educators will support and promote literacy-rich classroom environments in which all students can become successful readers.



*Image source: Arizona Department of Education*



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

### SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA\*

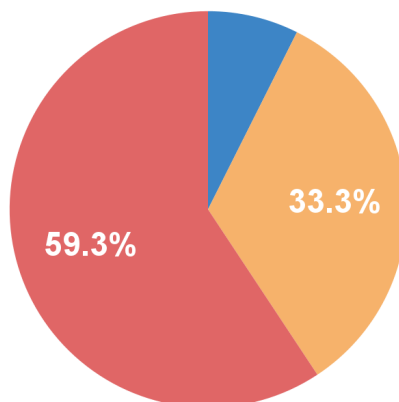
Insert *disaggregated* student performance data from sources that **must include** but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **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.**

Richard Allen Academy currently serves approximately 120 students in kindergarten through grade 6. KRA, OST proficiency, reading diagnostic and K-3 Literacy data, OELPA, MAP, and aimswebPlus data indicate the need for a focused plan to increase reading achievement at the school. The school continues to serve a significant number of English learners—approximately 35-40% of the school's enrollment for several years now. Family connections, word of mouth, the small size of the school, and a sense of welcome have been cited by families as factors in the enrollment decision. The school team strives to help *all* learners become successful readers and must maintain a strategic literacy plan based on the Science of Reading. Relevant learner performance data illustrate the need for such a plan.

### **KINDERGARTEN READINESS ASSESSMENT**

Fall 2023 Kindergarten Readiness Assessment:  
Overall Performance, Richard Allen Academy



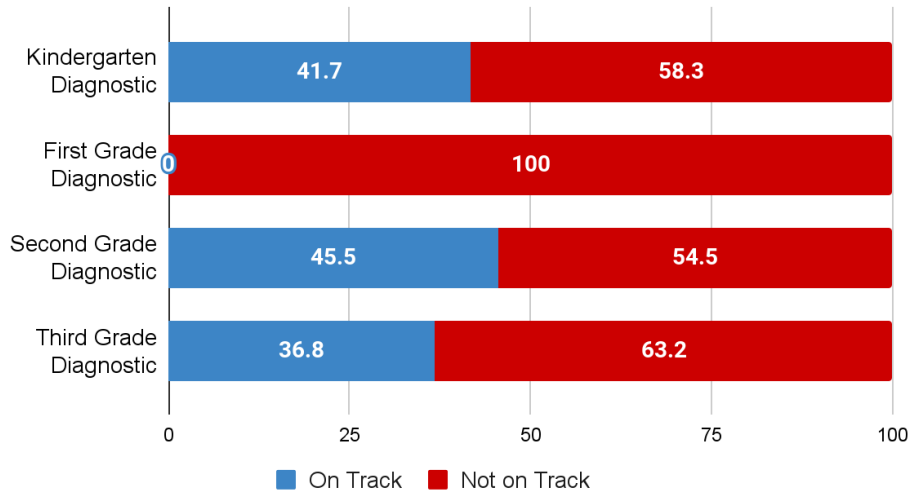
● Demonstrating Readiness ● Approaching Readiness ● Emerging Readiness

Kindergarten Readiness Assessment data indicate only one-third of the school's entering kindergarten students are sufficiently prepared for school. This figure has continued to decline over a period of years. Additionally, the most recent KRA data include a mean scaled Language & Literacy subscore of 254.1. The cut score for on-track reading is 263 and above; only 15.6% of the entering kindergarten students scored above this mark.

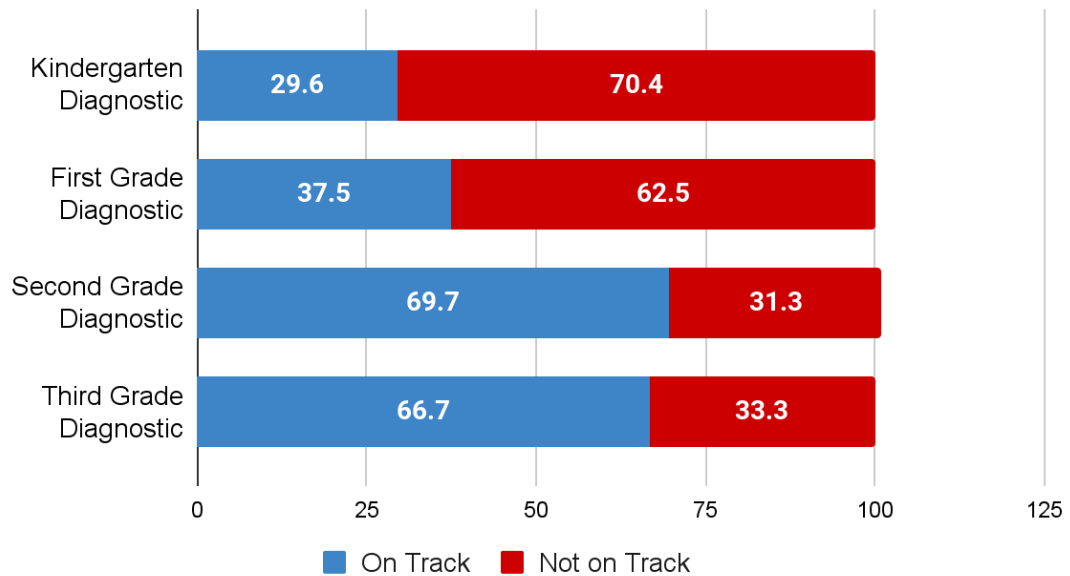
## K-3 READING DIAGNOSTICS

While data indicate a more consistent reduction in reading improvement plans from 2022 to 2023, third grade ELA proficiency (as seen in Ohio State Test [OST] data) remains a concern.

Fall 2022 Reading Diagnostics, Richard Allen Academy



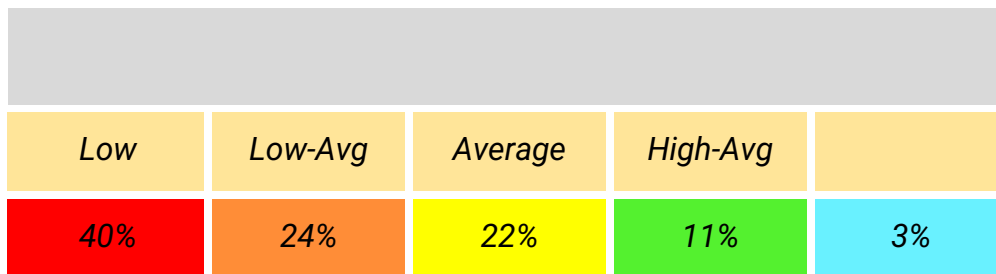
Fall 2023 Reading Diagnostics, Richard Allen Academy



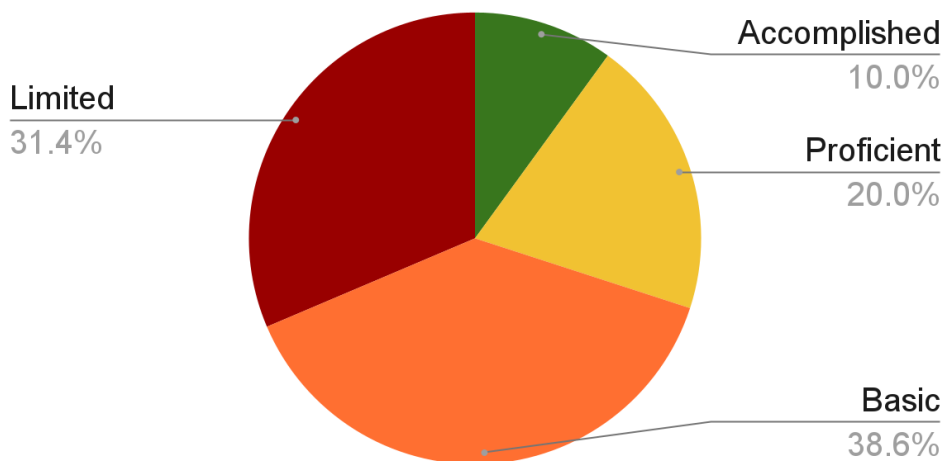
## MEASURES OF ACADEMIC PROGRESS (MAP)

Fall MAP data indicate that nearly two-thirds of RA Academy's students (grades K-6) are performing below grade-level norms in reading. At that level of performance, just 30 percent of the students in grades 3-6 are projected to be proficient in reading on the spring OST.

