



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the A+ Arts Academy Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The plan includes specific grade level measurable goals.
- The plan focuses on defining tier 1 literacy instruction with an emphasis on both decoding and language comprehension
- The plan uses the Ohio Improvement Process to support and monitor improvement efforts.

This plan will benefit from:

- A data analysis that drills down to the specific reading skills and includes a root cause analysis.
- Including professional development that is linked to the data analysis and goals of the plan (e.g. how students learn to read).
- Identifying evidence-based strategies to be implemented and monitored in core instruction.

In January 2020, the Department published the revised version of [Ohio's Plan to Raise Literacy Achievement](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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Columbus, Ohio 43215
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(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: A+ Arts Academy

DISTRICT IRN: 000556

DISTRICT ADDRESS: 2633 Maybury Road, Columbus, OH 43232

PLAN COMPLETION DATE: November 25, 2019

LEAD WRITERS: Robbin Smith, Renene Craft, Heather Giles, Stefanie Sheridan, Kym McIntyre, Michelle Goode

IMPLEMENTATION START DATE: December 1, 2019

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, 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
Michelle Goode	Title 1 Teacher/School Improvement	Napoleon Campus	mgoode@aplusarts.com
Robbin Smith	3rd Grade Teacher/School Improvement	Berkley Campus	rsmith@aplusarts.com
Heather Giles	District Facilitator of School Improvement	District	hgiles@aplusarts.com
David Fant, Ex Officio	Superintendent	District	dfant@aplusarts.com
Stephanie Sheridan	Reading Interventionist and Title I	Fair Avenue	ssheridan@aplusarts.com
P. Renene Craft	Assistant Superintendent	District	pcraft@aplusarts.com
Kym McIntyre	5/6 ELA Teacher/School Improvement	Maybury campus	kmcintyre@aplusarts.com

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

Group members collaborated during several all day meetings. Data from assessments was analyzed to develop a focus for the school.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The school has developed an improvement plan to increase student success within the district. The current plan sets literacy goals of 75% of students meeting or exceeding the goals set by the state. The literacy goals also require student scores to increase by 5% across all grades, as well as increasing the performance index by 10 points. Using pre-test and post-test data, there should be a shown growth of 85% for students. Within our Reading Achievement plan we set stretch goals of 80% of all students meeting or exceeding passing levels on the state reading tests. In order to achieve these goals, various actions have been laid out. Both plans allot for 90 minutes of reading instruction. Additionally, the use of before and after tutoring and Saturday School tutoring helps to progress towards goals that have been set. Both plans allow for professional development for the teachers to utilize all the strategies presented. and for time to analyze the data. All decisions made within the Reading Achievement Plan and School Improvement Plan are based on data, and encourage teachers to use multiple data points as they move through the school year. Other ways that growth and learning are encouraged are by providing students with low-level high-interest books. Because we are a data-driven school, using testing data, RIMPs will be created for students who do not pass fall testing for students grades K-3.

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

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8)**, the **Kindergarten Readiness Assessment**, **reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)** and **benchmark assessments, as applicable.**

MAP Fall 2019-2020 Test				
	Passing Score	Number of Students	Number Passing	Percent Passing
Kindergarten	141	85	23	27%
First Grade	161	80	12	15%
Second Grade	175	69	14	20%
Third Grade	189	79	14	17%

Ohio State ELA Test Fall 2018-2019		
	Students tested	Perfect Proficient
Third Grade	93	9%

Ohio State ELA Test Spring 2018-2019		
	Students tested	Perfect Proficient
Third Grade	89	25%
Fourth Grade	80	13%
Fifth Grade	77	31%
Sixth Grade	68	20%
Seventh Grade	60	40%
Eight Grade	36	31%

Kindergarten Readiness Assessment 2017-2018					
	Students Assessed	Demonstrating	Approaching	Emerging	Percent Demonstrating
Kindergarten	86	14	37	35	16.3%

