



March 22, 2024

Dear Superintendent Emerson:

Thank you for submitting the The Brilliance School 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:

- Adult Implementation goals are SMART
- Equity is a priority throughout the plan’s contents
- Clear process and methods for implementing the plans strategies

This plan will benefit from:

- Include subtests or data about foundational skills to inform goals and strategies.
- Include content experts in the development of the plan. This would include reading teachers, instructional coaches, intervention specialists, etc.
- Include an action plan map for all measurable student goals. Only one action plan map was included for one goal.
- Include information about which professional development program will be conducted for teachers.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If The Brilliance School 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:

The Brilliance School

DISTRICT IRN:013170

DISTRICT ADDRESS:

10608 Penfield Ave, Garfield Heights, OH 44125

PLAN COMPLETION DATE:

January 23rd 2024

LEAD WRITERS:

Principal, Yuri Thornton

Superintendent, Marshall Emerson

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

| Name | Title/Role | Location | Email |
|------------------|---------------------|-----------------------|--|
| Yuri Thornton | Principal | The Brilliance School | ythornton@thebrillianceschool.org |
| Daughn Studamire | Assistant Principal | The Brilliance School | daughn.studamire@thebrillianceschool.org |

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

| Name | Title/Role | Location | Email |
|------------------|----------------|-----------------------|--|
| Marshall Emerson | Superintendent | The Brilliance School | marshall@aiceducationpartners.com |
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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.

Developing the Reading Achievement Plan:

a. Assessment:

- *Begin by conducting a comprehensive assessment of the current reading levels of students. Use standardized tests, teacher observations, and other relevant assessments to identify strengths and weaknesses.*

b. Goal Setting:

- *Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for improving reading achievement. Consider both individual and collective goals based on the assessment results.*

c. Curriculum Alignment:

- *Ensure that the reading achievement plan aligns with the curriculum and standards. Identify key reading skills and concepts that need to be emphasized and integrated into daily instruction.*

d. Differentiated Instruction:

- *Recognize the diverse needs of students and incorporate differentiated instruction strategies. Provide targeted interventions for struggling readers and challenge advanced readers appropriately.*

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

e. Resource Allocation:

- *Allocate resources such as instructional materials, technology, and personnel to support the reading achievement plan. Consider professional development for teachers to enhance their instructional strategies.*

f. Parent and Community Involvement:

- *Involve parents and the community in the development and execution of the plan. Communicate the importance of literacy and solicit input on strategies that can be implemented both at school and at home.*

Monitoring the Reading Achievement Plan:

a. Data Collection:

- *Implement ongoing data collection to monitor progress. Use formative assessments, teacher observations, and other data sources to track individual and group performance.*

b. Regular Meetings:

- *Establish regular meetings with teachers, administrators, and other stakeholders to review data, discuss progress, and make necessary adjustments to the plan.*

c. Intervention Strategies:

- *Identify early warning signs for students who may be falling behind and implement targeted intervention strategies. Adjust instructional methods and resources based on real-time feedback.*

d. Technology Integration:

- *Utilize educational technology tools for data analysis and monitoring. Many platforms provide insights into student progress, allowing for timely and informed decision-making.*

Communicating the Reading Achievement Plan:

a. Transparency:

- *Communicate the reading achievement plan transparently to all stakeholders, including teachers, parents, and students. Clearly articulate the goals, strategies, and expected outcomes.*

b. Progress Reports:

- *Regularly share progress reports with parents and guardians. Provide insights into individual student progress and highlight areas for improvement.*

c. Celebrate Success:

- *Celebrate achievements and milestones reached through the reading achievement plan. Recognize the efforts of students, teachers, and the community in supporting literacy development.*

d. Feedback Mechanism:

- *Establish a feedback mechanism for continuous improvement. Encourage stakeholders to share their thoughts on the effectiveness of the plan and make adjustments accordingly.*

**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.

Data-Driven Decision Making:

- The Reading Achievement Plan should be grounded in a thorough analysis of student performance data. This includes demographic information, standardized test scores, and other relevant metrics.
- By focusing on data, the plan ensures that interventions are targeted towards specific areas of need. This aligns with continuous improvement by addressing weaknesses and building on strengths.

