March 4, 2024

Dear Superintendent Luelleman:

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

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

Strengths of the Reading Achievement Plan:
- The plan has considered several potential root causes of reading underachievement that are reflected in the plan's goals.
- The action plan map is detailed with clear timelines.
- The plan demonstrates a commitment to supporting instructional practices that are grounded in the science of reading.

This plan will benefit from:
- The plan could benefit from further clarification on but the extent to which the professional development opportunities for teachers can be job embedded.
- The plan could benefit from further consideration for how to measure and monitor incremental progress and milestones as part of achieving the larger goals.
- The plan could benefit from clarifying how the professional development plan will incorporate culturally responsive practices and focus on equity efforts.

The Reading Achievement Plan and this memo will be posted on the Department's website. If South Scioto Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

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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

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Department of
Education &
Workforce

READING ACHIEVEMENT PLAN

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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:

South Scioto Academy

DISTRICT IRN:

008281

DISTRICT ADDRESS:

2200 Winslow Dr.

Columbus, OH 43207

PLAN COMPLETION DATE:

December 21, 2023

LEAD WRITERS:

Stephanie Widner, Jeff Luelleman, Abbie Brewer, Mona Bolding, and Donnell Drake

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 headings marked with an asterisk are required by state law.

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
Stephanie Widner	Chief Academic Officer	South Scioto Academy	swidner@performanceacademies.com
Jeffrey Luelleman	Superintendent	South Scioto Academy	jluelleman@performanceacademies.com
Abbie Brewer	Director of Student Services	South Scioto Academy	abrewer@performanceacademies.com
Mona Bolding	Principal	South Scioto Academy	mbolding@performanceacademies.com
Cortney Pouncey	Academic Coach	South Scioto Academy	cpouncey@performanceacademies.com
Donnell Drake	Director of Diversity	South Scioto Academy	ddrake@performanceacademies.com

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

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 met to discuss the needs of the district and how to best express the needs in the plan. During the development time, the team compiled the data and resources into one document. The team will meet quarterly to discuss progress made in the actions steps of this reading achievement plan. The team will communicate the plan through the district's BLT (building leadership team) and TBTs (teacher based team) at the school level, school-wide newsletters, Title 1 information nights, and with our sponsor, OCCS.

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

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.

South Scioto Academy's Literacy Plan provides goals specifically created to improve the necessary support and tools needed for the improvement of academic achievement for all of our students. Each goal is outlined with a series of action steps required to guarantee its efficacy and success. The plan speaks to the needs of the entire school district, with specific attention paid to implementation in the school, among all grades, with the hope of improving reading and writing of all students across all content areas. The plan will promote the implementation and value of a literacy program that is coordinated between all grade levels in the district. At the heart of this plan is the intention to actively pursue data analysis to guide and inform the plan in its continuing growth and development. The goals of the District Literacy Action Plan are aligned with the goals and CCIP of South Scioto Academy's Theory of Action. The alignment is as follows:

District Literacy Improvement Goals:

Goal 1: Leadership

By winter 2023, the District will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goals and establish responsibilities for implementation.

*Maximize our capacity to collaborate as a coordinated school system and instructional leaders.

Goal 2: Assessment

By spring 2023, the District will have articulated a comprehensive K-8 literacy assessment plan.

Goal 3: Instruction

By 2023, all teachers will implement grade appropriate literacy strategies based on data and driven by the South Scioto Academy curriculum.

- During the summer of 2023, K-8 teachers will initiate development of curriculum maps and pacing guides working with district instructional teammates in The Science of Reading with a completion of August 1st.
- All instructional teachers will participate in district provided curriculum training. They will be coached by district academic and curriculum coaches.

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

Goal 4: Professional Development

By 2024, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

*Develop powerful coordinated professional development program to cultivate the professional skills of all staff.

Goal 5: Intervention

By 2023, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are place on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

*Continue to expand RTI model, including successful interventions to all classrooms by 2023-2024.

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.

Data Analysis:

While overall outcomes demonstrate some evidence of success at South Scioto Academy, the data shows that the school has areas in need of improvement. Overall, 100% of third graders have satisfied the requirements of the Third Grade Reading Guarantee over the past two years, despite only 15.8 % of third graders in spring of 2023 reaching proficient. Additionally, the overall percent of students in grades 3-8 passing the spring reading test has slightly increased from spring 2022 to spring 2023. According to fall 2023 diagnostic testing, 79% of young readers at South Scioto Academy are "on track."   Despite these successes, there is evidence of additional improvement that needs to be made.

Kindergarten Readiness Assessment Data: Fall 2023 results are concerning with only 11.5% of students scoring as "demonstrating readiness, 34.5% scoring "approaching readiness" and 54% scoring in the "emerging readiness" category.