The percentage of students at a proficient level highlights a need for a good foundational skills starting in Kindergarten. The MAP data highlights that we do not have all of our students making one year of growth at the beginning of school. Without that number growing at a steady rate, the students will need more assistance as they progress through school. When looking for patterns, utilizing more than one data point is key. Following each cohort of students will allow us to monitor yearly progress, with the goal of students passing the 3rd grade reading guarantee. The students come to us ready to learn, but through the year of instruction lose valuable time and skills needed to be successful. By focusing on these differences, and identifying student and teacher weaknesses we can work to limit the variation from assessment to assessment. Based on our various data points, our students should be succeeding at a higher rate. We must look to our in school practices to help these students maintain success.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Total Students: 662		
	Number of Students	Percent of Students
Disadvantaged	642	97%
Not disadvantaged	20	3%
Free/Reduced Lunch	662	100%
IEP	82	12.4%
504 Plans	8	1.2%
Ethnicity – African American	645	97.4%
Ethnicity - Bi-racial	8	1.2%
Ethnicity - White	2	0.3%
Ethnicity - Hispanic	6	0.9%
Ethnicity - Islander	1	0.1%
Gender - Male	311	47%
Gender - Female	351	53%

Within A+ Arts Academy, many of our students are faced with daily challenges beyond learning in the classroom. Many students face uncertainty when they get home related to basic daily needs. We find that students will live with relatives other than their parents. There have been countless times where we find out after the fact that a parent has been in jail, or is even currently incarcerated. Our students face daily challenges that many adults would struggle with. Compounding these factors there is a lack of access to resources to change the situation. Many students depend on the school to provide a stable environment where they know they are loved, cared for, and fed. Throughout the school day, teachers must act as parents, counselors, friends, disciplinarians and many more roles for the students before they can be a teacher. Poverty, regardless of ethnicity or gender, negatively affects all of those in its grasp. This is a daily fight that teachers within the district must battle.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

The mission of A+ Arts Academy is to be a highly visible school known for producing responsible and accountable students who demonstrate a strong sense of self-worth, leadership, and moral values, ultimately becoming exceptional citizens. A+ Arts Academy is known for its foundation in state standards that utilizes local, national, and global resources while incorporating the arts. Students of the A+ Arts Academy develop into well-rounded learners who are prepared to undertake the challenges of high school and beyond.

The vision of A+ Arts Academy is to be a diverse, interactive elementary, middle and high school, providing a safe environment, and an educational foundation for life-long learning. We will actively promote literacy through the infusion of the arts and the encouragement of our students to strive for excellence in all aspects of life. Our vision seeks:

- A. To develop competencies in language arts through alignment with local, state, and national standards;
- B. To develop relevant literacy skills through quality research-based best practices; and
- C. To promote a literacy-rich environment

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

1. Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the end of the 2019-2020 school year, through use of best practices in instruction and regular data analysis of assessments, as measured by the Ohio State Assessment.

Kindergarten

2. Increase the percentage of Kindergarten students with equivalent passing scores on the MAP assessment from 77% to 85% by the end of the 2019-2020 school year through use of best practices in instruction and regular data analysis of assessments.

First Grade

3. Increase the percentage of First Grade students with equivalent passing scores on the MAP assessment from 58% to 70% by the end of the 2019-2020 school year through use of best practices in instruction and regular data analysis of assessments.

Second Grade

4. Increase the percentage of Second Grade students with equivalent passing scores on the MAP assessment from 72% to 85% by the end of the 2019-2020 school year through use of best practices in instruction and regular data analysis of assessments.

Third Grade

5. Increase the percentage of Third Grade students with equivalent passing scores on the MAP assessment from 44% to 60% by the end of the 2019-2020 school year through use of best practices in instruction and regular data analysis of assessments.
6. Overall Student Performance Goal: Increase the reading comprehension of all students by one years growth by the end of the 2019-2020 school year as measured by the STAR assessment through use of best practices in instruction and regular data analysis of assessments.
7. Overall Student Performance Goal: Increase all students phonemic awareness of grade appropriate phonemes by the end of the 2019-2020 school year as measured by the STAR assessment through use of best practices in instruction and regular data analysis of assessments.

SECTION 6: ACTION PLAN MAP(S)

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.