Equity-Centric Approach:

- The plan should explicitly address and mitigate achievement gaps among different student groups, considering factors such as socio-economic status, ethnicity, and language proficiency.
- Equity is fostered by tailoring interventions to the unique needs of diverse learners, providing additional resources where necessary, and creating an inclusive learning environment.

Inclusive Curriculum and Instruction:

- The Reading Achievement Plan should promote the use of diverse and culturally relevant materials in the curriculum. This not only supports equity by acknowledging different backgrounds but also enhances the overall quality of education.
- Professional development opportunities for educators should be included in the plan to ensure they have the tools and knowledge to implement inclusive instructional strategies.

Family and Community Engagement:

- To support continuous improvement, the plan should incorporate strategies for involving parents and the community. Regular communication, workshops, and outreach programs can strengthen the home-school connection.
- By engaging families and the community, the plan fosters a collaborative approach to education, promoting a sense of shared responsibility for student success.

Monitoring and Evaluation:

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

- The Reading Achievement Plan should have mechanisms for ongoing monitoring and evaluation. Regular assessments and progress tracking help identify what is working well and what needs adjustment.
- This iterative process of evaluation aligns with the principles of continuous improvement, allowing the district or community school to refine strategies based on real-time feedback and results.

Resource Allocation:

- The plan should articulate how resources, including staffing, materials, and technology, will be allocated to support reading achievement goals.
- Ensuring equitable distribution of resources is essential for addressing disparities among student populations, contributing to overall district or community school equity efforts.

Professional Learning Communities (PLCs):

- Foster the development of PLCs among educators to encourage collaboration, data sharing, and the implementation of best practices.
- This collaborative approach aligns with the idea of continuous improvement, as educators learn from each other and collectively strive for better outcomes.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

The Ohio English Language Proficiency Assessment (OELPA)

- The Brilliance School does not have any scholars in this category.

The Alternate Assessment for Students with Significant Cognitive Disabilities

- The Brilliance School does not have any scholars in this category.

2022/2023 OST Data

Below is a breakdown per grade level per subject which is connected to each teacher on campus.

| Grade Level | ELA | |
|-----------------------|---|--|
| 3 rd grade | 20 scholars tested. 20/10/.05 80% below and basic | |
| 4 th grade | 30 scholars tested 13/0/0 86% below and basic | |
| 5 th grade | 25 scholars tested 28/16/.08 72% below and basic | |
| 6 th Grade | 25 scholars tested 28/.08/.04 72% below and basic | |
| 7 th Grade | 25 scholars tested 52/48/.08 52% basic and below | |
| 8 th grade | 24 scholars tested 41/.08/0 59% below and basic | |

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

Kindergarten iReady BOY Data

| Student Last Name | Student First Name | Student Number | iReady Score | On Track/Off Track | RIMP Needed? | 505 Guided Reading (small group instruction) List Y/N | 510 Increased Reading Time List Y/N | 525 Literacy Collaborative List Y/N | 595 Other Explicit Instruction of Comprehensive Interventions List Y/N | 600 Other Explicit Instruction of Fluency Interventions List Y/N |
|-------------------|--------------------|----------------|--------------|--------------------|--------------|---|-------------------------------------|-------------------------------------|--|--|
| Alexander | Rahmer e | 51365 | 310 | Off Track | yes | y | y | y | y | y |
| Berry | Melanie | 51525 | 344 | Off Track | yes | y | y | y | y | y |
| Camp | Toni | 51536 | 334 | Off Track | yes | y | y | y | y | y |
| DeWeaver | Ja'Zylah | 51378 | 290 | Off Track | yes | y | y | y | y | y |
| Edwards-Jefferson | Legaci | 51509 | 304 | Off Track | yes | y | y | y | y | y |
| Johnson | Demirah | 51502 | 336 | Off Track | yes | y | y | y | y | y |
| Jones | A'Mario nna | 51406 | 336 | Off Track | yes | y | y | y | y | y |
| Lindsey | Ai'Li | 51545 | 355 | On Track | no | y | y | y | y | y |
| Lowery | Dumont | 51413 | 297 | Off Track | yes | y | y | y | y | y |
| Miller | Peyton | 51423 | 364 | On Track | yes | y | y | y | y | y |
| Parker | Jayla | 51428 | 331 | Off Track | yes | y | y | y | y | y |
| Plunkett | Royaeh | 51433 | 359 | Off Track | yes | y | y | y | y | y |
| Simpson | Aady n | 51481 | 378 | On Track | no | y | y | y | y | y |
| Spencer | Nova | 51511 | 320 | Off Track | yes | y | y | y | y | y |
| Spurlock | Yanni | 51503 | 289 | Off Track | yes | y | y | y | y | y |
| Stevenson | Da'Koda | 51451 | 339 | Off Track | yes | y | y | y | y | y |
| Veasey | Avielah | 51457 | 335 | Off Track | yes | y | y | y | y | y |

