



March 4, 2024

Dear Superintendent Hargreaves:

Thank you for submitting the Washington Park Community 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:

- The professional development plan is tied to the data, and linked to evidence based practices
- The school has shared how the Plan is aligned to CCIP and the school’s Education Plan.
- Incorporation of a variety of individuals in the development of the plan including parents.

This plan will benefit from:

- Consider further data analysis which includes the examination of sub scores that identify specific trends in letter recognition, letter sounds, phonemic awareness, fluency and comprehension.
- Consider reviewing adult implementation goals to make the goals measurable to determine successful implementation as part of the monitoring process.
- Analysis of language and literacy challenges to determine specific instructional needs in relation to the five components of reading for all grade

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Washington Park Community 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 2023

Washington Park Community School

[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:

Washington Park Community School

DISTRICT IRN:

133280

DISTRICT ADDRESS:

4000 Washington Park Blvd.

Newburgh Heights, OH 44105

PLAN COMPLETION DATE:

December 31, 2023.

LEAD WRITERS:

Cristy Madkins, Courtney Thomas, and Sue Murphy

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
Courtney Thomas	First Grade Teacher	WPCS	cthomas@wpcsoh.org
Cristy Madkins	Principal	WPCS	cmadkins@wpcsoh.org
Sue Murphy	Chief Academic Officer	WPCS	suemrph56@gmail.com

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Name	Title/Role	Location	Email
Halle Frimel	ELA Teacher	WPCS	hfrimel@wpcsoh.org
Michael Galaska	Intervention Specialist	WPCS	mgalaska@wpcsoh.org
Ashantiar Hull	Paraprofessional	WPCS	ahull@wpcsoh.org
Kristie Yankowski	Parent	WPCS	8yankowski@gmail.com

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

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

Section 1, Part B: ***We came together as a Building Leadership team and using the provided template we began to develop our 2023, Reading Achievement Plan for grades K-3. We shall monitor our plan,*** using our new reading K-8, researched based and state approved reading program, Wonders. The Wonders program will allow us to take baseline reading data from the beginning of this year and track our student improvement growth throughout the school year. This year we have implemented the I Ready ELA reading assessment program, which will further allow us to track student achievement growth through this academic year. Last year we were using the NWEA assessment, so we must reestablish our baseline data, since the data from the NWEA assessment results will not match our I Ready Assessment data this year. We moved from the NWEA assessment to the I Ready assessment, hoping the I Ready included instructional materials, will help us move our student population forward in acquiring reading skills, such as vocabulary, decoding and comprehension, ***We shall monitor*** our student data every other week in our newly created teacher-based team meetings. This school year 2023-24, is the first year we have held teacher-based team meetings. We shall align our teacher-based team meeting agendas to the, “21C resource agenda,” proposed on the Ohio State website. Our focus for these meetings will be to analyze student achievement data to inform the direction of our instruction to match individual student needs and Ohio grade-level state standards.

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

We shall communicate this plan to all stakeholders. It will be posted on our building website and on our parent Dojo system. Parents will also have the option of receiving a hard copy, if they prefer. Electronic copies will be shared with our teachers as well as our Board of Directors.

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.

Alignment:

Section 2: Washington Park Community School is a single building; operating as a single school serving grades K-8. There are anywhere from 180-200 students in attendance. ***Our leaders worked collaboratively to make changes to dynamically improve our student growth achievement this year.*** We shifted from the NWEA assessment to the I Ready assessment to better assess our progress monitoring for our student reading achievement. The I Ready assessment includes in its protocol specific instruction for each child to follow to strengthen their areas of reading deficiency. We hope this will strengthen our students' Ohio State Testing success. Our teacher-based leadership teams will analyze students' data and determine what instructional strategies they can implement to further support our I Ready student testing growth. ***Our reading achievement plan is aligned to our CCIP. Our CCIP, our Educational Plan, and our Reading Achievement Plan were re-written last year to strengthen our reading achievement programming throughout our building, grades K-8.***

Equity:

To ensure equity for our reading programming, we have Title I and Reading Intervention Specialists who work in small groups with our students, either by pushing in or pulling out students from the classroom. The programming for this depends upon the needs of each student. Each student receives at least ½ an hour, five times a week, of intense reading instruction. This practice, combined with our new reading programs and instructional support through monitoring should increase our students' academic achievement.