Fall 2023 MAP Achievement Summary, Richard Allen Academy

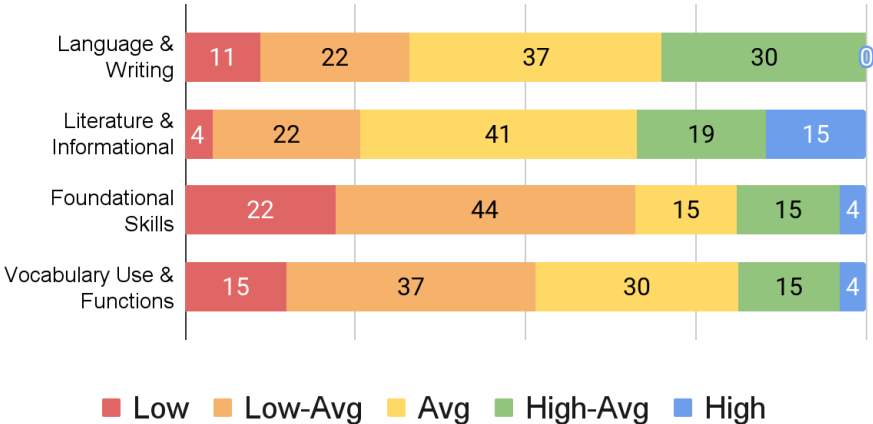


Fall 2023 MAP Projected Proficiency:  
OST Reading (Spring 2024), Richard Allen Academy

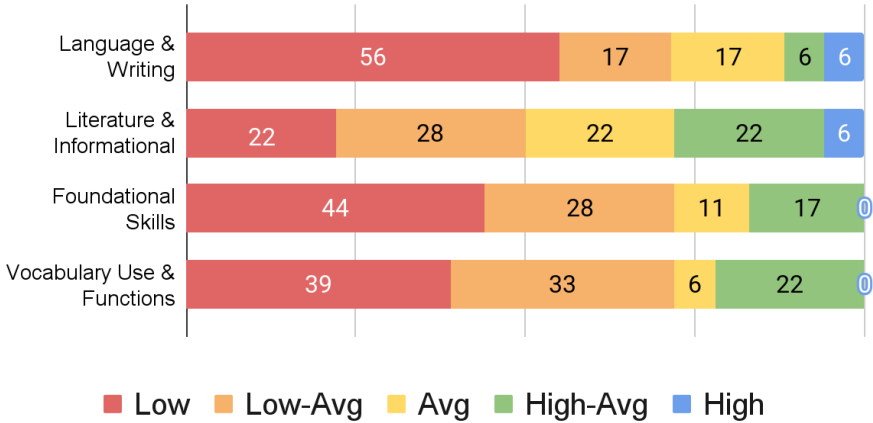


Grade-level MAP reading data for K-2 disaggregated by skill show decreasing achievement from one grade level to the next in each of four instructional areas tested: Language & Writing, Literary & Informational Text, Foundational Skills, and Vocabulary Use & Function. The Foundational Skills subscore has the highest percentage of students performing in the lowest quintile. Language & Writing performance for 1st grade was also markedly low.

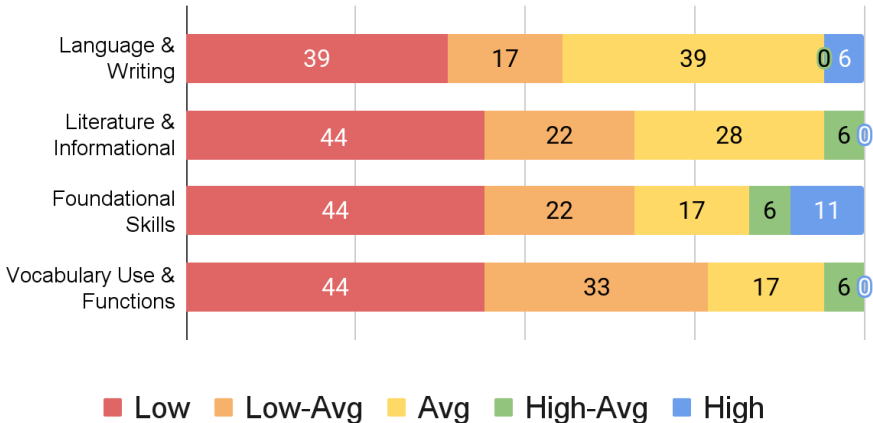
Fall 2023 MAP Growth: Performance by Skill, Grade K  
Richard Allen Academy



Fall 2023 MAP Growth: Performance by Skill, Grade 1  
Richard Allen Academy



Fall 2023 MAP Growth: Performance by Skill, Grade 2  
Richard Allen Academy

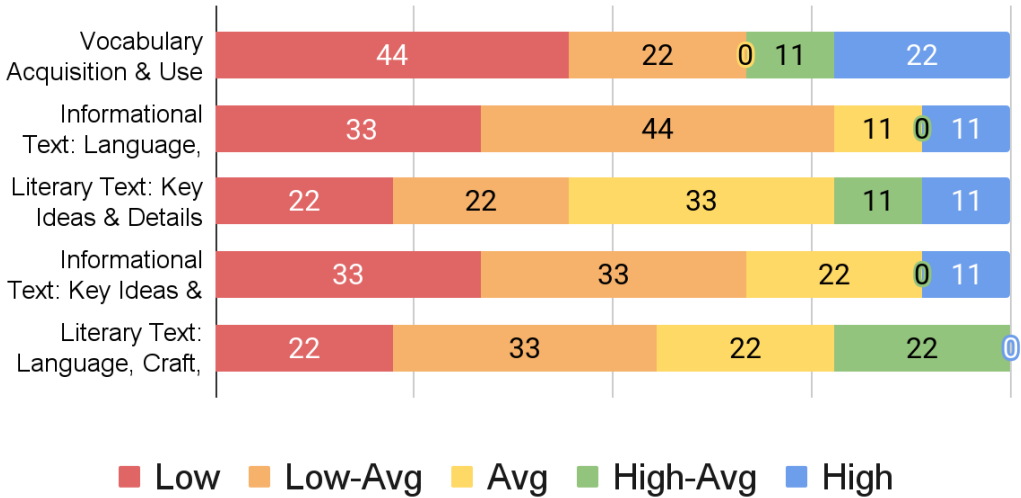


\*Section headings marked with an asterisk are required by state law.

Reading data for grades 3-6 disaggregated by skill show a consistently bottom-heavy quintile performance in five tested areas: Vocabulary Acquisition & Use; Informational Text: Language, Craft, & Structure; Literary Text: Key Ideas & Details; Informational Text: Key Ideas & Details; and Literary Text: Language, Craft, & Structure. Analysis points to note for challenges and relative areas of strength:

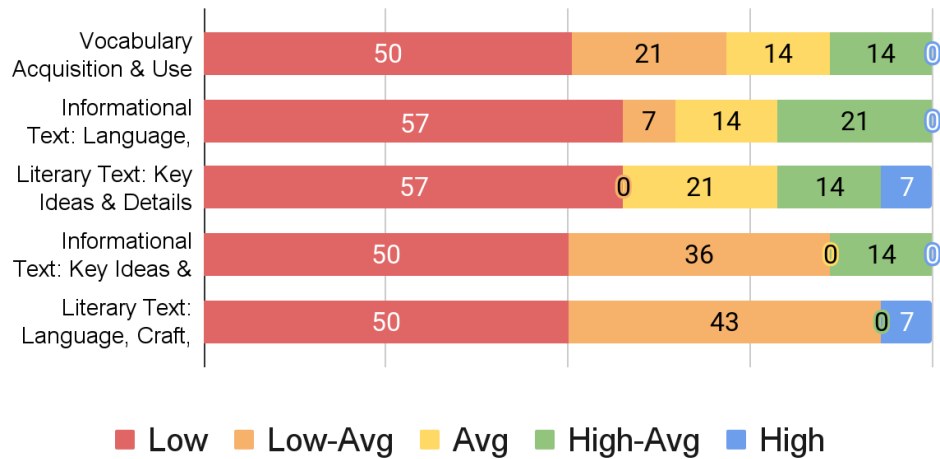
Grade Level	Greatest Challenge	Relative Strength
3	Vocabulary Acquisition & Use	Literary Text: Key Ideas & Details
4	Literary Text: Language, Craft, & Structure	Literary Text: Key Ideas & Details
5	Informational Text: Key Ideas & Details Literary Text: Language, Craft, & Structure	Vocabulary Acquisition & Use
6	Informational Text: Language, Craft, & Structure Informational Text: Key Ideas & Details	Literary Text: Language, Craft, & Structure