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

Internal Factors:

- **Motivation and Interest:** If students lack intrinsic motivation or have little interest in reading materials, they may be less likely to invest time and effort in developing their reading skills.
- **Language Skills:** Deficits in language skills, including vocabulary and grammar, can impede comprehension and fluency in reading.
- **Reading Comprehension Strategies:** Some students may lack effective strategies for understanding and interpreting written material, affecting their overall comprehension.
- **Phonics Skills:** Difficulties in phonics, the ability to connect sounds to letters, can hinder decoding skills and overall reading proficiency.
- **Self-Esteem:** Low self-esteem or a negative attitude toward learning can impact a student's confidence in approaching reading tasks.

External Factors:

- **Home Environment:** Limited access to books, a lack of literacy-rich activities, or an unsupportive home environment can contribute to underachievement in reading.
- **Socioeconomic Status:** Families with lower socioeconomic status may have fewer resources for educational support, including books, tutors, or enrichment programs.
- **Parental Involvement:** Insufficient involvement from parents in a child's education, including not reading together or providing educational support, can impact reading achievement.
- **Limited Access to Technology:** In today's digital age, limited access to technology or the internet can hinder students' exposure to online reading materials and educational resources.
- **Cultural and Linguistic Factors:** Differences in cultural backgrounds or language proficiency can create challenges for students in reading comprehension.

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.

Limited Access to Learning Resources:

- Lack of sufficient and diverse reading materials.
- Limited access to libraries or educational resources.

Instructional Methods:

- Ineffective teaching methods or strategies.
- Insufficient focus on individualized learning needs.

Home Environment:

- Lack of support or involvement from parents and caregivers.
- Limited exposure to a print-rich environment at home.

Learning Disabilities or Challenges:

- Undiagnosed or untreated learning disabilities affecting reading skills.
- Inadequate support for students with special learning needs.

Language Proficiency:

- Limited proficiency in the language of instruction.
- Lack of support for English language learners.

Student Engagement:

- Lack of motivation or interest in reading.
- Inadequate efforts to make reading enjoyable and engaging.

Assessment Practices:

- Inappropriate or insufficient assessment methods.
- Lack of timely and constructive feedback for improvement.

Teacher Professional Development:

- Inadequate training and professional development opportunities for educators.

School Culture and Climate:

- Lack of a positive and supportive school culture.
- Limited emphasis on the importance of reading skills.

Socioeconomic Factors:

- Economic disparities affecting access to resources and opportunities.
- Lack of community support for educational initiatives.

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 Goal:

Ensure all students in grades K-3 are proficient readers by the end of the academic year, fostering a love for reading and achieving grade-level literacy standards.

Measurable Learner Performance Goals (by Grade Band):

Kindergarten:

Goal: By the end of the school year, 80% of Kindergarten students will demonstrate phonemic awareness and letter-sound correspondence.

- **Measurement:** Conduct monthly assessments tracking students' progress in phonemic awareness activities and letter-sound recognition.
- **Timeline:** Monthly assessments throughout the academic year.

Grade 1:

Goal: By the end of Grade 1, 90% of students will read at or above grade level.

- **Measurement:** Implement bi-monthly reading assessments to monitor students' reading levels.
- **Timeline:** Bi-monthly assessments throughout the academic year.

Grade 2:

Goal: 80% of Grade 2 students will comprehend grade-level texts with at least 80% accuracy.

- **Measurement:** Use comprehension assessments to track students' understanding of grade-appropriate texts.
- **Timeline:** Quarterly assessments throughout the academic year.

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

Grade 3:

Goal: By the end of Grade 3, 75% of students will independently apply various reading strategies, including inference and critical thinking skills.