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

Ohio' State Test for English Language Arts Assessment for grades 3-8: Overall, the school has seen no movement in the reading performance indicators of third graders from 15.8% in spring of 2021 to 15.8% in spring of 2023. Spring of 2023 proficiency results by all grade levels for English Language Arts are as follows:

- Third grade – 15.8%
- Fourth grade – 28.6%
- Fifth grade – 57.9%
- Sixth grade – 43.5%
- Seventh grade – 25.0%
- Eighth grade – 44.4%

While the scores are below state averages and not where they should be, there is evidence that grades 4, 5, and 8 exceeded growth expectations while 6th grade MET student growth expectations on the Ohio's State Test for English Language Arts. However, 7th grade students fell short of meeting their growth expectations.

K-3 Reading diagnostics (fulfilled by NWEA MAP): The school continues to see improvement from K-3 diagnostic data. Overall fall 2022, 60.75% of students were "On track" while the percent of "On track" students in fall 2023 increased to 79%. Fall 2023 results by grade level for "On track" students are as follows:

- Kindergarten – 92%
- First grade – 70%
- Second grade – 86%
- Third grade – 68%

Ohio English Language Proficiency Assessment (OELPA): Scores have seen a slight increase from spring 2022 to spring 2023. The spring 2023 scores have 25% of students scoring proficient and 75% in the progressing category.

Alternate Assessment for Students with Significant Cognitive Disabilities: Success was seen in the Alternate Assessments for spring of 2023. 100% of students scored proficient or higher with the breakdowns as follows: 50% scoring advanced and 50% scoring accomplished.

Readiness Benchmarks for grades 3-8: Scores for Readiness Benchmarks in grades 3-8 dropped slightly in 2022-2023 to the previous school year. Overall, 15% of students scored proficient or higher on English Language Arts benchmarks in the 2022-2023 school year. However, the school did see higher proficiency rates on the actual Ohio' State Test for English Language Arts in spring 2023 than what the benchmarks were projecting.

South Scioto Academy's strong math growth fueled an 11 point jump in Performance Index, up to 73.1, in 2023 – above its pre-pandemic level. Growth in reading was only incrementally better, which opens up a strong area of growth. Additionally, a performance gap between boys and girls (53% vs. 43% proficient), is also available for improvement.

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

As shown above, after review of all data points, South Scioto Academy has had some success over the past couple of years as well as some areas for growth. Overall, the school received a "4 Stars" rating from the 2022-2023 school year with a "2 Star" Achievement rating, "5 Stars" in Progress, "5 Stars" in Gap closing, and "1 Star" in Early Literacy.

South Scioto Academy's Strategic Plan for 2023-2024 is to increase reading in 3rd grade (20% proficient), 4th grade (29%), and 7th grade (25%) to 55% each. Additional goals include improving student engagement and outcomes for female students in reading to close the performance gap and earn a 3-Star rating in Early Literacy.

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.

Contributing Factors:

Many factors contribute to the reading performance of some students. Most immediately, 100% of students at South Scioto Academy are economically disadvantaged—a population of students with the largest achievement gap when compared to non-economically disadvantaged students. Additionally, the school is over 95% minority and 2% English Learner—subgroups that also show large achievement gaps compared with a general population of students.

Secondarily, while school attendance is up this year at 86.62% overall compared to 84.8% last year, chronic attendance issues, which affected 58.6% of students last year, is closely correlated with lower student achievement.

These factors are largely shared with the local district, which also received a "1 Star" on its early literacy rating.

Additionally, the school's special education program is not properly addressing the needs of all students qualifying for services. Additional professional supports and staff may be necessary to support those students in reading.

Similarly, the level of preparation for regular classroom teachers is not adequate to meet the reading needs of students. According the 2022-2023 Local Report Card, only 40% of teachers in the 22-23 school year had at least a master's degree. Also 30% of teachers were considered "inexperienced" with no "lead" or "senior" teachers. The lack of teaching staff with superior qualifications and the lack of adequate professional development support for those teachers with at least a bachelor's degree contributed to the reading performance of the school.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

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

Like it is for many urban schools, teacher equity and preparation is a root cause. As stated above, according to the school's Local Report Card, the school has no teachers considered "lead" or "senior." The school's professional development program has not been sufficient to drive adequate performance.

This is also true for the school's special education program, which is not growing its qualifying students at the school's expected rate.

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

Data gathered from classroom walkthroughs and teacher evaluations clarify the specific skill deficits regarding the lack of differentiation and inclusive practices. Parent data, which showed 19% not satisfied with school discipline, demonstrates that the PBIS system needs additional support.

A need for more targeted use of Title funds for professional development and tutoring support is an additional root cause.

Student preparation is a final root cause. With only 11.5% of incoming kindergarten students scoring in the "demonstrating readiness" category on the KRA in the fall of 2023. NWEA MAP data also shows that incoming students are behind in all grades.