Fall 2023 MAP Growth: Performance by Skill, Grade 3  
Richard Allen Academy

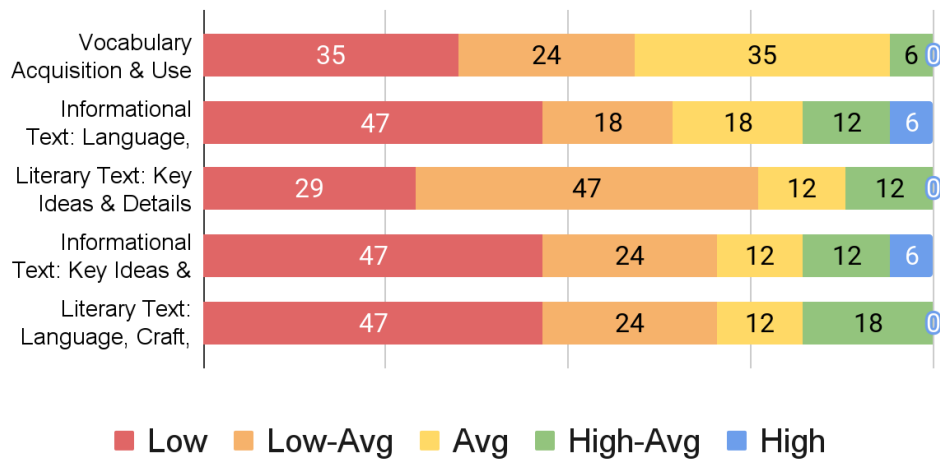


\*Section headings marked with an asterisk are required by state law.

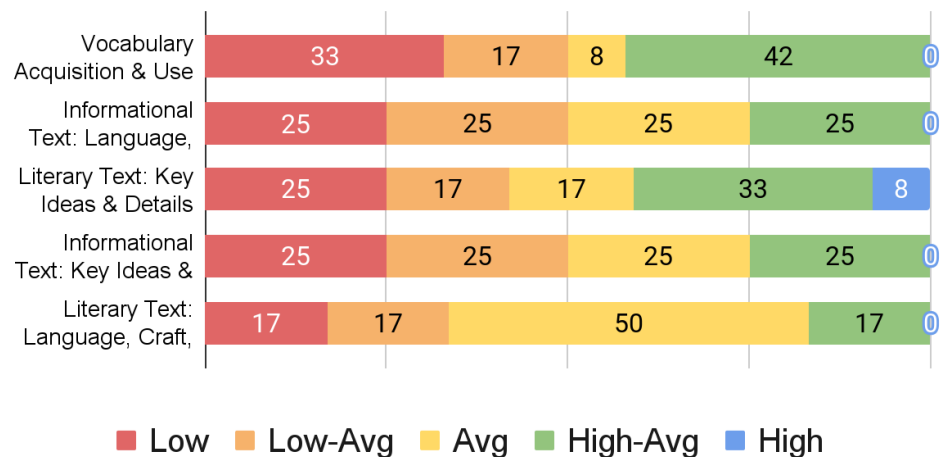
### Fall 2023 MAP Growth: Performance by Skill, Grade 4 Richard Allen Academy



### Fall 2023 MAP Growth: Performance by Skill, Grade 5 Richard Allen Academy

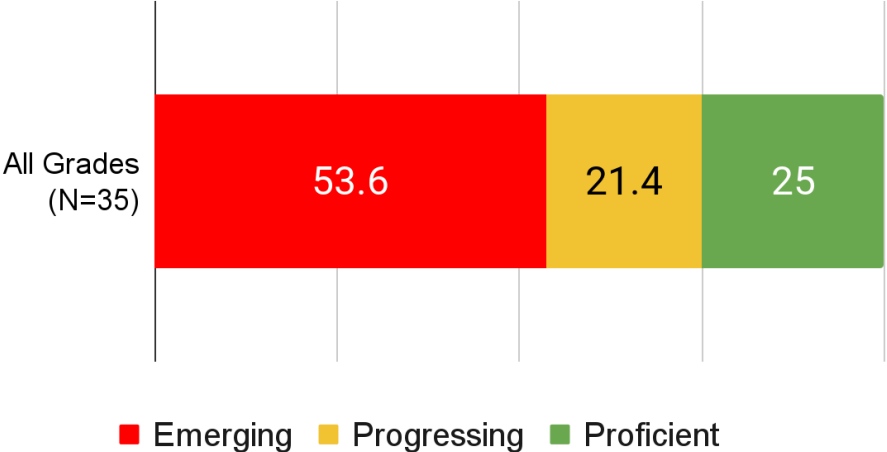


### Fall 2023 MAP Growth: Performance by Skill, Grade 6 Richard Allen Academy



# OHIO'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (OELPA)

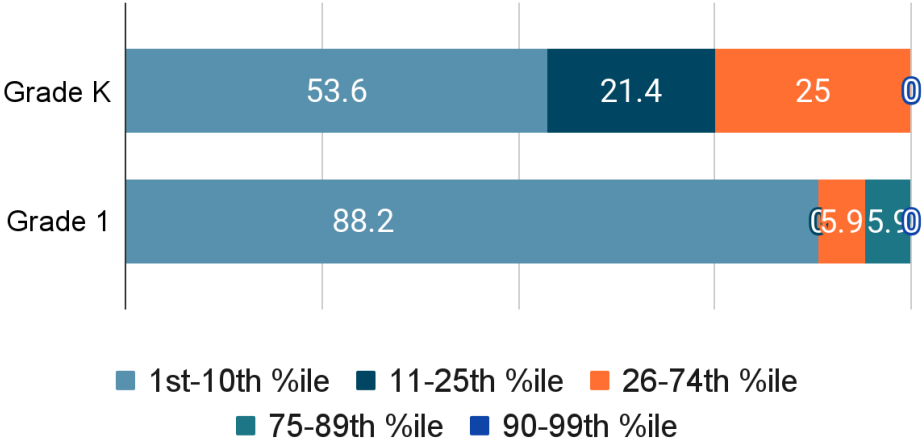
Spring 2023, OELPA Performance Distribution, Richard Allen Academy



## AIMSWEBPLUS Normed Reading Performance

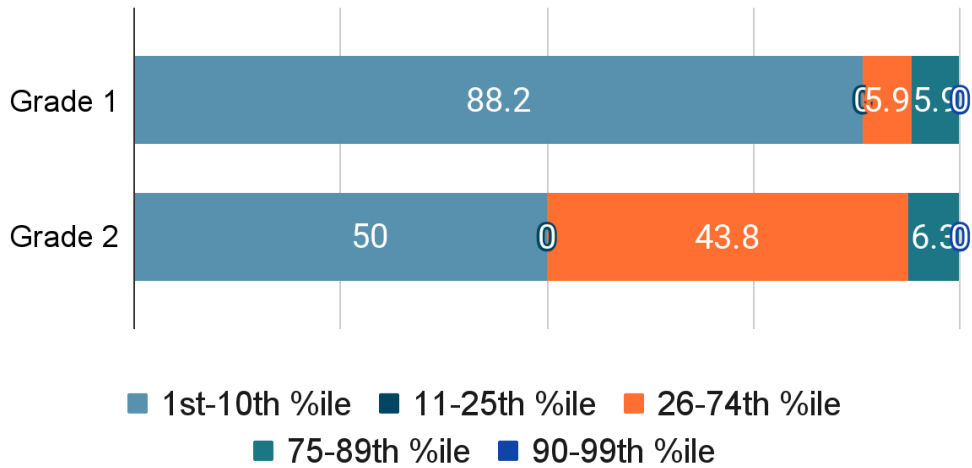
AimswEBPlus early literacy and oral reading fluency measures indicate that a large number of students do not demonstrate literacy skills at or above grade-level norms.