Cultural Responsiveness:

To further address cultural responsiveness we are also implementing a program called Positive Action. This program creates opportunities for cultural differences to be celebrated and appreciated in each classroom. Cultural differences support student achievement in reading when students are allowed to openly celebrate their differences. The program also addresses student behavioral issues, problem solving skills, and teaches students techniques for dealing with and controlling their emotions. Time will be allotted in each class, three times a week, to discuss issues confronting students. Discussions and classroom materials will support students in discovering the best practices

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for handling their issues and concerns. These classroom discussions will be limited to ½ an hour, so teachers can allot the rest of the school day to needed academic instruction.

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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.**

Section 4: Part A, Disaggregated Data Submitted:

- Kindergarten Readiness Assessment;
- Ohio State Test in English Language Arts (grades 3-8)
- K-3 Reading Diagnostic, I Ready Scores by grade level.

Kindergarten Readiness Results 2023

Category of Readiness	Number of Students
Emerging Readiness	5
Approaching Readiness	4
Demonstrating Readiness	5

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Ohio State Test Results for ELA Grades 3-8

Grade	Percent Limited	Percent Basic	Percent Proficient	Percent Accomplished	Percent Advanced
3	40%	26.7%	26.7%	6.7%	0%
4	60%	6.7%	0%	6.7%	6.7%
5	28.6%	14.3%	33.3%	14.3%	9.5%
6	66.7%	16.7%	8.3%	4.2%	4.2%
7	14.3%	47.6%	9.5%	28.6%	0%
8	36.4%	45.5%	9.1%	9.1%	0%

Fall 2023 I Ready Diagnostic Baseline Data for ELA Grades K-8

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Subject Grade	Fall 2022 Results Due 9/30/2023	Fall 2023 Results Due 9/30/2023 All Schools	Mid-Year 2024 Results Due 2/15/2023 Tier 2 and Tier 3	End of Year Results Due 6/15/2024 All Schools	Assessment Used
ELA Kinder	n/a	0% Mid or Above Grade 24% Early on Grade 76% One Grade Below 0% Two Grade Below 0% Three or More Grades Below			iReady
ELA 1st	n/a	7% Mid or Above Grade 0% Early on Grade 80% One Grade Below 7% Two Grades Below 0% Three or More Grades Below			iReady
ELA 2nd	n/a	0% Mid or Above Grade 24% Early on Grade 40% One Grade Below 32% Two Grades Below 0% Three or More Grades Below			iReady
ELA 3rd	n/a	0% Mid or Above Grade 14% Early on Grade 5% One Grade Below 57% Two Grades Below 24% Three or More Grades Below			iReady
ELA 4th	n/a	7% Mid or Above Grade Level 0% Early on Grade 40% One Grade Below 20% Two Grade Below 27% Three or More Grades Below			iReady
ELA 5th	n/a	0% Mid or Above Grade 8% Early on Grade 8% One Grade Below 38% Two Grades Below 46% Three or More Grades Below			iReady
ELA 6th	n/a	0% Mid or Above Grade 17% Early on Grades 17% One Grade Below 6% Two Grade Below 56% Three or More Grades Below			iReady
ELA 7th	n/a	0% Mid or Above Grade 13% Early on Grade 9% One Grade Below 9% Two Grades Below 61% Three or More Grades Below			iReady
ELA 8th	n/a	0% Mid or Above Grade 7% Early on Grade			iReady

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		27% One Grade Below 13% Two Grades Below 53% Three or More Grades Below			
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At the start of the 2023-2024 school year, WPCS switched assessment vendors from NWEA MAP to iReady. Prior to the student's first day of school, staff received training on the basics of iReady, including how to successfully administer a benchmark assessment and how to roster students. The ELA fall benchmark was administered the week of September 11, 2023.

