March 22, 2024

Dear Superintendent Long:

Thank you for submitting the Youngstown Academy of Excellence 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:
- Includes a brief narrative analysis of student achievement data
- The plan includes a root cause analysis
- The plan includes an action plan map for each of its goals

This plan will benefit from:
- This plan would benefit from providing foundational skills data for grades K to 3
- More professional development for teachers to support the goals and strategies outlined in the plan. The plan has only one day of professional development dedicated to literacy improvement.
- This plan would benefit from a deeper data analysis to include foundational skills to further inform goals, strategies, and professional development activities

The Reading Achievement Plan and this memo will be posted on the Department's website. If Youngstown Academy of Excellence 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

DISTRICT NAME: Youngstown Academy of Excellence

DISTRICT IRN: 007984

DISTRICT ADDRESS: 1408 Rigby St. Youngstown, Ohio 44484

PLAN COMPLETION DATE: 12/20/23

LEAD WRITERS: Ms. Heather Knapp. M.Ed and Mrs. Ashley Wright, M.Ed.

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

Please see the Department's *Culturally Responsive Practice program page.*

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

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

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

Name	Title/Role	Location	Email
Heather Knapp	Head of School	Youngstown Academy of Excellence	hknapp@youngstownacademy.org
Ashley Wright	Director of Academics	Youngstown Academy of Excellence	awright@youngstownacademy.org
Craig Rodik	Behavior Intervention Specialist	Youngstown Academy of Excellence	crodik@youngstownacademy.org
Barbara Mitchell	Lead Teacher	Youngstown Academy of Excellence	bmitchell@youngstownacademy.org
Kristina David	Intervention Specialist	Youngstown Academy of Excellence	kdavid@youngstownacademy.org

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

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

The leadership team at Youngstown Academy of Excellence consists of the building principal, behavior specialist, director of academics, and special education teacher. For this plan we also included a lead teacher, Title I lead, family liaison, counselor, and parent. Each of these stakeholders is a key component of the school community and a direct influence on the education of the students.

Once the team was identified and the aforementioned individuals were contacted, we created a calendar of meeting dates so all individuals were aware of the time commitment and responsibility. During the initial meeting, the team outlined the process to be used in creating the Reading Achievement Plan. The process would consist of attending meetings, providing data, analyzing data, reviewing the state report card, planning for parent outreach, and utilization of Red Zone and Title I services. The Director of Academics served as a record keeper and the Behavior Specialist served as a timekeeper to ensure that the meetings were efficient and effective.

The created plan was then relayed to the staff during Pre-Service Training. Staff were required to complete two hours of professional development during the pre-service training to ensure they understood the plan and were fully informed of how to implement the plan. Each member of the staff will be required to monitor their progress in completing the plan during bi-weekly Teacher Based Team meetings.The data from these meetings will then be relayed to the Community School Leadership Team (CSLT). The CSLT will then review and discuss the data at their monthly meetings. The CSLT will be responsible for ensuring that the Reading Achievement Plan is being followed and implemented with fidelity.

The Reading Achievement Plan will be compiled into an easily understandable format and presented to the community during quarterly Title I events. This will allow for members of the community to discuss the information with the staff and leadership team and ask questions.

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 Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the school to close the achievement gap. In the plan, we describe how we will implement the Science of Reading in every classroom and provide support to every teacher to ensure the students are getting every aspect needed. We also describe our use of Decision Rules to ensure that our teachers know what to do at every stage of development.

In our Reading Achievement Plan, we utilize a Balanced Literacy block schedule based on the foundations of the Science of Reading. This allows for our teachers to integrate each of the five key elements of the Science of Reading into their lessons each day. Our intended outcome is to focus more closely on closing our Kindergarten through Third Grade literacy gap

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

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
- IReady benchmark assessments

Data Set	Data			Analysis of Data
KRA		2021-2022	2022-2023	The data shows that our students are coming in lower and take longer to get to the On Track target.
	On Track	49%	10%	
Ohio State Test		2021-2022	2022-2023	The students are tested in the spring to ensure they are learning and maintaining the standards. These tests do not show much difference in the secondary grades, but our middle school made significant gains with sixth growing by 18%, seventh grade growing by 37%, and eighth grade growing by 7%.
	3rd	26%	20%	
	4th	39%	40%	
	5th	23%	21%	
	6th	8%	26%	
	7th	20%	57%	
	8th	51%	58%	