South Scioto Academy has achieved significant learning recovery since the end of the pandemic. We expect not only to complete the learning recovery for all students, but to establish new performance benchmarks across the network.

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.

Overarching District Literacy Goal:
By 2025, 75% of all South Scioto Academy students in grades 3-8 will read at or above grade level as measured by approved district and state assessments.

Goal 1: Leadership

By winter 2023, the District will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goals and establish responsibilities for implementation.

Goal 2: Assessment

By spring 2023, the District will have articulated a comprehensive K-8 literacy assessment plan.

Goal 3: Instruction

By 2023, all teachers will implement grade appropriate literacy strategies based on data and driven by the South Scioto Academy curriculum.

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

Goal 4: Professional Development

By 2024, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Goal 5: Intervention

By 2023, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are place on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

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

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

Goal # 1 Action Map

Goal Statement: By winter 2023, the District will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goals and establish responsibilities for implementation.

Evidence-Based Strategy or Strategies:

Develop early literacy skills in K-3 students who lag behind their peers. – Students in grades K-3 who are reading below grade level requires a specific set of practices to improve reading outcomes. Practices include: Dedicated time each day for explicitly guiding students' reading activities; and dedicated time each day for targeted and purposeful instruction in one or more of the core elements of literacy foundations. – **Tier 2, Moderate** – Source: Early Skills and Predictors of Academic Success. (2016). Hanover Research

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Write a comprehensive literacy plan for grades K-8	Implementation of District Literacy Plan by each classroom	Monitoring of District Literacy Plan
Timeline	October 2023-December 2023	Present to 2025	Present to 2025

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Chief Academic Officer, Superintendent	Superintendent and Principal	BLT and DLT
Resources Needed	Collaboration time and meeting space	Collaboration time and meeting space	Time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The Literacy team will meet in order to discuss the literacy plan, collect information and create the reading achievement plan.	Using grade level goals, school and grade level teams will implement strategies to meet common goals weekly using the OIP 5 step process data tracking form. Literacy teams will meet a minimum of four times per year and send measures of success to BLT and DLT quarterly. Training was provided at the beginning of the year on the 5 step process and analyzing student data. The 5 step process is monitored by the BLT and DLT. Coaching and action steps are fluid between the TBTs, BLTs, and DLTs.	BLT and DLT will support grade level and literacy teams, attend literacy meetings, respond to support needed, and collect measures of success. The team will also plan a District Literacy Meeting as needed to review progress and attain goals. Training was provided at the beginning of the year and during a PLC day on the 5 step process and analyzing data. The 5 step process is monitored by the BLT and DLT. Coaching and action steps are fluid between the TBTs, BLTs, and DLTs.
Measure of Success	Completed and submitted reading achievement plan.	Agendas, meeting dates, and reported outcomes, district and state outcomes	Collect data from grade level and building teams, district and state assessments
Description of Funding	General Fund Title II A	General Fund Title II A IDEA B	General Fund Title II A IDEA B
Check-in/Review Date	Completed and submitted reading achievement plan December 2023	Quarterly	Quarterly

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

Goal # 2 Action Map

Goal Statement: By spring 2023, the District will have articulated a comprehensive K-8 literacy assessment plan.

Evidence-Based Strategy or Strategies:

Use formal and informal assessment data to inform academic instruction. – Identify and use assessment that gather the appropriate information for determining and/or adapting instruction. – **Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-2012)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create a comprehensive literacy assessment calendar	Write and implement District Literacy Assessment Plan for schools and grade levels	Monitoring of District Literacy Assessment Plan
Timeline	Completed by July 2023	Present to 2024	Present to 2025
Lead Person(s)	District Literacy Subcommittee	Building Principal and Literacy Team	District Leadership Team
Resources Needed	Collaboration time	Collaboration time	Time, literacy assessment data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The subcommittee will meet, collect information regarding current assessments utilizing 18 months of literacy work and create an assessment calendar	Literacy Data Teams will meet a minimum of four times per year to articulate plan and send measures of success to District Literacy Leadership Team quarterly. Teachers and administrators will administer NWEA assessments twice a year (September and May). Teachers and building administrators will administer state assessments as prescribed by the state to applicable students. Kindergarten teachers will administer the KRA to all kindergarten students within the required state timelines.	The District Literacy Leadership Team will support grade level and building based Literacy Data Teams, attend literacy data meetings, and collect measures of success documentation. The team will also plan District Literacy Data meetings as needed to review progress and attain stated goals.