Fall 2023 Early Literacy: AimswebPlus Performance Distribution, Richard Allen Academy



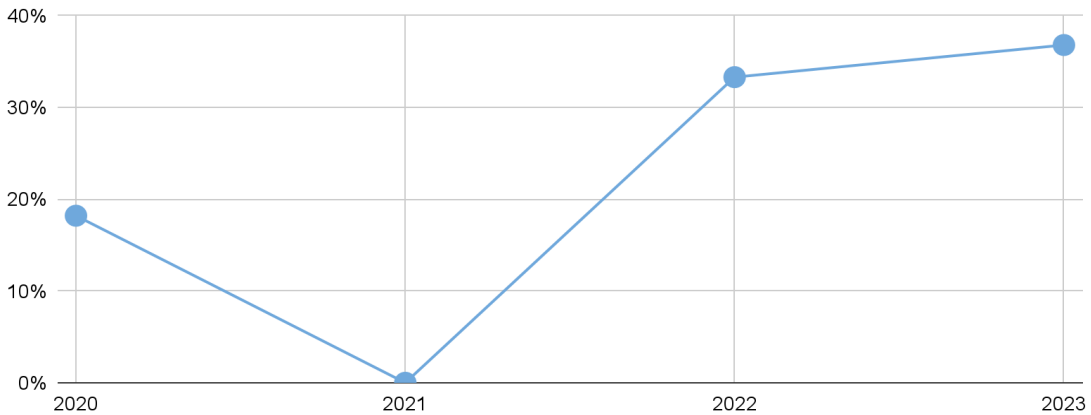
\*Section headings marked with an asterisk are required by state law.

Fall 2023 Oral Reading Fluency (ORF): AimswebPlus Performance Distribution, Richard Allen Academy



**OHIO'S STATE TESTS**

3rd Grade ELA OST: Percent Proficient or Above, Richard Allen Academy



Spring 2023 English Language Arts, Richard Allen Academy: Student Performance Levels, All Grades

Grade	1st-10th %ile	11-25th %ile	26-74th %ile	75-89th %ile	90-99th %ile
3	26.3%	36.8%	15.8%	10.5%	10.5%
4	25.0%	37.5%	25.0%	12.5%	0
5	15.4%	46.2%	15.4%	15.4%	7.7%
6	25.0%	37.5%	18.8%	18.8%	0



## 2022-2023 Report Card Ratings: Richard Allen Academy

Richard Allen Academy	
Component	Rating
Gap Closing	★★★★★
Achievement	★★★
Progress	★★★★
Early Literacy	★
Overall	★★★★

While the trendline for OST reading achievement has increased since pandemic disruptions, overall reading performance remains low. Approximately a quarter of students tested at limited levels in the spring. Additionally, more than 60 percent of the current third grade class tested at limited levels in reading on the fall ELA assessment, as shown in the tables below.

Fall 2023 3<sup>rd</sup> Grade English Language Arts, Richard Allen Academy:  
Student Performance Levels

	Limited	Basic	Proficient	Accomplished	Advanced
<b>RA Academy</b>	63%	25%	0%	13%	0
<b>State</b>	29%	23%	21%	17%	10%

Fall 2023 3<sup>rd</sup> Grade English Language Arts, Richard Allen Academy:  
Student Performance Levels by Text Type

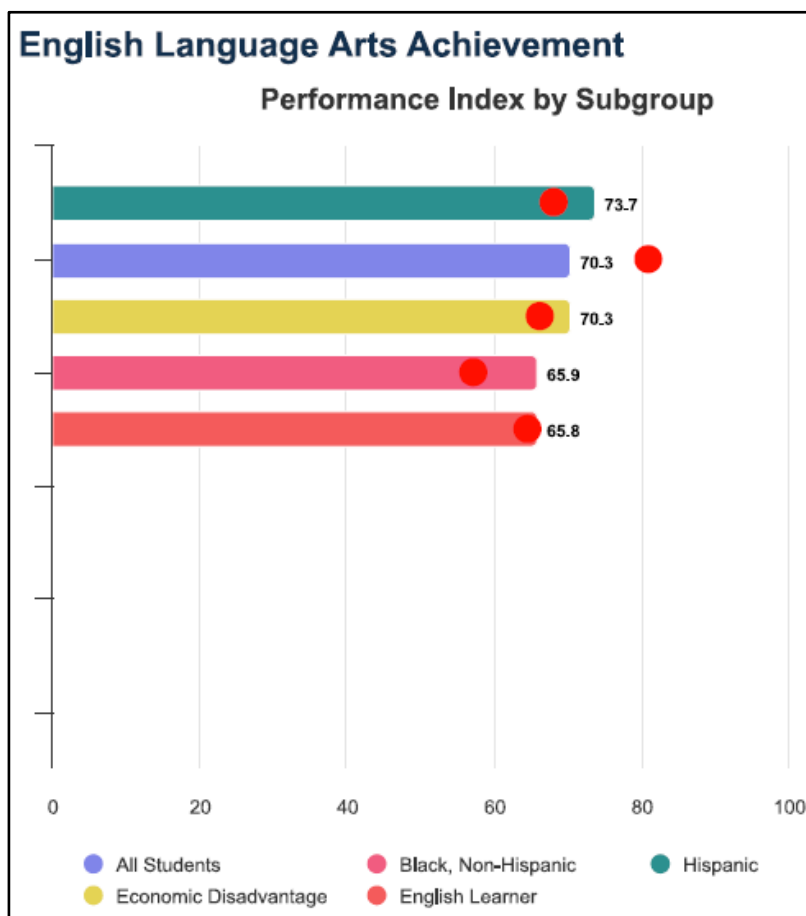
	Limited	Basic	Proficient	Accomplished	Advanced
	88%	13%	0	0	0
	63%	25%	13%	0	0

Fall 2023 3<sup>rd</sup> Grade English Language Arts, Richard Allen Academy:  
Student Performance Levels, Writing

	Below Proficient	Near Proficient	Above Proficient
<b>Writing</b>	25%	50%	25%

## 2022-2023 Gap Closing: English Learners

A review of Richard Allen Academy's Gap Closing data shows a match between the English learner subgroup's reading performance index goal (64.6) and actual reading achievement (65.8). Still, while the school has been relatively strong in student growth and value-added, overall achievement continues to lag.



### 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. **Note: These factors are not in rank order of perceived impact.**

#### 1. Kindergarten Readiness

Analysis of KRA data shows that many of our students just entering school do not meet Ohio's definition of kindergarten-ready. Additionally, too many students start off track and stay off track. The root cause analysis revealed that although learners may make progress (i.e. a year's worth of growth in one school year) according to MAP and value-added data, many students who enter kindergarten academically behind their peers generally remain behind throughout their school experience. This is particularly true

for a number of the school's English learners, who may lack exposure to formal English in their home environments.

Poverty contributes to this disparity in our school community. Richard Allen Academy is classified as a high-poverty school. According to the National Center for Children in Poverty, more than one in five children in the U.S. are living in poverty. A considerable body of research has connected poverty with early deficits in language and literacy development. Limited exposure to vocabulary and reading materials, in addition to stress exacerbated by the scarcity of food, housing instability, and unsafe environments, can negatively impact children's cognitive development and stunt their progress before they ever enter school.

## 2. Teacher Recruitment and Retention

The school community has maintained some stability in leadership in the past three years, with both the current principal and lead teacher/ESL interventionist having worked at the school for more than a decade. Teacher turnover, however, has increased. For the last three school years, at least 3 of the 7 homeroom teachers have come and gone. Currently, only three of eight core curriculum teachers have more than three years of teaching experience. The turnover has most certainly impacted student learning. Training on explicit instructional practices, assessment and data, and curriculum resources must be repeated each year for new team members, and the school loses the capacity to implement evidence-based strategies effectively.

Additionally, a related factor contributing to the challenge of successfully building early literacy for Richard Allen Academy is the lack of a full-time ESL interventionist to work with the school's considerable English learner enrollment. Approximately one-third of the school's students are identified English learners. While a direct cause of low student performance is the inconsistent quality of instruction, the lack of instructional support specific to English learners is increasingly problematic and has led the team to identify teacher retention as a root cause. Improvement grant funds were budgeted to allow one of the school's veteran teachers to obtain an ESL credential, but staffing shortages continue to compromise the school's ability to fully release her from the classroom and adequately serve identified students. Still, while both the school, its board, and its management company work to increase teacher retention, the school must tend to the daily business of teaching students to read and understand.

## 3. Curriculum

With support from a School Quality Improvement Grant, Richard Allen Academy adopted Success for All's reading curriculum five years ago. While the school has logged consistent student growth with the curriculum, three gaps have been identified:

- While the primary grades curriculum components include phonics instruction, there is not enough emphasis on foundational skills. Entering kindergarteners already behind need much more systematic instruction in foundational reading skills.
- Students in the Roots (grades 1-3) reading groups do not read enough connected text.
- While students are assigned to different leveled reading groups based on their progress, there is a lack of acceleration for those students who are significantly behind in reading. Those students do not receive Tier 1 instruction that is on grade level.