- **Measurement:** Evaluate student performance through standardized reading comprehension tests.
- **Timeline:** Mid-year and end-of-year assessments.

Measurable Adult Implementation Goals (by Grade Band):

Kindergarten:

Goal: 100% of Kindergarten teachers will incorporate daily phonemic awareness activities into their lesson plans.

- **Measurement:** Conduct monthly observations and provide feedback on the inclusion of phonemic awareness activities.

Grade 1:

Goal: Provide professional development to ensure 100% of Grade 1 teachers are proficient in using guided reading strategies.

- **Measurement:** Administer pre- and post-training assessments to evaluate teachers' competency.

Grade 2:

Goal: Implement a mentorship program to support Grade 2 teachers in differentiating instruction for diverse learners.

- **Measurement:** Conduct regular check-ins and surveys to gauge the effectiveness of mentorship.

Grade 3:

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

Goal: Develop and implement a school-wide reading culture initiative, ensuring 100% of Grade 3 teachers actively promote a love for reading.

- **Measurement:** Monitor participation in reading-related events and student engagement in book-related activities.

These goals should provide a framework for improving both learner performance and the effectiveness of adult implementation strategies, fostering a holistic and equitable reading achievement plan. Adjustments can be made based on ongoing data analysis and feedback from both learners and educators.

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: Increase 3rd grade reading scores

Action Map

Goal Statement: Ensure all students in grades K-3 are proficient readers by the end of the academic year, fostering a love for reading and achieving grade-level literacy standards.

Evidence-Based Strategy or Strategies: One-to-one tutoring, intervention software, teacher professional development

| | Action Step 1 | Action Step 2 | Action Step 3 |
|--|------------------------------------|--|---|
| Implementation Component | 80 minutes of daily phonics | Reading Transformation Program and Decoding program for grades 1 & 2 | 3rd grade 8-week 4-to-1 tutoring |
| Timeline | October - May | October to May | 8 weeks December 15-February 16 |
| Lead Person(s) | Assistant principal Studamire | Principal Thornton | Principal Thornton Partnership with Ohio department of education and Book Nook |
| Resources Needed | Ready A-Z phonics program purchase | None | One-to-one devices Internet |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures) | Weekly training for teacher | Weekly training for teacher | 3rd grade teacher training Weekly review of tutoring data with SWOT analysis |
| Measure of Success | i-Ready data | i-Ready data | i-Ready data and OST exam |

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

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-------------------------------|--|----------------------|----------------------|
| Description of Funding | Purchase of Reading A-Z for phonics and decoding program | None needed | None needed |
| Check-in/Review Date | Feb 12-16 MOY i-Ready May 5-10 EOY i-Ready | Weekly data analysis | Weekly data analysis |

**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.

Define Clear Objectives:

- Clearly outline the objectives and goals of your plan. Make sure they are specific, measurable, achievable, relevant, and time-bound (SMART).

Develop Key Performance Indicators (KPIs):

- Identify KPIs that align with your objectives. These metrics should be measurable and provide insights into the success of your strategies.

Create a Monitoring and Implementation Team:

- Form a dedicated team responsible for monitoring progress and implementing the plan. Assign specific roles and responsibilities to team members.

Establish Baseline Data:

- Collect baseline data to understand the current state of affairs. This will serve as a reference point for measuring progress.

Implement Strategies:

- Roll out the planned strategies in a phased manner. Clearly communicate the changes and ensure that all stakeholders are aware of their roles.

Regular Reporting and Meetings:

- Schedule regular progress review meetings. Require team members to submit regular reports detailing their progress against the defined KPIs.

Use Technology for Tracking:

- Utilize project management tools, dashboards, or other technology solutions to track and visualize progress. This can help in real-time monitoring and enhance communication within the team.

Feedback Mechanism:

- Establish a feedback mechanism to capture insights and suggestions from team members and stakeholders. This can help in making necessary adjustments to the plan.

Identify and Address Challenges:

- Proactively identify any challenges or roadblocks in the implementation process. Develop strategies to address these challenges and prevent them from derailing the plan.

Celebrate Achievements:

- Acknowledge and celebrate milestones and achievements. Recognizing successes boosts morale and motivates the team to continue working towards the plan's goals.

Communication Strategy:

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

- Develop a clear communication strategy to keep all stakeholders informed about progress, changes in strategies, and overall status.