After analyzing data, the following scores are reported as a K-8 school. 1% of the student population scored mid or above grade level. 13% are at grade level, 34% are below one grade level, 21% scored two grade levels below, and 31% of students scored three or more grade levels below. Further, in grades 5-8, 50% or more of students scored three or more grade levels below. 57% of third grades scored two grade levels below and between 75-85% of kindergarten and first graders scored one grade level below.

Many factors have been considered in contributing to low achievement; such as student engagement, motivation, teacher preparedness to administer the iReady test, summer slide, and overall reading deficits. In order to improve achievement, the following steps have been put into practice. These actions and/or strategies will be incorporated to demonstrate improved scores by mid-year: professional development on data analysis with iReady assessments to all staff and administrators on October 23rd; regular progress monitoring in ELA with iReady personalized lessons and teacher assigned lessons; and bi-weekly progress monitoring with our new Wonders ELA curriculum grades K-5 in phonics, vocabulary, and comprehension. In addition, teachers will continue to submit weekly lesson plans, and administrators will provide feedback. Administrators will conduct frequent and regular walkthroughs to look for effective instructional strategies, and provide feedback to teachers. Students will learn how to monitor, track, and set goals with their iReady personalized lessons in order to demonstrate ownership of learning and increase motivation. As a school, we will visually track and display the average number of iReady ELA lessons that were passed by grade level and celebrate successes. Lastly, teachers will analyze data in TBT's bi-weekly after school to determine strengths, weaknesses, and alter instructional practices for improved performance. As a building, teachers and administrators are reading and discussing The Teacher Clarity Playbook by Douglas Fisher. This hands-on guide will demonstrate the importance of setting clear learning intentions and developing success criteria for organized and effective instruction that teachers can put into practice.

As of October 13, 2023, all students in grades K-8 are using iReady personalized instruction and teacher assigned lessons in ELA for 30 minutes daily; three times per week. Students also receive targeted instruction in FastForward for 30 minutes daily; twice per week. In math, students will receive iReady personalized instruction in grades K-8 30 minutes daily; 5 times per week.

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

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

Section 3 Part B **Internal and External Factors**

The following factors are barriers to our students experiencing literacy achievement: Our students enter kindergarten without the advantage of a pre-school experience. Our students are 100% on free and reduced lunch. We have had an increase in the student population who qualify for Title I funding. We have most recently had an increase in teacher turnover. Staff are looking for higher paying jobs with less responsibility. Some have moved out of state to receive higher teacher pay. Covid-19 has contributed to an increase in the achievement gap in literacy in our building. Online learning was not used by all students. Parents often did not know how to operate computers and some areas did not have internet access. A few students went over a year with no instruction. This hurt our English as a second language students causing them to fall further behind. Our parents sometimes have had to take second jobs to make ends meet, thus leaving students without steady at home instructional support.

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.

Our Root Cause Analysis: Changes we have adopted and implemented

Levels of Root Causes:

Programmatic Level:

- **Scheduling issues:** We have now changed our scheduling to include 90 minutes of ELA each day.
- **Curriculum:** We have made major changes to our curriculum in the past two years. We are now using the support program, evidence-based and state approved, Fast Forward. All students use this ELA, K-8 student support. We have changed our diagnostic assessments from NWEA to I Ready. We hope the instructional component of I Ready will strengthen our classroom instruction, since it directs students to lessons that will support the correction of their reading deficiencies.
- **Training and staff development:** Over the past three years we have increased our staff training. Professional development has been provided in the following areas; Depth of knowledge; Higher order questioning, how to differentiate in the classroom, Centralized

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Reporting System and training in all areas of newly adopted curriculum programs, Fast Forward, Jump Math, I Ready, and Wonders Reading.

- **Instructional Processes:** Teachers are incorporating instructional strategies that align with the Science of Reading. In addition, teachers have incorporated a scaffolding approach with “I do, we do, you do” techniques and include small group and individualized instruction with tailored I Ready lessons.
- **Materials:** We have ordered all new instructional materials in our ELA, Math, Science, and Social Studies. All of our new materials are evidenced-based and state approved. For ELA we adopted the Wonders Reading program grades K-8. For Math we have adopted Jump Math for K-8. For Social Studies and Science we have adopted TCI, K-8.