## 4. Instruction

Root cause analysis has revealed that our school is either not using effective instructional practices or not implementing them with fidelity across classrooms. Gaps and challenges noted include the following:

- Lack of explicit, standards-based Tier 1 instruction;
- Lack of deep understanding of the Science of Reading and how foundational literacy skills are developed;
- Lack of deep understanding of Ohio’s ELA standards;
- Lack of knowledge of English learner standards and strategies to support English learners’ academic development;
- Lack of data literacy skills needed to identify specific student instructional needs and differentiate instructional opportunities;
- Lack of diagnostic knowledge needed to apply selected interventions effectively;
- Lack of research-supported intervention programs and training; and
- Lack of effective instructional feedback for teachers specific to literacy development and Science of Reading research.

While the list might seem daunting, the strategies outlined in the Reading Achievement Plan are meant to tackle what is within the school’s direct control. Planning described in the action maps for each of the school goals addresses each one of the instruction-related challenges listed above.

## SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

*Describe the measurable learner performance goals addressing learners' needs 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.*

The goals outlined below apply to the current school year, 2023-2024, and were developed by teams in August. Goals will be updated and adjusted as needed throughout the plan's duration. The essential literacy skills included in Ohio's English language arts standards—phonemic awareness, phonics, reading fluency, vocabulary acquisition, and reading comprehension—develop along a continuum of literacy learning. Measurable goals are based on current performance levels in reading, and the learning strategies identified are based on the literacy continuum and research outlined in published practice guides. Strategies to support English learners—specifically, the Sheltered Instruction Observation Protocol (SIOP) model—are also included in adult implementation goals.

### **K-6 Literacy Goals (SY2023-2024)**

#### ***Learner performance goals***

- Increase the percentage of students performing at or above grade-level norms in reading from 39% to at least 50% as measured by MAP Growth: Reading and Ohio's State Tests.
- Increase the number of 3rd grade students demonstrating proficiency on Ohio's English language arts assessment from 13 to 50 percent.
- Increase the number of English learners demonstrating proficiency on Ohio's English Language Proficiency Assessment (OELPA) from 25 to 40 percent.

#### ***Adult implementation indicators***

- All reading teachers will deliver explicit Tier 1 literacy instruction every day using adopted literacy curriculum materials as measured by classroom observation data, lesson plans, and TBT minutes. *For grades K-3, this includes explicit Tier 1 instruction of foundational reading skills.*
- All teachers will deliver explicit Tier 1 instruction every day using SIOP strategies as measured by classroom observation data, lesson plans, and TBT minutes.

## 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 to 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 percentage of students performing at or above grade-level norms in reading from 39% to at least 50% as measured by MAP Growth: Reading and Ohio's State Tests.

Evidence-Based Strategy or Strategies:

1. Develop awareness of the segments of sound in speech and how they link to letters. (Evidence: Strong)
2. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)
3. Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)
4. Routinely use a set of comprehension-building practices to help students make sense of the text. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Ensure reading curriculum tools address each of the evidence-based strategies.	Ensure teachers are trained and use the instructional tools with fidelity.	Schedule additional support for students with Reading Improvement & Monitoring Plans.
<b>Timeline</b>	<p>Winter-Spring 2023:</p> <ul style="list-style-type: none"> <li>Review reading data with teams</li> <li>Review teacher feedback</li> </ul> <p>November-April 2023: Pending ODE's published list, review updated core reading curriculum options (assuming SFA will not be on the approved list)</p>	<p><u>Spring 2023 and SY23-24:</u></p> <ul style="list-style-type: none"> <li>August 2023: new teacher training for existing SFA curriculum</li> <li>September 2023: all teacher training for foundations curriculum</li> <li>October 2023: teacher training for intervention components</li> <li>October and regularly thereafter: Teachers use team-developed grade-level schedules. Use of curriculum tools also checked during walkthroughs.</li> <li>August 2024: teacher training for updated core reading program (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>August-September 2023: Review student status after universal screening (MAP) and K-3 benchmarking (aimswebPlus)</li> <li>Quarterly (ongoing, based on data) beginning September 2023</li> </ul>
<b>Lead Person(s)</b>	BLT K-3 curriculum director District support staff	Administrators: principals and district support staff	Intervention teams

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Funds for materials	<ul style="list-style-type: none"> <li>Ongoing in-person coaching with SFA trainer</li> <li>Training with Winsor Learning (on-site) for Tier 1 program (Essentials)</li> <li>Virtual training for Sonday System intervention kits</li> <li>Walkthrough tools: detailed schedule and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>Intervention/small group schedules</li> <li>Tutor Ohio Kids tutors</li> <li>Space for small groups/pull-outs</li> </ul>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<ul style="list-style-type: none"> <li>Leadership team members review materials and participate in ODE's Materials Matter series</li> <li>Teams work with sponsor and SST to explore available materials evaluation rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will receive training and begin using the tools daily.</li> <li>Walkthroughs will check for use of both the core ELA curriculum (currently SFA) and the additional Orton-Gillingham-based curriculum (Winsor Learning Essentials).</li> <li>Principal and BLT members will work to support implementation.</li> <li>Principals and district support staff will monitor fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams are coached through the improvement process by interventionists and administrators.</li> <li>Teams use the schools' MTSS handbook and decision rules to inform how students are grouped and which supports and dosage they receive.</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>EdReports reviews</li> <li>Reading League and other rubrics</li> <li>Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>Training/coaching records</li> <li>Teacher feedback</li> <li>Instructional walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li>Intervention/MTSS schedules</li> <li>Tracking and progress monitoring data</li> </ul>
Description of Funding	Title I ESSR	Title II ESSR	Title I ESSR EOEC (when available for high-dosage tutoring)
Check-in/Review Date	November 3, 2023 December 8, 2023 February 2024 (date TBD) April 2024 (date TBD)	<ul style="list-style-type: none"> <li>August 1, 2023 (for dyslexia modules completion)</li> <li>November 13, 2023 and monthly thereafter at select BLT meetings</li> </ul>	Monthly: progress monitoring, common assessment data reviews

## Goal # 2 Action Map

**Goal Statement:** Increase the number of 3rd grade students demonstrating proficiency on Ohio’s English language arts assessment from 13 to 50 percent.

Evidence-Based Strategy or Strategies:

1. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)
2. Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)
3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Ensure teachers are trained and use the instructional tools with fidelity.	Insert relevant look-fors into walkthroughs and feedback for the 3rd grade team.	Schedule additional support for students with Reading Improvement & Monitoring Plans.
Timeline	<p><u>Spring 2023 and SY23-24:</u></p> <ul style="list-style-type: none"> <li>• August 2023: new teacher training for SFA curriculum</li> <li>• September 2023: all teacher training for foundations curriculum</li> <li>• October 2023: teacher training for intervention components</li> <li>• October and regularly thereafter: Teachers use team-developed grade-level schedules. Use of curriculum tools also checked during walkthroughs.</li> </ul>	<ul style="list-style-type: none"> <li>• August-September 2023: Review available evidence-based practice information.</li> <li>• November-December 2023: identify look-fors based on daily schedule</li> <li>• January 2023: Review with team and discuss examples</li> </ul>	<ul style="list-style-type: none"> <li>• August-September 2023: Review student status after universal screening (MAP) and K-3 benchmarking (aimswebPlus)</li> <li>• Quarterly (ongoing, based on data) beginning September 2023</li> </ul>
Lead Person(s)	Administrators: principals and district support staff	K-3 curriculum director	Intervention teams
Resources Needed	<ul style="list-style-type: none"> <li>• Ongoing coaching (SFA contract)</li> <li>• Training with Winsor Learning (on-site) for Tier 1 program (Essentials)</li> <li>• Archer’s Explicit Instruction resources: e.g., IE mental map</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• IES Practice Guides (print or digital)</li> <li>• Walkthrough tools: detailed schedule and instructional practices</li> <li>• Walkthroughs will check for use of both the core SFA</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention/small group schedules</li> <li>• AmeriCorps tutors - assignments</li> <li>• Space for small groups/pull-outs</li> </ul>



	Action Step 1	Action Step 2	Action Step 3
		curriculum and the additional Orton-Gillingham-based curriculum (Winsor Learning Essentials).	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<ul style="list-style-type: none"> <li>Teachers will receive training and begin using the tools daily.</li> <li>Coaches will work to support implementation.</li> <li>Principals and district support staff will monitor fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>SFA coaching for the curriculum: leaders' training for BLT, principal, curriculum director to ensure feedback is consistent</li> <li>Review look-fors with the 3rd grade team</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams are coached through the improvement process by interventionists and administrators.</li> <li>Teams use the schools' MTSS handbook and decision rules to inform how students are grouped and which supports and dosage they receive.</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>Training/coaching records</li> <li>Teacher feedback</li> <li>Instructional walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walkthrough data</li> <li>Usage data (for platforms)</li> </ul>	<ul style="list-style-type: none"> <li>Intervention/MTSS schedules</li> <li>Tracking and progress monitoring data</li> </ul>
Description of Funding	Title II ESSR	Title II ESSR	Title I ESSR EOEC (when available for high-dosage tutoring)
Check-in/Review Date	<ul style="list-style-type: none"> <li>August 1, 2023 (for dyslexia modules completion)</li> <li>November 13, 2023 and monthly thereafter at select BLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>Weekly 3rd grade team meetings with coach/district support (beginning in January 2024)</li> </ul>	Monthly: progress monitoring, common assessment data reviews

## Goal # 3 Action Map

**Goal Statement:** Increase the number of English learners demonstrating proficiency on Ohio's English Language Proficiency Assessment (OELPA) from 25 to 40 percent.