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

	Action Step 1	Action Step 2	Action Step 3
		Teachers and building administrators will have data folders for each students that include results from grade-level appropriate assessments such as NWEA MAP and OST assessments. Teachers and students will have data walls to track this data throughout the year.	
Measure of Success	Document completed: District Assessment Calendar	Agendas, date meeting dates, and report outcomes through the Literacy assessments; district and state assessments data analysis	Collected data from grade levels
Description of Funding	General Fund Title II A	General Fund Title II A IDEA B	General Fund Title II A IDEA B
Check-in/Review Date	July 2023	Quarterly	Quarterly

Goal # 3 Action Map

Goal Statement: By 2023, all teachers will implement grade appropriate literacy strategies based on data and driven by the South Scioto Academy curriculum.

Evidence-Based Strategy or Strategies:

Implement specific set of core in-school strategies and practices to support reading. – Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to: Direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades; explicit vocabulary instruction for English learners. – **Tier 1, Strong** – Source: School-based Strategies for Narrowing the Achievement Gap. February 2017.

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

Design and provide specific and systemic phonemic awareness and phonics instruction. – To become successful readers, all young students require: Focused and explicit phonemic awareness instruction on one or more skills rather than a combination of three or more; Phonemic awareness instruction in small groups rather than individually or in whole classroom settings; and Systemic phonics instruction to impact children's growth in reading. – **Tier 1, Strong** – Source: Langenberg, D. et al. (1999) National Reading Panel Report. (Online)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure school curriculum is aligned to the OH Curriculum Frameworks for ELA and Literacy	Standardize literacy instruction K to 5 with explicit and systemic instruction of: Phonemic awareness, Phonics, Fluency, Vocab, Comprehension, and Writing	Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice
Timeline	2022-2023 and ongoing throughout the 2023-2024 school year	Begin in August 2022 and ongoing through 2024	Begin in September 2022 and ongoing through 2024
Lead Person(s)	Curriculum director, Curriculum mapping team, and Literacy team members	Principals, Coaches, Teachers, Literacy Specialists	Classroom teachers, coaches, Student Service teachers, Title 1 teachers, ELL teachers
Resources Needed	OH Curriculum Framework, collaboration time, training	Time for and facilitation of PD, Consistent K-8 reading/writing materials	Scope and sequence, professional development, differentiated materials, planning time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Curriculum committee meetings, completion of curriculum maps, maps disseminated to all stakeholders for implementation, collaboration and training from Hamilton County ESC	Provide at least a 120 minute block for core literacy instruction, provide PD to teachers in the five components of reading and data driven instruction	Implement a systemic tiered model of instruction, provide PD opportunities on differentiated instruction and interventions, Regional Student Service Directors are working with teachers to implement tiered intervention services with the school by providing trainings and on-site visits.
Measure of Success	Standards are clearly visible, verbalized, and referenced to	Feedback from PD, student data from formative and summative assessments, observable evidence in	Student data, formative and summative assessments, student engagement,

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

	Action Step 1	Action Step 2	Action Step 3
	enhance student understanding of expectations	classrooms (walk-through forms with post analysis and conference used as a coaching tool, an increase in student writing across all content area that reflects student knowledge and understanding of the content.	observable evidence in classrooms.
Description of Funding	General Fund Title II A	General Fund Title II A Title IV A	General Fund Title II A IDEA B
Check-in/Review Date	Quarterly check-ins from September 2022-2024	Following professional development days; Quarterly from 2022-2024	Quarterly check-ins from September 2022-2024

Goal # 4 Action Map

Goal Statement: By 2024, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Evidence-Based Strategy or Strategies:

Provide professional development and ongoing instructional support to all instructors. – Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional leaving needs for teachers. – **Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Solicit PD needs and requests from Principals and Superintendents	Develop a catalog and calendar of PD offerings	Implement and monitor a consistent cycle of PD based on the needs of the district, including literacy needs
Timeline	June 2023	August 2023	2022-2024

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Superintendent, Principals, Leadership team, Literacy team, and Instructional Team	Superintendent, Principals, Leadership Team, Literacy Team, Instructional Team, Coaches, Staff	Superintendent, Principals, Leadership team, Instructional Team, Coaches
Resources Needed	List of PD needs and Time	Calendar, Catalog, Time, and Resources	Presenters, Money-PD budget, Time, Electronic Evaluation form to assess PD
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Principals will fill out form outlining building/District needs, Instructional team will analyze data for trends	Share calendar with stakeholders; Principals and building leaders get school calendar approval from school committee; write course offerings, solicit providers with stakeholders input; Assign PD courses	Collect data, reflect on and assess information to develop a new cycle of PD based on the needs of teachers and district goals.
Measure of Success	List of PD needs catalog	Catalog and Calendar	Changes in classroom instruction, improved student achievement, and improved climate and culture in buildings.
Description of Funding	Title 1 A	Title 1 A	Title 1 A
Check-in/Review Date	June 2023	August 2023	Annually 2022-2024