Systematic Level:

- **Culture:** We have implemented Positive Action as a social-emotional learning program to enhance student behavior, problem solving skills, and to help students regulate their emotions. This program encourages cultural responsiveness.
- **Collaboration and Organizational Structure:** We developed and created teacher-based-teams to analyze ongoing student data and progress monitoring in ELA. This is the first year we have implemented these teams.
- **Technology:** All students have the opportunity to use a Chromebook for online learning and state test practice exposure. In addition, new headphones, including microphone access, have been purchased for student use to improve reading fluency and decoding skills.
- **Teachers** are required to use Ohio released assessment questions as their bell ringers or exit exercises. The Centralized Reporting System aids our staff in this endeavor by exposing students to Ohio state released questions based on standards. Staff received a refresher session on this system on November 20, 2023, during our Teacher-based team meeting.

External Level:

- **Family:** WPCS is a 100% free and reduced lunch school. Many of our students’ families have taken on multiple jobs thus leaving our students at home alone with little supervision. In addition, several of our kindergarten students do not attend preschool. We can count the number of students who have not attended pre-school and keep records on this, however, we cannot control the data to provide concrete evidence on how many of our parents have taken second jobs and are not home in the evenings to support their student’s instructional growth..

- **Community Support:** The community support in the school's surrounding area is scant. There is minimal industry and retail services. The school has occasional support from local churches. This is a factor not always under our control. It can be measured through financial support or donations.
- **Youth Culture/Media:** Current social and cultural media trends have impacted our students' engagement in reading and literacy improvement. Phones, video games, and other devices serve as a distraction to learning which has also led to an increase in minor discipline issues. This is under our control while students are in our building. We do measure, and monitor our student discipline issues and submit them to EMIS each year.

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.

Section 4: The Overarching Goal I:

Increase the percentage of learners meeting or exceeding the third-grade proficiency standards from 33.3 to 75% by the spring of 2024.

Subgoals 1.1-1.4

1.1 Increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness using I Ready diagnostic results from 24% to 60% by the spring of 2024.

1.2. Increase the percentage of first-grade learners meeting or exceeding targets for basic phonics using I Ready diagnostic results from 7% to 75% by the spring of 2024.

1.3 Increase the percentage of second grade learners meeting or exceeding targets for advanced phonics using I Ready diagnostic results from 24% to 75% by the spring of 2024.

1.4 Increase the percentage of third grade learners meeting or exceeding targets for advanced phonics using I Ready diagnostic results from 19% to 75% by spring of 2023.

Adult Implementation Goals:

All staff must recognize literacy development occurs across a continuum and the school is obligated to provide the students with differentiated instructional support inclusive of all learners. Our vision is

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

to ensure all students receive instruction that includes access to high-quality, evidence-based language instruction allowing students to become proficient readers. Administration will monitor and provide feedback to teachers to ensure implementation of the following goals.

Goal 1:1 Teachers will be provided high quality professional development so they understand how to effectively provide quality literacy instruction to their students daily.

Goal 1:2 Classroom teachers will include reading and writing from evidence-based research on literacy enrichment, in each classroom daily.

Goal 1:3 Inclusivity will be implemented in all classrooms throughout the building focusing on student strengths rather than disabilities. This will be practiced daily and will include a celebration of cultural differences among students.

Goal 1:4 Families will be provided engagement opportunities to support evidence-based language and literacy practices at home, such as news-letters, homework, support games, and assessment results. Teachers will provide these to parents on a weekly basis through Dojo or letters going home.

Goal 1:5 Teachers will utilize language and literacy data to inform their daily classroom instruction. Teachers will use teacher made tests and curriculum based tests from Fast Forward and I Ready to progress monitor to inform instruction.