Evidence-Based Strategy (specific to English learners; to be implemented in addition to the strategies listed for Goals 1 & 2) :

- Routinely use Sheltered Instruction Observation Protocol practices to facilitate English learners' comprehension and literacy development. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Plan for high-quality professional SIOP learning for all teachers	Identify Tiers 2-3 supports needed and schedule 1:1/small group during intervention period	Refine programming and learning opportunities
Timeline	August-May (annually)	September, December/January, April/May	Periodic network meetings at BCESC; develop next year's coaching plan by May 2024
Lead Person(s)	Chief Academic Officer, ESL interventionist, principal	ESL interventionist, intervention specialist	ESL interventionist, Chief Academic Officer
Resources Needed	<ul style="list-style-type: none"> <li>● Agreement/scope of work with Butler County ESC</li> <li>● PD funds</li> <li>● Subs for school day PD</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark and diagnostic data</li> <li>● Learning and intervention tools (Dinolingo, Sonday System intervention kits)</li> </ul>	<ul style="list-style-type: none"> <li>● Translation services</li> <li>● Partnership for adult English classes (Miami University)</li> <li>● Program handbook</li> <li>● ESL-specific curriculum tool</li> </ul>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<ul style="list-style-type: none"> <li>● August intro to SIOP for new teachers</li> <li>● Ongoing planning days with teacher teams</li> <li>● Periodic learning walks with ESL consultant and principal</li> </ul>	<ul style="list-style-type: none"> <li>● PD: Winsor tools (including Sonday intervention kits), TELL assessment administration and reports</li> <li>● EL support schedule</li> </ul>	<ul style="list-style-type: none"> <li>● PD: networking and conferences</li> <li>● Membership in Ohio TESOL for resources and connections</li> <li>● Schedule that allows EL interventionist to work with students full-time</li> </ul>
Measure of Success	Observation data: Evidence of teacher use of SIOP practices in the classroom	Increased reading achievement for English learners (TELL, OELPA data)	By SY2024-25: <ul style="list-style-type: none"> <li>● Program handbook complete</li> <li>● New tool adopted</li> <li>● Interventionist full-time</li> </ul>
Description of Funding	Title III	Title III, Title I	Title III
Check-in/Review Date	Next scheduled PD dates: January 12 and February 12, 2024; follow-up walkthrough scheduled in March	January 2024: review student progress after MAP, aimswebPlus testing complete	March 2024 (plan for 2024-25 school year)

## 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 Richard Allen Academy building leadership team, with the guidance of the principal and district/management company administrators, will work to ensure improvement efforts like the Reading Achievement Plan are monitored regularly. Monitoring will include the collection and review of student performance data, such as the progress monitoring completed using aimswebPlus, MAP, Edulastic, and Ohio Readiness Assessment tools. Additionally, monitoring will include the review of adult practices data collected during walk-throughs and full-class observations. All monitoring will focus on the five pillars of early literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and instructional tools and practices aligned with the Science of Reading.

Classroom teachers, with the help of support staff, will monitor student progress in the Big Ideas of Reading using aimswebPlus and Ohio Readiness Assessment measures. MAP data will also be used for benchmarks and comparison. The district will use the data for MTSS decision-making based on the pillars of literacy, further diagnosing students' reading challenges with aimswebPlus benchmarking—which will also be administered to students in grades 4 and up who score in the bottom quintile on MAP Growth: Reading. Evidence-based literacy interventions appropriate for the needs of struggling readers are included in the literacy decision rules and aligned with the big ideas of reading. If students receiving additional reading supports and intervention are not progressing towards their reading goals, they will be referred to their building MTSS/Intervention Assistance Team.

Grade-level progress monitoring will focus on the following literacy components:

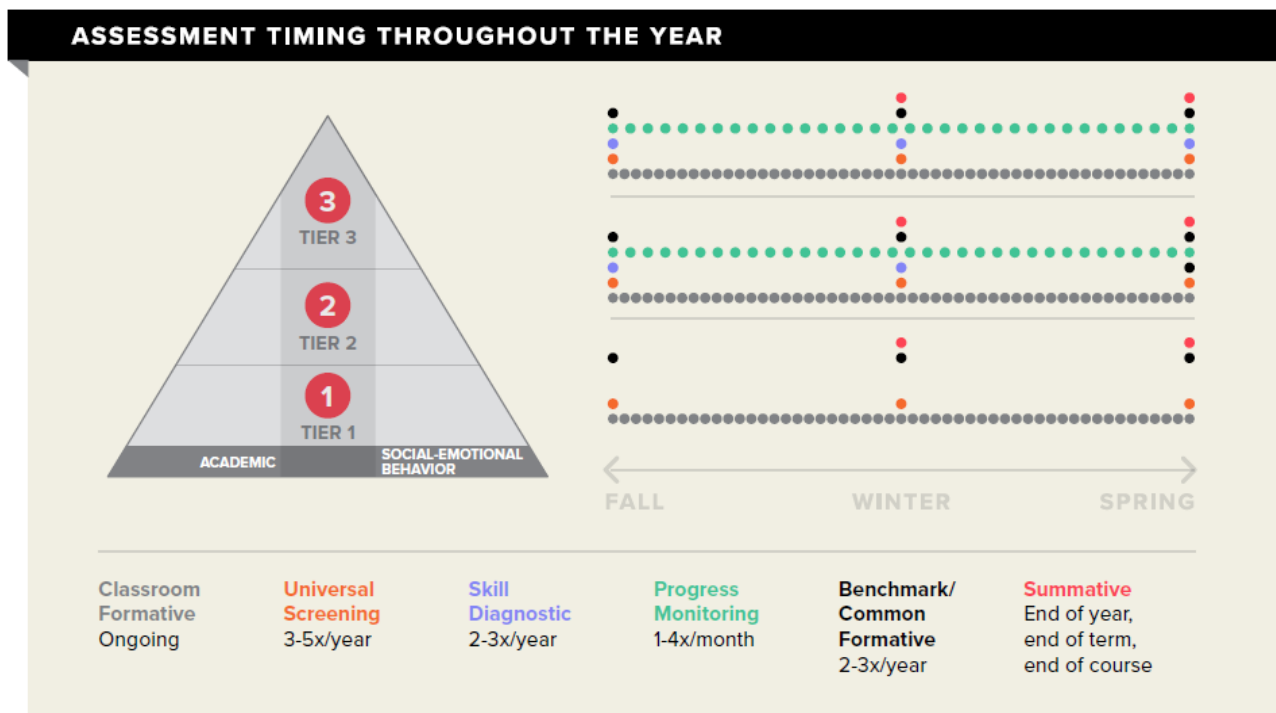
Grade Level	Big Ideas of Reading	Curriculum- and Standards-Based Measures
Kindergarten	Phonemic Awareness	Phoneme Segmenting Letter Sounds
	Phonics & Word Recognition	Letter Names
1 <sup>st</sup> Grade	Phonemic Awareness	Phoneme Segmenting
	Phonics & Word Recognition	Word Reading Fluency
	Oral Reading Fluency	Passage Reading Fluency
2 <sup>nd</sup> Grade	Phonics & Word Recognition	Word Reading Fluency
	Oral Reading Fluency	Passage Reading Fluency
	Vocabulary	Local Benchmark Assessment
Grades 3+ <i>*As needed</i>	Oral Reading Fluency*	Passage Reading Fluency*
	Vocabulary	Local Benchmark Assessment
	Reading Comprehension	Edulastic; Ohio's Readiness Assessments

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

MTSS (Multi-Tiered Systems of Support) rules will guide assessment, how students are identified for additional support, and the specific support and dosage they will receive.