Goal # 1 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement phonics instruction to increase decoding abilities for all students.	Provide 90 minutes of uninterrupted reading instruction.	Creating and implementing RIMPS for identified students.
Timeline	Ongoing	Ongoing	Ongoing over school years
Lead Person(s)	Stefanie Sheridan, Christy Schaefer – Reading Interventionists	Heather Giles – District facilitator of school improvement	Classroom teachers
Resources Needed	Professional Development Literacy coaching, Research based literacy activities	Wonders curriculum differentiation of texts, variety of teaching strategies	Professional development
Specifics of Implementation	Teachers will use a variety of strategies including: Phonics Dance, Orton-Gillingham, etc. Teachers will provide training to implement strategies with fidelity	Provide teachers with a daily block in schedule that allows for continuous focused reading instruction, including 30-minute phonics instruction	Teachers will create RIMP for identified students to follow them from grade to grade. Teachers will provide training to create high-quality RIMPs.
Measure of Success	Students score 80% or higher, OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher, OR students show one-year progress towards grade appropriate level on final assessment.	Determined by AIR grade level cut scores.
Check-in/Review Date	May 31, 2020	May 31, 2020	May 31, 2020

Goal # 2 Action Map

Goal Statement: Increase the percentage of Kindergarten students with equivalent passing scores on the MAP assessment from 77%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Heather Giles – District Facilitatory of School Improvement	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum differentiations of texts, variety of teaching strategies	Reading A-Z benchmark, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.
Check-in/Review Date			

Goal # 3 Action Map

Goal Statement: Increase the percentage of First Grade students with equivalent passing scores on the MAP assessment from 58% to ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Heather Giles – District Facilitatory of School Improvement	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum differentiations of texts, variety of teaching strategies	Reading A-Z benchmark, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows	Administer during pre-enrollment screening,	Provide students with varied instruction during daily reading

	Action Step 1	Action Step 2	Action Step 3
	for continuous, focused reading instruction, including 30 minutes of phonics instruction.	beginning, middle, and end of year assessment periods.	time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2020	May 31, 2020	May 31, 2020

Goal #4 Action Map

Goal Statement: Increase the percentage of Second Grade students with equivalent passing scores on the MAP assessment from 72%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Heather Giles – District Facilitator of School Improvement	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum differentiations of texts, variety of teaching strategies	Reading A-Z benchmark, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2020	May 31, 2020	May 31, 2020

Goal #5 Action Map

Goal Statement: Increase the percentage of Third Grade students with equivalent passing scores on the MAP assessment from 44% to...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Heather Giles – District Facilitator of School Improvement	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum differentiations of texts, variety of teaching strategies	Reading A-Z benchmark, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2020	May 31, 2020	May 31, 2020

Goal #6 Action Map

Goal Statement: Increase the reading comprehension of all students by one years growth by the end of the 2018-2019 school year a...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Utilize Exact Path software to fill in gaps in student knowledge.	Implement phonics instruction to build decoding skills in all students.	Utilize Running Records for progress monitoring
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Reading Achievement team	Classroom teachers	Classroom teachers
Resources Needed	ExactPath, Computers	Professional Development, Literacy Coaching, Research Based literacy activities	Reading A-Z benchmarking, Professional Development
Specifics of Implementation	Student will use ExactPath for at least 30-minutes per week after completing the MAP Growth Assessment in the fall	Teachers will use a variety of strategies including: Phonics Dance, Orton-Gillingham, etc. Teachers will be provided training to implement strategies with fidelity.	Administer during pre-enrollment screen beginning, middle, and end of year assessment periods.
Measure of Success	Students show one-year progress towards grade appropriate level on file MAP assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2020	May 31, 2020	May 31, 2020

Goal #7 Action Map

Goal Statement: Increase all students phonemic awareness of grade appropriate phonemes by the end of the 2018-2019 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement strong phonics curriculum in grades K-2	Provide intervention/remediation/enrichment	
Timeline	Ongoing	Ongoing	
Lead Person(s)	Classroom teachers	Classroom teachers	
Resources Needed	Professional Development, Literacy Coaching, Wonders curricula, Phonics Dance materials, word building activities, Daily 5, Fountas and Pinnell, Orton-Gillingham, etc.	Interventions such as FUNdations, Words Their Way, Title 1 services	
Specifics of Implementation	Teachers will be provided coaching and training on implementing research-based phonics instruction using supplemental resources. Students will be presented material in a variety of strategies for repeated access to content. Phonics will be provided a 30-minute block of instruction daily.	Provide students with carried instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.	
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	
Check-in/Review Date	May 31, 2020	May 31, 2020	

