



March 22, 2024

Dear Superintendent Cordella:

Thank you for submitting the SunBridge Schools 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:

- A focus on high quality professional learning around curriculum materials this year.
- Next year, TBTS will be in a structure to drill down with data.
- Root cause analysis is addressing absenteeism.

This plan will benefit from:

- Consider drilling down more with data to analyze tier 1 core instruction with all literacy components.
- Consider how you will increase a comprehensive system with data-based decision rules in an MTSS process.
- Consider what other measures of success beyond walk throughs and monthly meeting notes could be used to show successful adult implementation data.

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

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: SunBridge Schools

DISTRICT IRN: 013175

DISTRICT ADDRESS:

2729 124th Street

Toledo, Ohio 43611

PLAN COMPLETION DATE: 12/12/2023

LEAD WRITERS: Joe Cordella- Superintendent, Allison Fillous- Lead Teacher, Hannah Porter- Lead Teacher, Audrey Thomas- Special Education Director

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Joe Cordella	Superintendent	SunBridge Schools	Joe@sunbridgeschools.org
Allison Fillous	Lead Teacher	SunBridge Schools	afillous@sunbridgeschools.org

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

Name	Title/Role	Location	Email
Audrey Thomas	Special Education Director	SunBridge Schools	athomas@sunbridgeschools.org
Hannah Porter	Lead Teacher	SunBridge Schools	hannah@sunbridgeschools.org

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

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

The Community School Leadership Team (CSLT) endeavored to develop the following Reading Achievement Plan through a thorough analysis of assessment data, curriculum resources, instructional supports, and use of evidence based instructional practices in the classroom. Furthermore, the CSLT conducted a root cause analysis to determine an area of greatest need. This plan was developed to align with our Community School Improvement Plan and our OIP. Monitoring of our Reading Achievement Plan will include the analysis of NWEA MAP assessments, formative assessments, screeners, state assessment results, walk-through data, and our CSLT and RTI meeting notes. This plan will be reviewed with our teachers monthly. The plan will be shared on our school website and at a Board meeting.

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

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

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

The following Reading Achievement Plan for SunBridge Schools is aligned to our continuous improvement efforts as outlined in our Community School Improvement Plan (CSIP) and Ohio Improvement Plan (OIP). All SunBridge Schools improvement plans focus on improving the foundational reading skills of all students through increased professional development, targeted interventions, and an emphasis on strengthening tier one instruction in the classroom.

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

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

Kindergarten Readiness Assessment Language and Literacy (% on track)			
2019-2020	2020-2021	2021-2022	2022-2023
24%	54%	29%	85%

Ohio State English Language Arts Assessment- AIR Assessment (% proficient)			
	2020-2021	2021-2022	2022-2023
3rd grade	7%	10%	11%
4th grade	0%	17%	9%
5th grade	16%	16%	19%
6th grade	0%	9%	2%

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Overall MAP Growth: Reading K-2, 2-5, 6+ (% below average)				
	Fall 2022	Winter 2023	Spring 2023	Fall 2023
Kindergarten	30%	37%	56%	38%
1st grade	74%	76%	86%	69%
2nd grade	75%	75%	80%	72%
3rd grade	72%	88%	82%	69%
4th grade	72%	76%	70%	81%
5th grade	87%	74%	93%	71%
6th grade	65%	79%	83%	81%

Kindergarten MAP Growth: Reading K-2 (% below average)					
	Overall	Language & Writing	Literature & Informational	Foundational Skills	Vocabulary Use & Functions
Fall 2022	30%	28%	38%	51%	20%
Winter 2023	37%	37%	42%	37%	43%
Spring 2023	56%	53%	53%	67%	62%
Fall 2023	38%	34%	29%	60%	51%

First MAP Growth: Reading K-2 (% below average)					
	Overall	Language & Writing	Literature & Informational	Foundational Skills	Vocabulary Use & Functions
Fall 2022	74%	71%	77%	64%	58%
Winter 2023	76%	69%	56%	72%	72%
Spring 2023	86%	62%	82%	65%	79%
Fall 2023	69%	67%	64%	81%	61%

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Second MAP Growth: Reading K-2 (% below average)					
	Overall	Language & Writing	Literature & Informational	Foundational Skills	Vocabulary Use & Functions
Fall 2022	75%	67%	69%	64%	67%
Winter 2023	75%	73%	81%	68%	73%
Spring 2023	80%	83%	85%	75%	75%
Fall 2023	72%	75%	70%	67%	59%

Third MAP Growth: Reading 2-5 (% below average)						
	Overall	Vocabulary: Acquisition & Use	Informational Text: Language, Craft, & Structure	Literary Text: Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2022	72%	72%	75%	77%	79%	74%
Winter 2023	88%	81%	83%	74%	76%	71%
Spring 2023	82%	79%	71%	79%	79%	71%
Fall 2023	69%	76%	69%	39%	67%	35%

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

Fourth MAP Growth: Reading 2-5 (% below average)						
	Overall	Vocabulary: Acquisition & Use	Informational Text: Language, Craft, & Structure	Literary Text: Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2022	72%	61%	67%	70%	69%	64%
Winter 2023	76%	71%	76%	71%	68%	67%
Spring 2023	70%	61%	70%	63%	73%	64%
Fall 2023	81%	81%	76%	75%	81%	78%