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

K-3 Reading Diagnostics (iReady)		2021-2022	2022-2023	The students complete the iReady diagnostic three times during the school year. This data shows the percentage of students identified as proficient on the spring diagnostic.
	K	55%	26%	
	1	15%	24%	
	2	15%	11%	
	3	23%	31%	

OELPA		2021-2022	2022-2023	When our students took the OELPA in 2022 we knew the goal was to get them to progress through the levels then out of the program. We have been able to exit students from our ELA program and show 7% more proficient from 2022 to 2023.
	Emerging	27%	24%	
	Progressing	69%	65%	
	Proficient	4%	11%	

AASCD		2021-2022	2022-2023	In the spring of 2022, both of our students on Alternative Assessment scored proficient or higher on the ELA assessment. In the spring of 2023, we were proud to provide our students what they need without an Alternative Assessment.
	Proficient	100%	N/A	

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

	2021-2022	2022-2023
IReady Diagnostic Assessments		
3	23%	31%
4	5%	30%
5	9%	4%
6	8%	15%
7	12%	12%
8	22%	4%

The students complete the iReady diagnostic three times during the school year. This data shows the percentage of students identified as proficient on the spring diagnostic.

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.

The student population of Youngstown Academy of Excellence encounters a great deal of internal and external factors that contribute to low reading achievement. All of the students that attend our school are considered low-socioeconomic status. Our students receive free breakfast and lunch each day and many receive food assistance outside of school.

Additionally, literacy support at home is limited for various reasons. Many of our students come from homes where Spanish is the primary spoken language. These students account for 21% of our student population. Other students come from homes with limited educational backgrounds. Some students come from homes where an education is not considered important.

Youngstown Academy of Excellence also has a large Special Education student population. Of our 263 students, 37 receive Special Education services. Students receive services both inside and outside the classroom.

Irregular attendance also contributes to many of the students' underachievement. As previously stated, some of our families do not have the option to make education a priority. Others struggle with transportation issues. We also have families that do not have support at home to help them with getting the students to school while trying to maintain employment.

Internal contributing factors include inconsistent staff attendance, lack of consistent small group instruction, and limited background knowledge in the foundations of reading and writing.

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

Area of Focus	Root Cause(s)
Staff Attendance	Staff feels very comfortable calling off and does not get much discipline as a result of calling off. This has contributed to a lack of consistency in classroom learning and support.
Lack of Consistent Small Group Instruction	Staff lacks training and support to properly implement small group instruction. Staff attendance has prevented some classrooms from being able to set the foundations for small group instruction in those classrooms. Some staff lack the proper background knowledge to create and implement effective small group instruction.
Limited Background Knowledge in the Foundations of Reading and Writing	A fair percentage of our staff are teaching as a secondary profession. These teachers account for 36% of our classroom teachers. Due to education being a secondary profession, these teachers did not get the same amount of training in the Foundations of Reading and Writing.
RIMPS	A lack of proper understanding of how to create and implement Reading Improvement and Monitoring Plans has caused a deficit in properly tracking and improving students' learning.

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

Literacy Mission- To create a culture of literacy within our school that celebrates and promotes all components of literacy including phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Youngstown Academy of Excellence is committed to closing the achievement gaps by utilizing research-based strategies, iReady scaffolding suggestions, extending language arts standards across the curriculum while creating and maintaining strong partnerships with parents and community members. Our vision is based on the five pillars of reading and the idea that all children have the right to high quality literacy instruction that will enable them to grow into literate adults.

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

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: Raise At-Risk K-3 Reading component grade to 3 or better.

Evidence-Based Strategy or Strategies: Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	K-3 staff members will be trained in the Heggerty Phonemic Awareness series and implement the series with fidelity.	K-3 staff members will be trained in the Really Great Reading series and implement the series with fidelity.	Staff at all levels will give close attention to adult implementation and student performance data to ensure fidelity and growth.
Timeline	By May 2027	By May 2027	By May 2027
Lead Person(s)	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright
Resources Needed	● Professional development ● Heggerty Phonemic Awareness series ● One-on-one meetings	● Professional development ● Really Great Reading series ● One-on-one meetings	● Strong one-on-one meetings ● Student performance data on iReady diagnostic
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will receive their Heggerty teacher book and implement the series with fidelity. This will be discussed during one-on-one meetings and monitored during walk-throughs.	Teachers will receive their Really Great Reading materials and implement the series with fidelity. This will be discussed during one-on-one meetings and monitored during walk-throughs.	Teachers will complete refresher training on Heggerty and Really Great Reading in January of 2024. The teachers will work closely with the Director of Academics to understand and use both series.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	100% of the K-2 staff will be implementing Heggerty Phonemic Awareness by January of 2024 and On Track scores will increase in 2027.	100% of the K-2 staff will be implementing Really Great Reading by January of 2024 and On Track scores will increase in 2027.	One-on-one meetings will run smoothly with less questions about the series every time due to training and monitoring.
Description of Funding	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.
Check-in/Review Date	Check in bi-weekly and review May 2027.	Check in bi-weekly and review May 2027.	Check in bi-weekly and review May 2027.