Goal #8 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create and implement an effective Saturday school curriculum, focusing on phonics, fluency, comprehension, decoding, phonemic awareness, vocabulary and written expression.	Provide 60 minutes of after school tutoring a minimum of one day a week, with a shared focus on literacy and math skills.	
Timeline	October - May 2020	Ongoing	
Lead Person(s)	Renene Craft	Classroom teachers	
Resources Needed	Curriculum maps, age appropriate alignment of skills	Classroom resources	
Specifics of Implementation	Teachers will be provided a curriculum to implement in the 2019-2020 school year during Saturday School. It will cover 90 minutes of literacy instruction for grades K-3.	Teachers will provide students with support in current academic pursuits based on instruction. Teachers will assist student with areas of struggle to improve student learning.	

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one-year progress towards grade appropriate level on final assessment.	
Check-in/Review Date	May 31, 2020	May 31, 2020	

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Progress toward the goals will be monitored in a variety of ways. Teachers will use data collected from already implemented assessments to direct lesson planning and instruction. Data will guide the differentiation in the lesson plan. Primary teachers will include in their literacy time rhyming, alliteration, phoneme blending, phoneme segmentation, and phoneme manipulation. There will be multiple scheduled testing periods throughout the school year to provide teachers with opportunities to assess student growth.

Utilizing the MAP testing system, NWEA Exact Path, which creates individualized learning plans, and other computer software, teachers will gather data to measure growth over time. Time will be provided during TBT and grade level meetings post-assessment to review and analyze data. Analyzed data will then be provided to administrative leaders and the Reading Achievement Team. This data will be used to review and adjust school wide goals. Data will be showcased publicly within the building through use of data walls. Literacy data will be collected and organized into individualized literacy folders for each student. This data will move with the student as they progress through the grades while attending A+ Arts Academy.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

Within the district, there are a variety of strategies utilized for instruction in the classroom. The primary source for content and delivery is the McGraw/Hill Reading Wonders curriculum. This curriculum is designed within a Reading/Writing framework. The design of Wonders is a research based teaching framework. It provides the opportunity for teachers to use multiple strategies to allow students to access material. Teachers will implement whole group strategies such as big book shared reading, oral vocabulary work, listening comprehension, word work, shared reading and close reading. At the same time, teachers will engage students in small group work. This time will include students reading at instructional level, completing a mini-lesson on a reading specific skill, and reading appropriate stories aloud. Beyond the Wonders Curriculum, teachers will be encouraged to use supplemental curriculum and strategies. Students will be taught the phonics dance to help build their reading comprehension and related skills. Teachers will use the Daily 5 for ongoing assessment of student knowledge on core areas of reading knowledge. Teachers are also encouraged to use the strategies provided to us through the AVID model. Many of the strategies are student-directed. In the classroom, students will use Cornell notes, think/pair/ share, Socratic Seminar, hot seat and many others. Teachers will be encouraged to incorporate WICOR strategies into their lesson plans. Within Title 1 and intervention, the aides will support learning in the classroom through the use of Wilson FUNdations or similar curriculum. Additionally, Title teachers will use Reading A-Z to provide students with reading material at their independent reading level. Students will spend time interacting with the story by highlighting vocabulary and high-frequency words, completing comprehension activities, and participating in repeated readings. To monitor student growth and learning, a variety of assessment tools will be used multiple times throughout the year. MAP NWEA data is used to provide teachers a guidepost of current student success.

Data from the MAP test will be used to create RIMPs for struggling students. These will be supported through the instructional strategies implemented throughout the district. Beyond in class supplements, there are many technology supplements we use as well. Students will spend 90 minutes weekly utilizing Study Island software. This will provide

students the opportunity to review and practice content until mastery is achieved. Additionally, students will be able to use Reading Eggs, a software that provides reading instruction at a student's independent level, weekly during their computer time.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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.*

Within our school district, teachers are required to use the McGraw-Hill Reading Wonders curriculum. Within the curriculum there are a multitude of strategies for teachers to use to provide quality instruction to students. While the curriculum provides an abundance of extras to support student learning, there is also a core instruction area. Teachers will be required to implement many of the strategies found in the curriculum, with the ability to supplement where needed. Monitoring of the usage of curriculum will be completed through a monthly administrative walk through.