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.*

Individualized Instruction:

- Tailoring instruction to meet each learner's specific needs, such as focusing on their strengths and addressing weaknesses.

Phonics Instruction:

- Implementing systematic and explicit phonics instruction to help learners understand the relationship between sounds and letters, which is foundational for reading.

Reading Fluency Practices:

- Incorporating activities to enhance reading fluency, such as repeated reading, guided oral reading, and timed readings.

Comprehension Strategies:

- Teaching explicit comprehension strategies, including summarization, questioning, predicting, and clarifying, to enhance understanding.

Vocabulary Building:

- Incorporating strategies to expand learners' vocabulary through explicit instruction, contextual learning, and exposure to a variety of texts.

Monitoring and Assessment:

- Regularly assessing learners' progress through formative and summative assessments to identify areas for improvement and adjust instruction accordingly.

Technology Integration:

- Utilizing educational technology tools and resources that cater to individual learning styles, providing interactive and engaging materials.

Small Group Instruction:

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

- Implementing small group activities that allow for targeted instruction based on individual needs, fostering collaboration and peer learning.

Professional Development for Educators:

- Ensuring that educators are well-trained and up-to-date with evidence-based instructional practices through ongoing professional development.

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. *Show progress through quarterly data tracking to track progress of all target scholars*
2. *Improve upon strategies utilized during the two prior consecutive school years including partnering with outside organizations for programs to increase literacy*

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.

The Professional Development Plan outlined below is designed to support evidence-based strategies proposed in the Reading Achievement Plan, aligning with the guidance document's definition of professional development. This plan prioritizes sustainability, intensity, data-driven decision-making, and instructional focus. Additionally, it addresses the integration of Culturally Responsive Practice and the Science of Reading to ensure comprehensive literacy development for all students.

Professional Development Goals

Goal 1: *Enhancing Instructional Staff Understanding of Evidence-Based Reading Strategies*

Objective: *Develop a deep understanding of evidence-based reading strategies through targeted professional development activities.*

Activities:

- 1.1 *Conduct workshops led by literacy experts focusing on the Science of Reading principles.*
- 1.2 *Facilitate peer observations to promote the sharing of best practices in evidence-based instruction.*

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

1.3 Provide ongoing online resources and forums for collaborative learning.

Goal 2: *Implementation of Culturally Responsive Practice in Reading Instruction*

Objective: *Embed Culturally Responsive Practice into daily reading instruction to address diverse learning needs.*

Activities:

2.1 Offer training sessions on Culturally Responsive Teaching strategies.

2.2 Create culturally diverse reading materials and resources.

2.3 Establish a culturally responsive book club for staff to explore and discuss relevant literature.

Goal 3: *Sustaining Professional Development Through Data-Driven Practices*

Objective: *Foster a culture of continuous improvement by using data to inform professional development decisions.*

Activities:

3.1 Implement regular formative assessments to identify student needs.

3.2 Provide targeted professional development based on assessment data.

3.3 Establish data review meetings to analyze progress and adjust professional development strategies accordingly.

Goal 4: *Intensive and Instructionally Focused Professional Development*

Objective: *Ensure professional development is intensive, impactful, and directly linked to instructional improvement.*

Activities:

4.1 Organize in-depth training sessions with expert educators focusing on specific instructional strategies.

4.2 Develop mentorship programs pairing experienced educators with those seeking improvement.

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

4.3 Conduct regular classroom observations and provide constructive feedback.

III. Instructional Staff Involved

A. Reading Specialists

B. Classroom Teachers

C. Special Education Teachers

D. Literacy Coaches

E. English Language Learner (ELL) Specialists

IV. Sustainability Plan

A. Establish a Professional Learning Community (PLC) for ongoing collaboration and support.

B. Integrate professional development into the yearly academic calendar.

C. Encourage the development of teacher leaders to sustain knowledge dissemination.

V. Evaluation and Adjustment

A. Regularly assess the effectiveness of professional development through surveys, assessments, and classroom observations.

B. Use evaluation data to adjust and refine professional development activities for continuous improvement.

By incorporating the Science of Reading, Culturally Responsive Practice, and data-driven decision-making, this Professional Development Plan aims to create a robust framework for elevating literacy instruction and student achievement across the district.

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

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.*