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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Increase the percentage of learners meeting or exceeding the third-grade proficiency standards from 33.3 to 75% by the spring of 2024.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Wonders Reading Teacher Training	Teacher-Based Teams Created	Progress Monitoring Data Collected
Timeline	Early fall to late Spring	Started on November 6, 2023	Fall to late Spring
Lead Person(s)	Cristy Madkins Courtney Thomas Halle Frimel Michael Galaska	Cristy Madkins Sue Murphy Chris Lindsay	Cristy Madkins Sue Murphy
Resources Needed	We selected a new reading program for grades K-8, "Wonders." Initial training has been conducted and training will be ongoing throughout our school year.	Time to meet Agendas and meeting notes Roles and responsibilities of each team <u>Teacher Clarity and Learning By Doing, A Handbook for Professional Learning</u>	Assessment Data Progress Monitoring data tracking forms

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	Action Step 1	Action Step 2	Action Step 3
		<u>Communities at Work</u> will be utilized for support on newly constructed teams.	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Staff were provided in-depth training on the implementation of our new reading curriculum, Wonders. This training occurred in late summer. Staff have contact information to Wonders staff, who can provide support for staff questions/concerns, throughout this year.	The district provided a time for our meetings, every other Monday after school for one hour. The sole focus of these meetings is to analyze data and to use results to inform instruction for each of our students.	Progress monitoring growth in ELA will be collected three times per year using the I Ready diagnostic benchmark tests. Additional testing using Wonders benchmark assessments will be given bi-weekly to gauge comprehension and vocabulary growth. Administrators will collect data and track targeted instructional strategies used in the ELA classroom to ensure implementation.
Measure of Success	Teachers attended staff training in the use of Wonders curriculum and programming. Skills learned will be implemented into lesson planning and daily classroom	We shall progress monitor each student every two weeks. Instruction will be directed toward student improvement based on areas of reading showing	Progress Monitoring tracking charts Diagnostic scores for I Ready

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	Action Step 1	Action Step 2	Action Step 3
	practice. Administrators will make daily classroom rounds to ensure staff implementation of programs and assessments for progress monitoring.	student individual deficiencies.	Collection of walkthrough data from administrators with suggestions for strengthening instructional classroom practice for teachers.
Description of Funding	Funding was provided out of professional development monies.	Funding will be provided by Title monies.	Funding will be provided by Title and general funds.
Check-in/Review Date	Reviews will be made intermittently throughout the course of the school year. Final review April/May 2023	These meetings will occur bi-monthly, every other week. Administrators will attend meetings, collect agendas and minutes to review. Administrators will contact teachers with suggestions for data analysis and instructional focus.	Bi-weekly throughout the school year. Winter diagnostic will be mid January 2024. Spring diagnostic testing will be in April/May 2024.

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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.

1.1 Increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness using I Ready diagnostic results from 24% to 60% by the spring of 2024.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, the middle and end of the year. Students below the 40% on the benchmark assessment will be monitored monthly. The assessment used will be I Ready.

1.2. Increase the percentage of first-grade learners meeting or exceeding targets for basic phonics using I Ready diagnostic results from 7% to 75% by the spring of 2024.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every two weeks. Students will be monitored by both I Ready and the Wonders reading program.

1.3 Increase the percentage of second grade learners meeting or exceeding targets for advanced phonics using I Ready diagnostic results from 24% to 75% by the spring of 2024.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. Progress monitoring will gather data using I Ready and Wonders reading program. Administrators will monitor classroom instruction to ensure implementation.

1.4 Increase the percentage of third grade learners meeting or exceeding targets for advanced phonics using I Ready diagnostic results from 19% to 75% by spring of 2023.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. Students will be monitored using the Centralized Reporting System and released Ohio State Test questions.

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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.*

Evidence based strategies which will be used to meet specific learner needs to improve instruction include, professional development on Wonders curriculum, creation of teacher-based-teams, and frequent progress monitoring.

All of our new programming is evidenced-based and state approved.

- *Once teachers have received training* in the use of Wonders reading program, teachers will use the built-in progress monitoring in fluency, comprehension, and decoding to impact student growth. In addition, their training will provide them with strategies on how to track and monitor student progress and determine which students will need further support to meet their goals.
- *Teacher-based-teams will provide* teachers time to analyze each student's data and to determine the direction of further needed student instruction. Teacher-based-teams allow teachers to collaborate on effective instructional practices to show student growth.
- *Administrators will conduct* frequent walkthroughs to collect data on teachers' instructional practices. Data will be shared during teacher-based-teams. Effective shared practices that promote student literacy growth will be instituted.