Fifth MAP Growth: Reading 2-5 (% below average)						
	Overall	Vocabulary: Acquisition & Use	Informational Text: Language, Craft, & Structure	Literary Text: Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2022	87%	70%	84%	70%	83%	67%
Winter 2023	74%	65%	77%	70%	77%	69%
Spring 2023	93%	89%	74%	59%	74%	75%
Fall 2023	71%	66%	66%	71%	72%	78%

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

Sixth MAP Growth: Reading 6+ (% below average)						
	Overall	Vocabulary: Acquisition & Use	Informational Text: Language, Craft, & Structure	Literary Text: Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure
Fall 2022	65%	58%	58%	64%	75%	61%
Winter 2023	79%	70%	64%	68%	71%	62%
Spring 2023	83%	60%	86%	66%	83%	71%
Fall 2023	81%	58%	84%	77%	62%	69%

Reading achievement is a significant area of concern across all grade levels at SunBridge Schools. The lack of foundational knowledge is noted through second grade where, according to the MAP Growth Reading assessment, 60% of kindergarteners, 81% of first graders, and 67% of second graders demonstrated below average performance in the foundational knowledge subset. According to Ohio’s Plan to Raise Literacy Achievement, “without early interventions, these learners will continue to struggle as they progress through the early elementary years” (2018). Additionally, more than half of all SunBridge School students demonstrate below average achievement across all areas of the MAP Growth Reading assessment. Approximately 10% of students in grades 3-6 have achieved proficiency on the Ohio State Reading Assessment.

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.

External factors contributing to low reading achievement at SunBridge Schools:

- Absenteeism: SunBridge has identified factors that may contribute to a student's absenteeism and have attempted to provide support to families to offset these challenges and encourage increased school attendance. Supports include door-to-door bus pick-ups for many students, phone calls from the transportation staff to remind students of their pick up times, food donations, and clothing donations. Our Community Liason, teachers, and administration maintain contact with the families of chronically absent students to encourage improved attendance and to gain an understanding of the correlation between attendance and school achievement.
- Transiency- In the 2018-2019 school year, almost 20% of the students in grades K-3 attended SunBridge for less than a year.
- Economic Disadvantage- Approximately 84% of the students at SunBridge identify as economically disadvantaged. As cited in Ohio’s Plan to Raise Literacy Achievement, “poverty is linked with initial literacy exposure and without early intervention, the disparities evident in these early years will widen and impact every aspect of a child’s trajectory in language and literacy competency” (2018).
- School Readiness- 15% of all kindergarten students entering during the 2023-2024 school year and 71% of all kindergarten students entering during the 2022-2023 school year were identified as not on track according to the Kindergarten Readiness Assessment.

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Internal factors contributing to low reading achievement at SunBridge Schools:

- High Quality Professional Development- Historically, access to professional development has consisted of one-time trainings that do not encourage deep understanding and implantation of newly taught or reviewed instructional practices. SunBridge recognized that effective professional development programs are systematic, sustained, and collaborative efforts that brings about lasting change in the classroom and the minds of educators.
- Consistent implementation of Evidence Based Instructional Practices- While staff have been provided initial trainings in evidence based instructional practices, schedule changes, lack of staff, student absences, and inconsistent assessment of student progress have hindered the full implementation of these practices.

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.

SunBridge Schools has seen a significant increase in absenteeism among all grade levels and with students with disabilities. High absenteeism rates are correlated with low achievement growth students. SunBridge Schools currently adheres to all HB 410 requirements as related to absenteeism, however, increased support for families to improve school attendance is needed. SunBridge staff should establish procedures for quickly identifying students who have been absent from school prior to reaching absenteeism thresholds. All staff should receive training in identifying and supporting students in danger of becoming chronically absent.

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.

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Overall Goal:
Increase the percentage of students meeting or exceeding proficiency levels as measured by the Ohio English Language Arts Assessment to 25% by the end of the 2025-2026 school year.
Kindergarten Sub Goal
By the end of the 2025-2026 school year, 65% of all kindergarteners will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading Assessment.
1st Grade Sub Goal:
By the end of the 2025-2026 school year, 40% of all 1st graders will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading assessment.
2nd Grade Sub Goal:
By the end of the 2025-2026 school year, 50% of all 2nd graders will demonstrate average or above average expectations in the foundational skills area on the NWEA MAP Growth: Reading assessment.
3rd Grade Sub Goal:
By the end of the 2025-2026 school year, 65% of all 3rd graders will demonstrate average or above average expectations on the overall NWEA MAP Growth: Reading assessment