Goal # 5 Action Map

Goal Statement: By 2023, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are place on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

Evidence-Based Strategy or Strategies:

Instructional Coaching is an effective model of school-based professional development. – The effects of instructional coaching are not thought to be immediate but transform pedagogy over time. – **Tier 2, Moderate** – Source:

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

Teemant. A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v40(5), pp.574-604. DOI: 10.1177/0042085913491362

Use formal and informal assessment data to inform academic instruction. – Identify and use assessments that gather the appropriate information for determining and/or adapting instruction. – **Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

Provide professional development and ongoing instructional support to all instructors. – Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional leaving needs of teachers. – **Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify current interventions used with students on Reading Improvement and Monitoring Plans (RIMPs) district wide and site level	Develop goals to provide district wide intervention services for students on Reading Improvement and Monitoring Plans (RIMPs)	Maintain a professional development plan to train teachers and reading specialists on identified interventions for students on Reading Improvement and Monitoring Plans (RIMPs)
Timeline	August 2023	December 2023	May 2024
Lead Person(s)	Leadership team, Instructional team, Director of Student Services, Principal, Coaches	Leadership team, Instructional team, Director of Student Services, Regional Student Services Director, Principal, Coaches	Leadership team, Instructional team, Director of Student Services, Principal, Coaches
Resources Needed	N/A	N/A	Intervention and training materials for schools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Create spreadsheet identifying current interventions used district wide and at each site	Collaborate with district literacy coaches to identify interventions to implement district wide and at specific sites bases on student need, increase oversight and accountability of Title and ELL teachers, create guidelines for entry and exit into Title programming, enforce use of various data tracking tools	Work with each site to identify intervention needs, offer trainings, and support through district coaches

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

	Action Step 1	Action Step 2	Action Step 3
		such as MAP data walls, data folders, etc.	
Measure of Success	Develop a spreadsheet identifying interventions	Create a timeline and proposal for implementation	Monitor use of interventions identified in RIMPs by attending data meetings and analyze student data to identify specific interventions
Description of Funding	General Fund IDEA B Title II A	General Fund IDEA B Title II A	General Fund IDEA B Title II A
Check-in/Review Date	December 2023	March 2024	Annually in the spring for budgetary purposes

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.
Assessment:
The district will collect data on all Kindergarten - 8 students following the assessment calendar. (Appendix)

Reporting Methods:
The District Literacy Leadership Team will provide an annual report to South Scioto Academy.

Committee:
The District Literacy Team has shared its progress through staff meetings and professional development opportunities. It is the intention of the District Literacy Team to share its progress using digital newsletters and the district's website. TBT meetings occur weekly (the five literacy components are addressed at least once a month) and reports are submitted to the BLT each week. The BLT reviews each TBTs reports on a monthly basis.

Goal Updates:

Goal 1-
Accomplishments: Reading Achievement Plan has been created and will be submitted before December 31, 2023. Training has occurred on the 5-step process for teachers.
Next Steps: Continue implementation of updated Reading Achievement Plan.

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

Goal 2-
Accomplishments: Assessment calendar was implemented with fidelity.
Next Steps: Continued analysis of literacy data per the assessment calendar.

Goal 3-
Accomplishments: Director of Student Services and Regional Directors have worked to oversee full use of Title services, through the use of an updated classroom walk through tool.
Next Steps: Implement changes suggested by Student Services Director and Regionals aligned with the Reading Achievement Plan and student data.

Goal 4-
Accomplishments: Teachers have a variety and choice of professional development options based on need and teaching experience.
Next Steps: Continue to seek feedback and use results to plan future professional development.

Goal 5-
Accomplishments: Hiring of Student Services Director and Regional Directors for added oversight of title, RIMPs, and ELL services.
Next Steps: Continue to cement qualifications for students to enter and leave tired support systems. Continue quarterly monitoring of Reading Improvement and Monitoring Plans (RIMPs) for students currently on and students that were on one previously.

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

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.

District Expectations for strategies to support all students:
*120 minutes of core reading instruction daily
*Small group instruction
*Reduced Student/Teacher Ratios- class sizes are the average of 18:1
*Extended school day - classes are from 8am-4pm daily
*Direct phonics instruction given in grades K-3
*Students on Reading Improvement and Monitoring Plans are given individualized plans the meet each learner's individual's needs.
*NWEA MAP data is analyzed to determine core needs for instruction and tiered intervention in the areas of vocabulary acquisition and use, literature, and informational text, foundational skills, and language and writing.