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*

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3. *Improve upon strategies utilized during the two prior consecutive school years.*

Teacher based teams will be 1)**effective** because teachers have been provided a series of meeting dates for this school year. Teachers have determined the roles and responsibilities for each of their team meetings. Also, teachers are focused on only one goal, analyzing student data to determine the direction of instruction for each student. An agenda and minutes will be collected after each meeting and reviewed by the administration. Any suggestions for improvements will be provided to teachers. Administration will conduct daily walk-throughs to see instructional strategies for improved learning are being utilized in everyday classroom practice.

Our consistent progress monitoring of student data will allow us to 2)**show student progress. We have 3)improved our strategies over the past two years by changing our curriculum programs, adopting state approved programs with built in monitoring, and by creating effective teacher based teams.** The administration will become more involved in instructional classroom practices through frequent walk-throughs and suggestions to staff for instructional improvement.

K-3 teachers must include the evidence-based strategies they will be implementing into their lesson plans. Administrators will observe and evaluate the implementation of the strategies in the teacher's daily lessons. Administration will list two strengths in the teachers effectiveness using the strategies, as well as one goal to improve upon in the post evaluation conference.

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.*

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

Professional Development Plan

LEA/Early Childhood Education Program or Consortium Lead Name:
Washington Park Community School

IRN or ODE/ODJFS License Number: 133280

Professional Development Contact Name/Phone Email:
Sue Murphy, 740-334-8534, suemrph56@gmail.com

Goal: To increase reading fluency and comprehension at all grade levels, K-8 as measured by I Ready, Wonders Reading Program and Foundations, grades K-3. Administration will monitor implementation through frequent classroom observations and weekly walkthroughs throughout the year 2023-2024.

Evidence-Based Practice or Intervention:

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job- Embedded	Data-Driven	Classroom- Focused
1. Book Study: <i>Language at the Speed of Sight: How we Read, Why so Many Can't, and What Can be Done About it (2017)</i> by: Mark Seidenberg (We did not get this completed in the summer of 2023. Our focus was on learning our new ELA curriculum.)	August through May, 2023-2024	study/ discussion	no	yes	yes	yes	yes

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

2. Dyslexia training, all new staff K-8 must complete dyslexia training.	August 2024	viewing/ discussion/ pass final test	yes	yes	yes	yes	yes
3. TBT Training	Ongoing	yes	yes	yes	yes	yes	yes
4. Teacher training on Wonders Reading programing. Initial training complete.	August 2023-2024, on going	yes	yes	yes	yes	yes	yes
5. The administration will monitor data for student achievement using Fast Forward and I Ready	ongoing	yes	yes	yes	yes	yes	yes
6. All teachers will watch the governor's video on Science of Reading.	End of first semester 2023	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						

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

<p>1. Staff copies of Mark Seidenberg's book and stipend for staff development</p>	<p>1. Monitor implementation of strategies learned, through teacher evaluations and walkthroughs.</p>
<p>2. Staff access to ODE dyslexia stipend for staff development</p>	<p>2. Strategies learned in training will be applied to classroom instructional practices. Staff who complete training will receive a passing score to demonstrate understanding. Administrators will monitor through classroom observations of practice. All returning staff have completed this training. New staff training deadline will be August 2024.</p>
<p>3. TBT</p>	<p>3. Once teachers analyze data, they need to know how to use the data to support student learning.</p>
<p>4. Wonders Training for Teachers</p>	<p>4. Initial training has been completed as of August 2023. Follow-up training will be ongoing throughout the year. Teachers have emails and phone numbers for additional support from Wonders.</p>
<p>5. The administration will examine Wonders, Fast Forward, I Ready, and Foundations assessment school data. Focus for grades K-3, will be Foundations data.</p>	<p>5. The administration will examine data for improvement including Wonders, Fast Forward, I Ready and the Foundations Assessment. Students who have not scored above a 30% on these assessments will receive the following:</p>
<p>6. Understanding the philosophy of</p>	<p>6. Teachers will use information gained, from watching the video the Science of Reading, in their classroom practice. Administration will use walk-throughs to reinforce implementation.</p>

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

the science reading.	
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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.*