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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:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement evidenced based instructional practices with fidelity to support the development of foundational reading skills.	Utilize data from assessments (NWEA MAP, NWEA Fluency) to evaluate progress and refine or revise instructional strategies.	Identify students who are not meeting the benchmark expectations and provide additional supports through targeted tier 2/3 interventions and/or RIMPs
Timeline	2024-2025	2025-2026	2025-2026
Lead Person(s)	Lead Teachers Superintendent	Lead Teachers Superintendent	Lead Teachers Superintendent
Resources Needed	On-going professional development CKLA training Collaboration Time	Literacy Assessments and Screeners	RTI plan Collaboration Time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	By January 2025, all K-6 staff will be provided with training in CKLA reading. Students will receive instruction in both whole group and small group setting to adapt to individual student needs.	Teacher based teams will review all assessment data three times per year to determine the effectiveness of the instructional strategies. Mid-cycle reviews of formative data will be conducted at monthly teacher meetings to make adjustments in whole group or small group instruction in a timely manner to positively affect student	The RTI coordinator will meet monthly with Teacher Based Teams to review the progress of students who are not responding to sustained tier 1 instruction. Teams will then determine additional instructional supports to meet individual student needs across the continuum.

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

	Action Step 1	Action Step 2	Action Step 3
		learning. The Community School Leadership Team will review data to determine the effectiveness of the instructional practices and needs for additional professional development or classroom support.	
Measure of Success	Walk-through data Monthly meeting notes	NWEA MAP assessments	Students will progress through the tiers of support as reported by monthly monitoring meetings. NWEA MAP assessments
Description of Funding	ESSER funds	General Operating Costs	General Operating Costs
Check-in/Review Date	Three times per year, during Fall/Winter/Spring assessments	Three times per year, during Fall/Winter/Spring assessments	Three times per year, during Fall/Winter/Spring assessments

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

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

Monitoring:

Progress will be measured using the NWEA MAP Growth: Reading assessment. The assessment will be administered three times a year (fall, winter, spring). Progress will also be monitored using IMSE Orton-Gillingham screeners and PAST screeners administered three times per year (fall, winter, spring).

Measuring:

The data will be reviewed by the Community School Leadership Team after each benchmarking period to adjust implementation of strategies accordingly.

Reporting:

Progress will be reported by the Community School Leadership Team following each benchmarking period. Parents will be notified of their individual student's progress following each benchmarking period through a RIMP or assessment report.

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SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

Orton-Gillingham- Students will receive instruction utilizing Orton-Gillingham instructional strategies. Each Orton-Gillingham lesson will be provided using a systematic approach to introduce phonemic awareness, fluency, and vocabulary instruction. Each lesson is taught using explicit instruction that includes modeling and guided practice.

The National Reading Panel has indicated that teaching “children to manipulate phonemes in words was highly effective across all the literacy domains and outcomes” (2000). Additionally, the National Reading Panel stated that phonics instruction produces the biggest impact on growth in reading when it begins in kindergarten or 1st grade before children have learned to read independently” (2000). Thus, our focus on phonics instruction through a systematic Orton-Gillingham approach in the early grades is paramount to improving the reading levels of our students at SunBridg Schools.

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.*

Be Effective:

These goals and strategies align to our Community School Improvement Plan. The Leadership Team at SunBridg Schools will continue to ensure the effectiveness of this plan by providing instructional supports including resources and materials needed to fully implement the instructional strategies. The Leadership Team will ensure that adequate time is provided each day for instruction, tiered supports, and teacher collaboration and professional development.

Show Progress:

Progress will be demonstrated by analyzing and monitoring data including: NWEA MAP Growth Reading assessments,

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IMSE Orton-Gillingham screeners, PAST screeners, RIMPS, Teacher meeting notes, and RTI meeting notes.

Improve Upon Strategies Utilized During the Two Prior Consecutive School Years:

In previous years, SunBridge Schools had explored the implementation of Orton-Gillingham by training K-3 staff members. As we have endeavored to improve our growth, we have determined that all staff implementing these instructional practices with students should receive direct on-going professional development to ensure fidelity in employing each strategy. Furthermore, we have continued to refine our schedule and use of instructional aides, intervention specialists, and reading specialists to provide meaningful instruction across the continuum of support.

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.**

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
CKLA Training	Fall 2024-Spring 2025	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
CKLA Training	Teachers will utilize CKLA with fidelity. Teachers will collaborate to ensure fidelity of implementation. Implementation will be monitored through walk-through data and teacher meeting notes.

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

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.
CKLA training- all staff will receive professional development of the CKLA curriculum. Follow up observations will be conducted by school administration. Monthly meetings will be held to discuss the implementation of the curriculum.
Intensive: Focused on a discrete concept, practice or program
The above training opportunity is focused on one skill to be implemented in the classroom. Collaboration time will be dedicated to the improvement of each specific practice.
Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding
Weekly, monthly, and quarterly meetings will focus on the above professional development to allow for ample collaboration time among staff members utilizing these practices.
Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
The CKLA curriculum will be utilized daily to improve foundational reading skills among our students. Walk through observations will monitor the implementation of each practice.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their strategies.
Qualitative data from early implementation of the CKLA curriculum have indicated positive results. Our staff is eager to build upon these early successes by gaining a full understanding of the curriculum and collaborating to implement them with fidelity.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.
The professional development selected was chosen to provide our teachers with instructional practices that they can utilize in the classroom to improve the foundational reading skills of our

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APPENDICES

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

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