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

Goal # _2__ Action Map

Goal Statement: Prepare students for the writing section of the OST by raising the writing scores to 80% of the students achieving proficient or higher.

Evidence-Based Strategy or Strategies: Analyze student writing to tailor instruction and target feedback and regularly monitor students' progress while teaching writing strategies and skills.

Recommendation 3. Use assessments of student writing to inform instruction and feedback.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will explicitly teach appropriate writing strategies	Classroom writing assignments monthly to mirror OST format and rubric.	Short Cycle Assessments will have an essay component.
Timeline	100% implementation by January 2024.	100% implementation by January 2024.	100% implementation by January 2024.
Lead Person(s)	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright
Resources Needed	● Professional Development in proper ways to teach the writing process through explicit and direct instruction. ● Content area team meetings to discuss teaching writing with the gradual release model.	● Monthly reading passages that align to the OST in Lexile levels and alternate between literary and informational text. ● Writing prompts that align to the format on the OST. ● OST writing rubrics for each grade level.	● Short cycle assessments will include an essay component. ● MTSS meetings to review the data from their Short Cycle Assessments.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The teachers will include their writing section and how they will explicitly teach the writing strategy that week. These lessons will be monitored and improved by the Director of Academics. Walk-through data will ensure that these lessons are implemented with fidelity.	The teachers will present a different reading passage each month. They will spend time each week working with the students on properly composing an essay that answers a writing prompt. Teachers will work with students during whole group and small group instruction to ensure they understand the writing process and the writing rubric.	Students will be required to complete an essay on their Short Cycle Assessments. Teachers will use the OST writing rubric to score the essays. Teachers will review the essays and score with their students. Teachers will bring the data to MTSS meetings and review it with the Director of Academics.

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Administration will observe 100% implementation on lesson plans and walkthroughs by the end of January 2024	Administration will observe 100% writing assignments and OST Rubric grading by the end of January 2024. OST Rubric	Teachers will create and grade the essay section of the Short Cycle Assessments with 100% implementation by the end of January 2024.
Description of Funding	General Fund will be used to purchase any additional resources. The school will look into a writing curriculum if we need more than the explicit instruction strategies.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.
Check-in/Review Date	Check in bi-weekly with lesson plan review, classroom observations, and MTSS meetings. Review yearly in June.	Turn in monthly writing and rubric to have administration review two days after given.	Submit Short Cycle assessments for review. Review data at MTSS meetings.

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

Goal # _3__ Action Map

Goal Statement: Grades 3-8 will get 80% of the class to meet proficient on the OST.

Evidence-Based Strategy or Strategies: Show students how to apply the strategies they are learning to different texts, not just to one text and use direct and explicit instruction for teaching students how to use comprehension strategies.

(Recommendation 2. Provide direct and explicit comprehension strategy instruction.)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will provide direct and explicit instruction in reading comprehension.	The teacher will ensure that the text is appropriate for the reading level of students.	Teachers will use student achievement data to monitor and increase student reading skills by providing targeted intervention.
Timeline	100% implementation by January 2024.	100% implementation by January 2024.	100% implementation by January 2024.
Lead Person(s)	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright	Heather Knapp, Ashley Wright
Resources Needed	● Professional Development on how to teach the comprehension strategies and how to model their own thinking and providing think-alouds of how to use strategies as they read.	● Scholastic Leveled Readers ● Books for students' independent reading levels ● Student goal setting tools	● iReady Data ● Classroom assessments ● Leveled books to be used for quality small group reading instruction ● Professional development in small group guided instruction techniques.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will provide direct and explicit instruction that involves a series of steps that include explaining and modeling the strategy, using the strategy for independent practice.	Teachers will schedule daily time for students to read independently as part of their ELA lesson plan. As students complete books they will complete a corresponding assignment to ensure comprehension.	Teachers will analyze data independently and within Multi-Tiered Systems of Support meetings to continually monitor and increase students' reading levels. Using multiple measures, teachers will pinpoint which literacy skills individual students are struggling with and complete