In the prior two school years, our kindergarten teachers have been the main focus of instruction for phonemic awareness and decoding strategies. As students have progressed through the grades, the direct instruction of phonemic awareness has been lacking. As we move forward into the next school years, professional development will be provided to teachers in grades K-3 to support phonemic awareness instruction. Research indicates that phonics instruction must be completed, in whole, by the end of 3rd grade. It is important that all students receive high-quality instruction rooted in strategies that have been documented to be effective. By providing training to teachers, this will improve the quality of instruction at all grades. With improved instruction, student progress on phonemic awareness can be tracked and monitored.

Decoding is a major component of reading comprehension. In previous years, we have primarily instructed decoding through the use of phonics and phonemic awareness. To improve reading, students must be taught a variety of decoding strategies. By explicitly teaching students these strategies, the students will have more tools to use while reading. The use of these strategies will be required and introduced during summer professional development as preparation for roll-out to the students.

During the prior two consecutive school years, progress monitoring has been required monthly. This allows teachers to have accurate information on how students are progressing and where interventions are needed. By gathering data monthly, teachers are able to implement the RTI process based on data to assist students. This ensures that all teachers will have a variety of strategies at their disposal to instruct students at the appropriate level. As we move forward, this progress monitoring will be gathered in student literacy folders to be passed with students as they move forward through the school years.

As a way to monitor student progress through the years, the school has included a variety of assessments. These assessments allow for teachers to understand the student progress. Through the use of RIMPS, Study Island diagnostics, Reading Eggs computer software, MAP NWEA testing data, teachers have a plethora of data. While the data exists, teachers haven't had enough time to utilize the data. There will be days provided to teachers after the assessments are administered to allow for collaboration and analysis of the data.

Teachers will be required to display progress through the use of in-class data monitoring. This monitoring will be supplemented by whole school data walls in the hallways.

The AVID model has been a significant part of the schools classroom structure. Teachers have been encouraged to utilize many of the strategies within the classroom. These strategies allow for student led interaction with the curriculum. A component of AVID is WICOR (Writing, Inquiry, Collaboration, Organization, Reading). WICOR contains strategies to help students further develop writing skills. With instruction from previously trained teachers, new teachers will include these 5 areas within their lesson plans. By including multiple strategies on their lesson plans, teachers are able to provide high-quality instruction for students.

In order for teachers to be best prepared for the students, there will be quarterly professional development. These professional developments will focus on implementation of current programs and practices, as well as providing instruction for new techniques. Professional Development will also allow time for teachers to work collaboratively to design plans based on best practices for reading instruction. Many of the computer based programs that are utilized within the

school have parent access options. In order for students to succeed, parents must be involved. Teachers will communicate ways for parents to login and monitor student achievement.

Simultaneously, many of the students needs are not being met at home. Informing and equipping parents also means providing them with access to community resources for the non-educational needs faced. To best support all of these actions, administration will support teachers and provide an uninterrupted 90 minute period for literacy instruction. This will ensure that students have the best instruction possible during the school day.

SECTION 8, PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Professional development will be provided to staff to ensure accurate implementation of programs and techniques. Teachers will be given the opportunity to use the materials before implementing them with children. Additional parts of the training will be instructing teachers how to pull the cumulative data for students and how to analyze the data.

On-going Professional Development:

Reading Eggs, Study Island, NWEA Map and Exact Path, Reading A-Z, Running Records Quarterly Professional Development:

Sept. 13, 2019

Progress Book Training- All Staff MAP Data Review Training - All Staff

Oct. 11, 2019

MAP Data Analysis- Classroom Teachers

Nov. 8, 2019

Edmentum Exact Path Training Review - All Staff

Mar. 13, 2020

Data Analysis and Test Prep Strategies-Classroom Staff

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

MAP data scores will be emailed to teachers separately. We will also submit both this document and MAP data through submitted through personal email.