Evidenced-Based Strategies:

The five major components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) are embedded within our research based curriculum which includes: (Within the parentheses below, each piece of curriculum is identified by its instructional purpose. (Core, supplemental, and used with students on RIMPs)) (See Appendix B for additional information regarding curriculum program components)

Phonics- HMH Into Reading (grades K-5) and HMH Into Literature (grades 6-8) (core, all students), Lexia Core 5 (supplemental, used with students on RIMPs), NEWSELA (supplemental, grades 2-5), Science A to Z (supplemental, used with students on RIMPs), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), and Edmentum's Study Island (supplemental, used with students on RIMPs).

Phonemic Awareness- HMH Into Reading (grades K-5) and HMH Into Literature (grades 6-8) (core, all students), Lexia Core 5 (supplemental, used with students on RIMPs), Science A to Z (supplemental), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and The Phonics Dance (supplemental, used with students on RIMPS.)

Vocabulary- HMH Into Reading (grades K-5) and HMH Into Literature (grades 6-8) (core, all students), Lexia Core 5 (supplemental, used with students on RIMPs), NEWSELA (supplemental, grades 2-5), Science A to Z (supplemental,

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

used with students on RIMPs), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and Time for Kids (supplemental, used for students with RIMPs), Triumph's Performance Coach (supplemental) , and SAVVAS Interactive Science (core).

Fluency- HMH Into Reading (grades K-5) and HMH Into Literature (grades 6-8) (core, all students), Lexia Core 5 (supplemental, used with students on RIMPs), NEWSELA (supplemental, grades 2-5), and Science A to Z (supplemental, used with students on RIMPs).

Comprehension- HMH Into Reading (grades K-5) and HMH Into Literature (grades 6-8) (core, all students), Lexia Core 5 (supplemental, used with students on RIMPs), NEWSELA (supplemental, grades 2-5), Science A to Z (supplemental, used with students on RIMPs), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and Time for Kids (supplemental, used for students with RIMPs), Triumph's Performance Coach (supplemental) , and SAVVAS Interactive Science (core).

The professional development which has occurred to support these five major components of reading include, but are not limited to: HMH Into Reading and HMH Into Literature representatives in-person training, Lexia Core 5 and Power Up training from Curriculum Director, Interactive Science training, Study Island training, Responsive Classroom training, and Hamilton County Educational Service Center delivery on learning targets and state standards.

(For more information, see Action Map Goal #3, Action Step 2)

(For more information, see Action Map Goal #5, Action Step 1)

(For more information, see Action Map Goal #5, Action Step 2)

The below strategies will be used in classrooms to meet student's specific needs. These strategies include Marzano strategies which will support the growth of our students on reading improvement and monitoring plans.

*activating prior knowledge - Students are unable to understand what they are reading without thinking about what they already know. Students will develop their schema (previous experiences, knowledge, emotions, and understanding) to understand how it has an effect on their learning. Students will be taught to use their schema to help develop their reading skills.

*questioning - Teaching students to ask questions while reading will allow them to understand the text better. We will teach our students to ask questions before, during, and after reading. Our students will be taught to use questions to increase comprehension.

*making inferences- Students will be taught to draw conclusions about what they read. Teaching students to make inferences will allow them to understand the deeper meaning of the text being read. We will teach students to take what they already know (schema) and combine it with what's in the text to form inferences about deeper meanings or ideas in the reading.

*visualizing - Students will be taught to create mental images of what they read in the text. Research shows that when readers create mental images in their head while reading, the level of engagement increases.

*determining importance- Students will be taught to determine the important information in the text. They will determine the purpose for reading the information, this will guide them in determining the important information. It will be important

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

for students to filter the important from the non-important information. Determining this will allow students to better answer questions and comprehend the information

*summarize and synthesize information - Students will be taught to sift through all of the information in a text to provide the most important ideas and a general idea of what was read. Students will be taught to take what was read and combine with previous knowledge. Students will then form their own opinion about the information read.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

District Expectations:

South Scioto Academy will ensure the proposed strategies in the South Scioto Academy Literacy Action Plan are effective by:

1. Communicating consistently during TBT and BLT meetings using the OIP process, that literacy is a priority, Kindergarten-8th grade, at each grade level and in all content areas every day.

2. Administrating of assessments such as the NWEA-MAP twice a year, Ohio State Readiness Checkpoints and Benchmarks, and state mandated tests as outlined in the South Scioto Academy Assessment Calendar.

3. Implementation and monitoring of district mandated reading program and literacy strategies by professional development opportunities and monitoring through lesson plans and teacher learning walks.

4. Utilization of completed teacher surveys after professional development with analysis of the data to drive future professional development opportunities.

South Scioto Academy will ensure the proposed strategies will show progress on the Reading Achievement Plan by having data teams analyze NWEA-MAP, Ohio State Readiness Checkpoints and Benchmarks, and state testing results to ensure that reading strategies are showing progress.

South Scioto Academy will ensure the proposed strategies will improve upon strategies utilized during the two prior consecutive school years by:

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

1. Evaluating staff schedules to maximize effective use of staff to achieve literacy goals by implementing change in these schedules.