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	Action Step 1	Action Step 2	Action Step 3
			targeted intervention to those critical areas.
Measure of Success	All students will increase their iReady level with a minimum of 1 year's growth. The class will meet the 80% proficient indicator on the OST.	All students will increase their iReady level with a minimum of 1 year's growth. The class will meet the 80% proficient indicator on the OST.	All students will increase their iReady level with a minimum of 1 year's growth. The class will meet the 80% proficient indicator on the OST.
Description of Funding	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.	All material was previously purchased and distributed. If more materials are needed they will be purchased out of general fund.
Check-in/Review Date	Weekly check-in. Quarterly review of student achievement..	Weekly check-in. Quarterly review of student achievement..	Weekly check-in. Quarterly review of student achievement..

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

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

Adult implementation steps will be monitored through lesson plan reviews once every two weeks, MTSS reports bi-weekly, and walk-throughs and observations following the OTES and RESA guidelines bi-weekly.

Teachers will report implementation to the Director of Academics and principal. The principal will report to the management company, sponsor, and ODE as mandated. MTSS teams will report to the CSLT. Student achievement goals will be monitored through currently used assessment and monitoring tools including short cycle assessments, iReady, Kindergarten Readiness Assessment, and Ohio State Test. Each monitoring cycle will be 4-6 weeks at which time student progress will be reviewed and goals will be updated.

Student achievement levels will be monitored weekly with formative classroom assessments, bi-weekly with short cycle assessments, and quarterly with iReady.

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.

Students in grades K-3 will complete the Heggerty Phonemic Awareness and Really Great Reading curricula to ensure they are systematically and explicitly taught phonemic awareness and phonics. These programs are designed to teach students to decode words, analyze word parts, and write and recognize words. This strategy will be used to create and reinforce a proper foundation for the students so they are able to decode fluently and comprehend reading passages.

Students with RIMPs will complete their tier I instruction in the class and get extra support when needed with phonemic awareness and phonics. These strategies are designed to support all student needs but may take a little longer with students on RIMPs. The classroom teacher and Title I teachers will support these students with their tier II instruction.

Students in grades 3-8 will complete bi-weekly and monthly writing assignments. Based on those assignments, the teachers will be able to identify specific areas to tailor instruction and give targeted feedback to help students understand how to properly write a multi-paragraph essay. These students will also be instructed in techniques to use for reading

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

comprehension. Direct and explicit instruction will be provided in comprehension strategies to better understand grade level text. Students will also learn how to apply the strategies to a variety of texts.

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.*

With the implementation of these strategies, we will be working to further improve our existing literacy strategies. Our staff will be utilizing information they have received at recent Professional Developments to ensure that they are using the previously mentioned strategies with fidelity. Adult implementation will be closely monitored and analyzed in walk-through data, observations, and one-on-one meetings. The Community School Leadership Team will also analyze the data during monthly meetings. Classroom teachers, Title I Teachers, and Intervention Specialists will be required to monitor student progress and report progress to their teaching peers and administration at MTSS meetings and during grade level meetings. Progress will also be monitored with weekly RIMP progress monitoring and checked by the Director of Academics. Through these data exchanges, we will continue to work towards improving our reading achievements by making adjustments as necessary.

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.

8/7/23- Policies and Procedures (All Staff)
9/29/23- Asking Better Questions for Deeper Thinking (All Staff)
11/3/23- K-2 Heggerty Phonemic Awareness Training (K-3 Staff, Title I Staff)
11/3/23- Phonemic Awareness Training (K-3 Staff, Title I Staff, Intervention Specialists)
11/3/23- Utilizing Small Group Instruction (All Staff)
11/3/23- Explicit and Systematic Phonic Instruction (K-3 Staff, Intervention Specialists)
11/3/23- Comprehension Instruction (4-8 Staff, Title I Staff, Intervention Specialists)
11/3/23- Writing-Paragraph Skills (Title I Staff, Intervention Specialists)
11/3/23- Scaffolding Strategies (4-8 Staff, Title I Staff)

On-going:
 One- on-ones meet bi-weekly. (All Staff)
 Walk-throughs or Observations happen bi-weekly. (All Staff)
 MTSS meetings bi-weekly. (All Staff)

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.