Instructionally relevant, valid, and reliable assessment is critical for providing proactive and reactive support. RA Academy uses three different types of assessment that vary in administration and use:

- *Summative assessments* are administered to all students annually to determine students' mastery of grade-level standards and provide educators with information about adequate yearly progress at site and district levels. (Example: Ohio's State Tests)
- *Universal screening assessments* are administered to all students three times per year to proactively and objectively identify which students are potentially in need of educational support/enhancements to supplement the core curriculum. Furthermore, evaluation of universal screening data is conducted to ensure the core curriculum is resulting in success for a sufficient percentage of students. These assessments should be nationally- or state-normed and predictive of performance on summative assessments. (Example: MAP)
- *Progress monitoring assessments* are given to students receiving intervention support and are administered weekly or every other week, depending on the intensity of need. These data should come from Curriculum-Based Measurements (CBMs) because they provide a reliable and valid measure of students' growth in a particular skill area. (Example: aimswebPlus)



Additionally, Ohio's Teacher/Principal Evaluation Systems (OTES & OPES) and the Ohio Improvement Process (OIP) framework will be used to monitor the implementation of the Reading Achievement Plan (RAP) at the building level. A standing BLT meeting agenda item is to update team members on the activity completion for the Reading Achievement Plan. The BLT also reviews data summaries completed in TBT meetings for grade-level status updates. The Reading Achievement Team will have developed a communication plan in the upcoming weeks that includes protocols for communicating with stakeholders involved in the components of the Reading Achievement Plan. The Reading Achievement Team will also complete quarterly progress summaries to share with the Superintendent and the school board and plans to continue this year's work in the years to come based on student performance and identified needs.

<b>Who:</b>	<b>Evidence Collected:</b>	<b>When:</b>
<b>Building Leadership Teams</b>	<ul style="list-style-type: none"> <li>● Reports from NWEA MAP and aimswebPlus</li> <li>● Ohio State Test results</li> <li>● Progress monitoring data</li> <li>● Walkthrough data and lesson feedback, including SIOP walkthroughs with our BCESC coach</li> <li>● Lesson plans and feedback</li> <li>● Team minutes: TBT, IAT, PBIS</li> </ul>	Monthly or quarterly, depending on the data source
<b>Intervention Assistance Teams</b>	<ul style="list-style-type: none"> <li>● IAT tracking log data</li> <li>● Intervention block progress monitoring data from aimswebPlus</li> <li>● Reports from NWEA MAP</li> <li>● Anecdotal evidence from teachers, family, etc.</li> <li>● Observation data (observe student in classroom, etc.)</li> </ul>	Monthly or quarterly, depending on the data source
<b>Teacher-Based Teams</b>	<ul style="list-style-type: none"> <li>● Walkthrough data</li> <li>● Formative assessment data</li> <li>● aimswebPlus data</li> <li>● Monthly common assessments (K-2) and Ohio's Readiness checkpoints (3-8)</li> <li>● Diagnostic and growth reports from NWEA MAP/aimswebPlus</li> <li>● TBT minutes</li> <li>● Ohio's State Test Results</li> </ul>	Bi-weekly, monthly, or quarterly, depending on the data source

## 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 in 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 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.

Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4-8
Phonological awareness				
	Blending, sound-spelling patterns, recognizing common word parts, reading decodable words in isolation and in text; introduce non-decodable words important to specific informational/literary text being read			
		Purposeful fluency-building activities (across content area instruction)		
			Background and word knowledge, question types, determining and writing gists	

### K-1 (Tier 1 strategy) and grades 2-3 (Tiers 2-3):

#### Develop awareness of the segments of sound in speech and how they link to letters. (Evidence: Strong)

Students learn to recognize and manipulate the segments of sound in words and to link those sounds to letters. By mastering the alphabetic principle, students will have the phonemic awareness necessary for learning to read. Students must be able to

- identify the individual sounds, or phonemes, that make up the words they hear in speech
- name the letters of the alphabet as they appear in print
- identify each letter's corresponding sounds

### K-3 (Tier 1 strategy) and grades 4+ (Tiers 2-3):

#### Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)

Students apply their letter-sound knowledge to decode and read words in isolation or in connected text.

- identify the individual sounds, or phonemes, that make up the words they hear in speech
- name the letters of the alphabet as they appear in print
- identify each letter's corresponding sounds

## **2-6 (Tier 1 strategy):**

**Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)**

- Incorporate repeated, choral, and partner reading strategies to help students read with appropriate accuracy, rate, and prosody.
- Choose short, content-rich passages at students' instructional level that include multisyllabic words, vowel and consonant sounds and combinations, or vocabulary the students have previously been taught.

## **Grades 3-6 (Tier 1 strategy)**

**Routinely use a set of comprehension-building practices to help students make sense of the text. (Evidence: Strong)**

- Build students' world and word knowledge so they can make sense of the text.
  - Develop background knowledge that is relevant for making sense of the passage.
  - Teach the meaning of a few words that are essential for understanding the passage.
- Consistently provide students with opportunities to ask and answer questions to better understand the texts they read.
  - Explicitly teach students how to find and justify answers to different types of questions.
  - Provide ample opportunities for students to collaboratively answer questions.
- Teach students a routine for determining the gist of a short section of text.
  - Model the thinking behind and writing of a gist.
  - Write gists collaboratively as part of guided practice.
  - Teach students to mark important information in texts so they can include it in their gists.

## **Grades 4+ (Tiers 2-3 & English learners):**

**Build students' decoding skills so they can read complex multisyllabic words. (Evidence: Strong)**

Students learn the skills needed to break apart and accurately sound out multisyllabic words.

- Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations as necessary.
- Teach students a routine they can use to decode multisyllabic words.
- Embed spelling instruction for encoding practice.
- Provide students opportunities to practice reading multisyllabic words accurately and with increasing automaticity.

## Adult Implementation Indicators

### Adult Indicator 1: Explicit Instruction

- Teachers use explicit instructional strategies to engage students in their learning.

Explicit Instruction	Mental Map
<b>Plan</b>	
*Select critical content.	
*Sequence the skills/knowledge logically.	
*Break down content into obtainable chunks.	
*Develop or select clear examples & non-examples.	
<b>Teach</b>	
<b>Design of Instruction</b>	<b>Delivery of Instruction</b>
<b>Opening</b>	
Gain attention.	
Review preskills/background knowledge.	*Elicit responses. <i>Everyone does Everything.</i>
State the lesson's purpose or goal.	
<b>Body</b>	
Provide an organized, focused, engaging lesson.	*Monitor student responses.
Communicate with clarity.	
Utilize instructional routines.	
Provide clear demonstrations. <b>I do.</b>	*Provide feedback. Affirmative Corrective
Provide guided practice. <b>We do.</b>	
Check understanding. <b>You do.</b>	
<b>Closing</b>	
Review critical content. (Retrieval Practice)	*Maintain brisk pace.
Preview content for next lesson.	
<b>Practice</b>	
*Provide adequate practice for mastery.	
Deliberate Practice (goal-oriented)	
Retrieval Practice (from memory)	
Spaced Practice (over-time)	
Cumulative Practice (mixed content)	
<b>Optimize Academic Learning Time. Promote Success.</b>	

Anita Archer, Ph.D.  
September 2023

**Teach them well.**

- Foundational reading skills are taught and reinforced daily as a Tier 1 practice in grades K through 3.
  - Phonics wall card drills*
  - Sounds in Position activities*
  - Winsor Learning Sunday Essentials*
    - Multisensory, Orton-Gillingham-based
    - 20- to 30-minute daily lessons
    - Skills & concepts taught: Phonological awareness, phonics, blending, segmenting, spelling, reading, and writing



- Learning activities that build fluency and comprehension skills are part of daily reading instruction.
  - Repeated, partner, and choral reading across content areas
  - Continual practice writing gists of text (as embedded in the EL Education ELA curriculum)

**Adult Indicator 2: Sheltered Instruction Observation Protocol (SIOP) - *explicit instruction for English learners***

**Table 1. SIOP Components (Echevarria et al., 2008)**

<b>Lesson Preparation</b>	Examines the lesson planning process, including the language and content objectives, the use of supplementary materials, and the meaningfulness of the activities.
<b>Building Background</b>	Focuses on making connections with students' background experiences and prior learning and developing their academic vocabulary.
<b>Comprehensible Input</b>	Considers adjusting teacher speech, modeling academic tasks, and using multimodal techniques to enhance comprehension.
<b>Strategies</b>	Emphasizes teaching learning strategies to students, scaffolding instruction, and promoting higher-order thinking skills.
<b>Interaction</b>	Reminds teachers to encourage elaborated speech and to group students appropriately for language and content development.
<b>Practice/Application</b>	Provides activities to practice and extend language and content learning.
<b>Lesson Delivery</b>	Ensures that teachers present a lesson that meets the planned objectives, promotes students' engagement and paces the lesson appropriately.
<b>Review and Assessment</b>	Considers whether the teacher reviewed the key language and content concepts, assessed student learning, and provided feedback to students on their output.