2. Ensuring the sustainment and monitoring of the district mandated reading program and literacy strategies that were implemented the last two consecutive years.

3. Analysis of NWEA-MAP, Ohio State Readiness Checkpoints and Benchmarks, and state testing results.

4. Sustaining consistent building literacy teams and continuing literacy discussions across building and district levels as outlined in this plan by monitoring of TBT, BLT, and DLT notes and communications.

5. Will perform an annual needs-assessment to identify the schools target areas and goals needed and how they connect with current data trends.

6. Adult indicators linked to prior school years are examined annually when updating and adjusting action steps as indicated in the South Scioto Academy District Reading Achievement Plans goals.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

District Supports:

- South Scioto Academy and its building principal will provide the necessary training, and resources for all new interventions and assessments as called for by the South Scioto Academy Literacy Action Plan.

- South Scioto Academy and its building principals will utilize the professional development calendar to allow for District Literacy Team meetings and other needs as called for by South Scioto Academy District Literacy Action Plan.

- Teachers were provided the opportunity to have a variety of different trainings including; trainings in tiered interventions, the five major components of reading, and individualized specific training from Student Services and the Leadership Team.

- Academic and curriculum coaches provide embedded training to teachers throughout the school year.

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

- During TBTs and cross-curricular meetings, time to review strategies based on the five components of reading are completed and monitored.

- Formal and informal conversations are encouraged among peers to get advice on strategies and improving practices within the classroom.

- All required teachers will have completed the 18 hours of approved Dyslexia training by the end of January 2024.

- South Scioto Academy's curriculum of *HMH Into Reading* and *Into Literature*, is based around the Science of Reading ideals.

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

Appendix A: South Scioto Academy 2023-2024 Assessment Calendar (For more information, see Action Map Goal 2, Action Step 1)

8/16/23 through 9/15/23 - State Kindergarten Readiness Assessment
8/16/23 through 9/30/23 – Kindergarten Speech/Language Screening
9/5/23 through 9/29/23 - State K-3 State Reading Diagnostic fulfilled with NWEA MAP
9/5/23 through 9/29/23 - NWEA-MAP Growth Assessments in Reading and Mathematics – Grades K-8
9/5/23 through 9/29/23 – NWEA MAP Reading Fluency (Adaptive Oral Reading) K-3
10/17/23 through 10/23/23 – Ohio State Tests – 3rd Grade English Language Arts
1/18/24 through 1/31/24 – Readiness ELA Benchmark Assessments – Grades 3-8
1/22/24 through 1/26/24 – English Language Arts NWEA MAP Assessment – 3rd Grade
1/29/24 through 3/22/24 – Ohio English Language Proficiency Assessment (OELPA)
2/1/24 through 2/14/24 – Readiness Mathematics Benchmark Assessments – Grades 3-8
2/26/24 through 4/19/24 – Alternate Assessments
4/1/24 through 4/22/24 – English Language Arts Ohio State Tests – Grades 3-8
4/22/24 through 5/10/24 – Mathematics Ohio State Tests – Grades 3-8
4/22/24 through 5/10/24 – Science Ohio State Tests – Grades 5 & 8
5/13/24 through 5/23/24 – NWEA MAP Growth Assessments in Reading and Mathematics – Grades K-3
5/13/24 through 5/23/24 – NWEA MAP Reading Fluency (Adaptive Oral Reading) K-3

Appendix B: Curriculum Program Components:

* HMH Into Reading and HMH Into Literature addresses the five key areas of Reading. Students will begin instruction in these key areas so they understand not just how to read and write, but the meaning and purpose of what they are learning:
   • Phonemic Awareness
   • Phonics
   • Fluency
   • Vocabulary
   • Comprehension
 HMH Into Reading/Literature:
   • Lays the foundation of reading skills
   • Provides texts that build knowledge
   • Builds confident readers and writers
   • Provides online practice to reinforce foundational reading skills and vocabulary
   • Students benefit from culturally relevant and diverse texts
   • Provides assessment data for teachers to offer differentiated instruction
   • Bolsters instruction with technology resources

* Lexia Core 5 (grades K-5) and PowerUp Literacy (grades 6-8) – a research proven program that builds on the Science of Reading to accelerate the literacy skills for all students, helping them make the switch from learning to read over to reading to learn. Key features:
   • Students are able to follow an individualized learning path based off of their 3 step adaptive blended learning model.
   • Performance data is easy to access and interpret.
   • By providing real time data and action plans, we are able to identify student risk levels faster.
   • All students from at risk to on level, are provided a structured approach to the five areas of reading.
   • Students are able to access the program from school or home, very compatible across different devices.

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

*Edmentum's Study Island -
- Practice built from Ohio's state standards
- Interactive lessons and activities
- Real time progress monitoring
- Built in remediation
- Technology-enhanced item types
- Benchmarks for learning

*NWEA MAP - MAP® Growth measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. MAP Growth reports transform raw data into insights that help educators take action: Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.
NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. Every question on a MAP Growth assessment is calibrated to our RIT scale. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career.

* Newsela - provides content rich literacy instruction. It uses diverse, real world content with standards based assessments and lessons. Newsela engages our students with the following:
- Informational texts: Developmentally appropriate news articles written by professional journalists provide students with the opportunity to analyze author's craft and purpose, using content developed specifically for them
- 21st-century reading: Support for blended classrooms with access to both digital and print articles
- Standards-Aligned Lessons: lessons aligned to the state learning standards
- Vocabulary: Embedded vocabulary resources support students in building their understanding of Tier 2 words
- Assessments: Formative and summative assessments help gauge student mastery of skills and concepts taught during each lesson and help prepare students for common types of assessment questions
- Rich media: a rich archive of photographs and videos help build background knowledge and create a more engaging learning experience with
- Relevant reading: Articles connect to curriculum content topics, increasing the relevance and timeliness of your curriculum
- Content-area reading: Connecting daily curriculum to daily current events allow students to learn about compelling topics as they read relevant texts in science, social studies, and other subject areas

*EPS Coach Digital Compass- Coach Digital Compass allows teachers to implement lessons in a variety of ways and reinforces Common Core instruction. Many examples are provided to students in order to solidify understanding. Practice tests mirror question types that will be seen on the state assessments and simulates what students will see online. Coach Digital Compass is ongoing instruction throughout the year.

Coach Digital Compass reinforces necessary skills and instill confidence in students:
• Practice questions culminate with a performance task for exposure to all question types
• Review of comprehension skills provided for both literary and informational texts
• Rigorous writing and listening practice including informative, narrative, and argumentative texts
• Resources for teachers to differentiate or extend instruction including ELL support and journal prompts

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

• Plenty of tools to save time including rubrics, test complexity details, answer keys, and ways to integrate digital connections

*SAVVAS Interactive Science – a fun and engaging classroom experience that brings hand-on learning and technology to the classroom that will allow students to think like engineers. The material provides research based practices rich in literacy and problem based activities to facilitate learning that builds on critical thinking skills. Key features:
- Holistic teaching program that incorporates reading and writing.
- A confident approach to STEM activities.
- Scaffolded inquiry experiences
- Consistent with the Next Generation Science Standards

Appendix C: Professional Development Calendar

August 7-9, 2023 - Professional Development Days
September 22, 2023 – Professional Development Day
October 27, 2023 - PLC Day
November 9-10, 2023 – Professional Development Days
January 16-17, 2024 - Professional Development Days
February 9, 2024 - PLC Day
March 8, 2024 - PLC Day

(Other professional development days vary based on individual needs)
(Other dates throughout the school year are included for administrative staff, special education staff, and Title 1 teachers)
(See Action Map Goal #4, Action Step #2)

Appendix D: Action Map Calendar
Quarterly - agendas, data meeting dates, and reported outcomes through the Literacy assessments; district and state assessments data analysis

Quarterly - collected data from grade-level

Present – 2024 - Write and implement District Literacy Assessment Plan schools and grade levels

Present to 2025 - Implementation of District Literacy Plan by each classroom

Present to 2025 - Monitoring of District Literacy Plan

Present – 2025 - Monitoring of District Literacy Assessment Plan

2022-2024 - Implement and monitor a consistent cycle of PD based on the needs of the district, including literacy needs

Begin in August 2022 and ongoing through 2024 - Standardize literacy instruction K to 5 with explicit and systematic instruction of: Phonemic awareness, Phonics, Fluency, Vocab, Comprehension and Writing

September 2022-2023 (ongoing through 2023-2024 school year) - Ensure school curriculum is aligned to the OH Curriculum Frameworks for ELA and Literacy

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

Begin in September 2022 and ongoing through 2024 - Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice

October 2023 - December 2023 - Write a comprehensive literacy plan for grades K-8

September 2023 - Identify current interventions used with students on Reading Improvement and Monitoring Plans (RIMPs) district wide and site level

December 2023 - Develop goals to provide district wide intervention services for students on Reading Improvement and Monitoring Plans (RIMPs)

June 2023 - Solicit PD needs and requests from Principals & Supervisors

June 2023 - Create a comprehensive literacy assessment calendar

June 2023 - Document: District Assessment Calendar

August 2023 - Develop a catalog and calendar of PD Offerings

May 2023 – June 2025 - Maintain a professional development plan to train teachers and reading specialists on identified interventions for students on Reading Improvement and Monitoring Plans (RIMPs)

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