Image source: <https://www.semanticscholar.org/paper/Adapting-Features-from-the-SIOP-Component%3A-Lesson-a-Murillo-Alejandro/fa2daf781a1a920427a657895ced214665e5d4ad>

## 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 5 will do the following:*

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The team will use a literacy block framework checklist to monitor fidelity of the reading block structure. Every ELA classroom will be checked randomly each week to ensure there is explicit instruction taking place using the selected evidence-based curriculum tools. The elements outlined in the strategies above will be checked:

### *Structure:*

- Includes learning target based on Ohio's learning standards
- Appropriately-timed whole-group and differentiated instruction
- Brisk pacing

### *Content:*

- Daily phonemic awareness and phonics drills (specifics by grade level)
- Explicit instruction of skill/strategy (with gradual release) as outlined in the curriculum lesson
- Multiple opportunities for students to respond and engage
- Fluency- and comprehension-building activities facilitated using explicit SIOP strategies
- Includes teacher read-aloud time
- Appropriate differentiation with small flexible groups

As detailed in the What Works Clearinghouse/IES Practice Guide recommendations, the selected evidence-based strategies will improve literacy instruction in our school. Administrators and teacher-leaders work with teachers so there is a shared understanding of what these practices look like in action. Clear expectations must be established to ensure everyone is working in the same direction and using the evidence-based resources for instruction. The BLT will review monthly student data collections, as well as literacy block walk-through data, in order to answer this primary question: Are students growing in reading as a result of the implementation of research-supported structures and practices in our classrooms? In May 2024 (and each May thereafter), the team will review successes and obstacles experienced in the current year's improvement efforts to plan for the following school year and provide recommendations and supports as needed. The Reading Achievement Plan will be updated accordingly.

The district will provide embedded professional development for administrators and teachers. This includes internal and vendor-facilitated workshops for curriculum and Science of Reading, teacher and

administrator coaching, professional development during staff meetings, and staff development days. Key partners include Butler County Educational Service Center, Charter School Specialists (our schools' sponsor), Success for All, Winsor Learning, and the Center for Applied Linguistics.

## 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. 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 18 hours of approved professional development on identifying characteristics of dyslexia and understanding pedagogy for the instruction of students with dyslexia.**

Professional learning for literacy instruction that supports the Reading Achievement Plan will meet the following ESSA criteria for high-quality professional development:

- Sustained: takes place over an extended period of time
- Intensive: focused on Science of Reading and evidence-based literacy instruction
- Collaborative: applies schoolwide, across grade levels and content areas
- Job-Embedded: part of the regular work of instruction and taking place in the teaching and learning environment
- Data-Driven: supported by student performance data and adult practices data
- Classroom-Focused: related directly to teaching practices and classroom learning

<b>Professional Development Focus:</b> Ohio's Dyslexia Support Modules <b>Provider:</b> Ohio Department of Education <b>Timeframe:</b> Spring & Summer 2023	
Participants & Resources	Outcomes/Evaluation
<b>Time:</b> Half-day launch to introduce the modules and allow teachers to get started  <b>Funds:</b> Stipend incentive for early completion (by August 1, 2023)	100% of our K-1 teachers (as required by law), coaches, and administrators will complete the training before the first day of school.  Additionally, at least half of the remaining staff in grades 2-3 will complete the training early, by this August 1.  Course certificates will be submitted as evidence of successful completion of the modules and assessments.

<p><b>Professional Development:</b> Explicit Instruction  <b>Provider:</b> Anita Archer (Safe &amp; Civil Schools conference), district support staff  <b>Timeframe:</b> July 2023, August 2023, and beyond</p>	
Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> Instructional coach, curriculum director</p> <p><b>Materials:</b> <i>Explicit Instruction</i> - book, slides, and other resources provided by A. Archer</p> <p><b>Time:</b> Time in August schedule for initial training for new teachers; time during staff meetings and coaching sessions to work on planning for and executing explicit instruction</p> <p><b>Funds:</b> summer conference and follow-up webinars</p>	<p>Explicit Instruction is systematic, direct, engaging, and has been shown to promote achievement for all students. This professional learning opportunity gives all teachers the tools to implement explicit instruction in any grade level or content area. Training will provide clear guidelines for identifying key concepts, strategies, skills and routines to teach; designing and delivering effective lessons; and providing students opportunities to practice and master new material. Sample lessons and other resources will be shared.</p> <p>District support team members will attend initial training to prepare for ongoing work in the school. It might be possible to send a group of teachers in July 2024.</p>

<p><b>Professional Development Focus:</b> In-person training for the Success for All curriculum  <b>Provider:</b> Success for All Foundation (external), experienced teachers (internal)  <b>Timeframe:</b> August 2023 (initial) and beyond (coaching)</p>	
Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> New teachers and the new principal; 2nd-year teachers also attend</p> <p><b>Time:</b> Requires two full days of initial PD, virtual or in-person; additional dates scheduled for on-site visits throughout the year</p> <p><b>Funds:</b> Must establish a new SFA agreement annually</p>	<p>100% of new teachers and other staff members will complete initial training for the curriculum.</p> <p>100% of teachers will participate in coaching and feedback sessions.</p>

<p><b>Professional Development:</b> Literacy Network*  <b>Provider:</b> SST 10 - Laura Jones  <b>Timeframe:</b> Spring 2023 - Spring 2024</p>	
Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> School and management company administrators</p> <p><b>Time:</b> Periodic webinars typically 3 hours in length</p>	<p>Participants will share information and resources with the school's BLT to inform the development of the Reading Achievement Plan and its implementation. *We participate in these sessions with members from our Region 10 partner school's team.</p> <p>Surveys and discussion consistently indicate this professional learning has been invaluable for informing the literacy planning in the schools.</p>

**Professional Development:** Ohio Improvement Process (OIP) Training: BLT and TBT  
**Provider:** Charter School Specialists (sponsor-provided); Ohio Leadership Advisory Council (OLAC) videos with internal facilitation  
**Date:** 2023-2024

Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> School and management company administrators; instructional coaches; building leadership teams</p> <p><b>Time:</b> Varies</p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>● Become familiar with ODE’s Literacy Plan</li> <li>● Be able to follow the 5-step process</li> <li>● Facilitate or participate in a root cause analysis</li> <li>● Identify ESSA evidence-based practices</li> <li>● Create systems to monitor adult implementation</li> <li>● Utilize resources to successfully implement OIP</li> </ul>

**Professional Development:** Ohio Materials Matter webinar series  
**Provider:** Ohio Department of Education  
**Date:** 2022-2024 (ongoing)

Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> Management company representatives - Chief Academic Officer and Director of Curriculum will participate</p> <p><b>Resources:</b> Materials rubrics</p>	<p>Participants will use the tools and information provided to guide the review of existing curricula and updated curriculum options</p>

**Professional Learning:** RAS Literacy Boot Camp  
**Provider:** EMDG/Richard Allen Schools, Butler County ESC, Center for Applied Linguistics (CAL)  
**Date:** August 2024

Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> Teachers and building leaders</p> <p><b>Time:</b> Approximately one week in August 2024</p> <p><b>Resources:</b> Materials for facilitation; curriculum materials (texts, phonics kits, wall cards, etc.); CAL agreement/modules; contract with BCESC for training and coaching</p> <p><b>Funds:</b> Facilitator stipends, Title III (BCESC, CAL)</p>	<p>All new teachers will participate in reading curriculum launch professional development.</p> <p>All new K-3 teachers will participate in Foundations 101 training.</p> <p>All teachers will participate in workshops on explicit instruction and SIOP strategies (depending on previous training and experience).</p>

**Professional Development:** Ohio Materials Matter webinar series  
**Provider:** Ohio Department of Education  
**Date:** 2022-2024 (ongoing)

Participants & Resources	Outcomes/Evaluation
<p><b>Participants:</b> ESL interventionist</p>	<p>Networking, new learning; contacts to be made</p>

## APPENDICES &amp; REFERENCES

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