



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Broadway 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 district acknowledges a gap in Tier 1 instruction and that a standards-based approach to teaching reading with a focus on foundational skills is needed.

This plan will benefit from:

- Creating protocols on how the school screens and identifies students needing additional diagnostics, as well as creating a decision flowchart to guide teachers in choosing the most effective interventions and how they progress monitor students.

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

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

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Broadway Academy

DISTRICT IRN: 012684

DISTRICT ADDRESS: Broadway Avenue, 3398 East 55th Street, Cleveland, Ohio
44127

PLAN COMPLETION DATE: December 18, 2019

LEAD WRITERS: Sherree Dillions, Principal, Donna Baynes, Instructional Coach,
Normell Riley, Title 1, Kasie Ladd, Teacher

IMPLEMENTATION START DATE:

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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
Natalie Long	Superintendent	ACCEL Schools	nmlong@accelschools.com
Shelia Sherman	Regional Vice President	ACCEL Schools	ssherman@accelschools.com
Sherree Dillions	Principal	Broadway Academy	sdillions@acabroadway.com
Donna Baynes	Instructional Coach	Broadway Academy	dbaynes@acabroadway.com
Renee Foster	Director, Instructional Coaching	ACCEL Schools	rfoster@accelschools.com
Gwendolyn Norfleet-Rodgers	Board President	Broadway Academy	gwenleo326@gmail.com
Normell Riley	Title 1	Broadway Academy	nriley@acabroadway.com
Kasie Ladd	Teacher	Broadway Academy	kladd@acabroadway.com

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

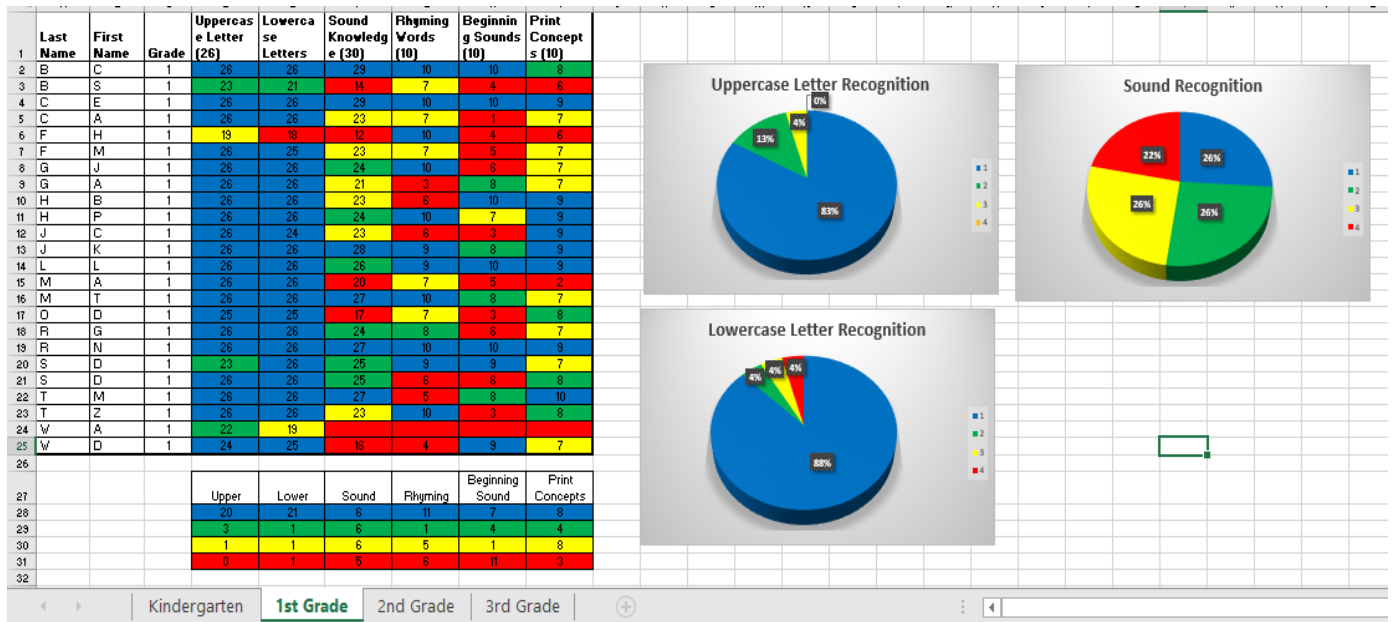
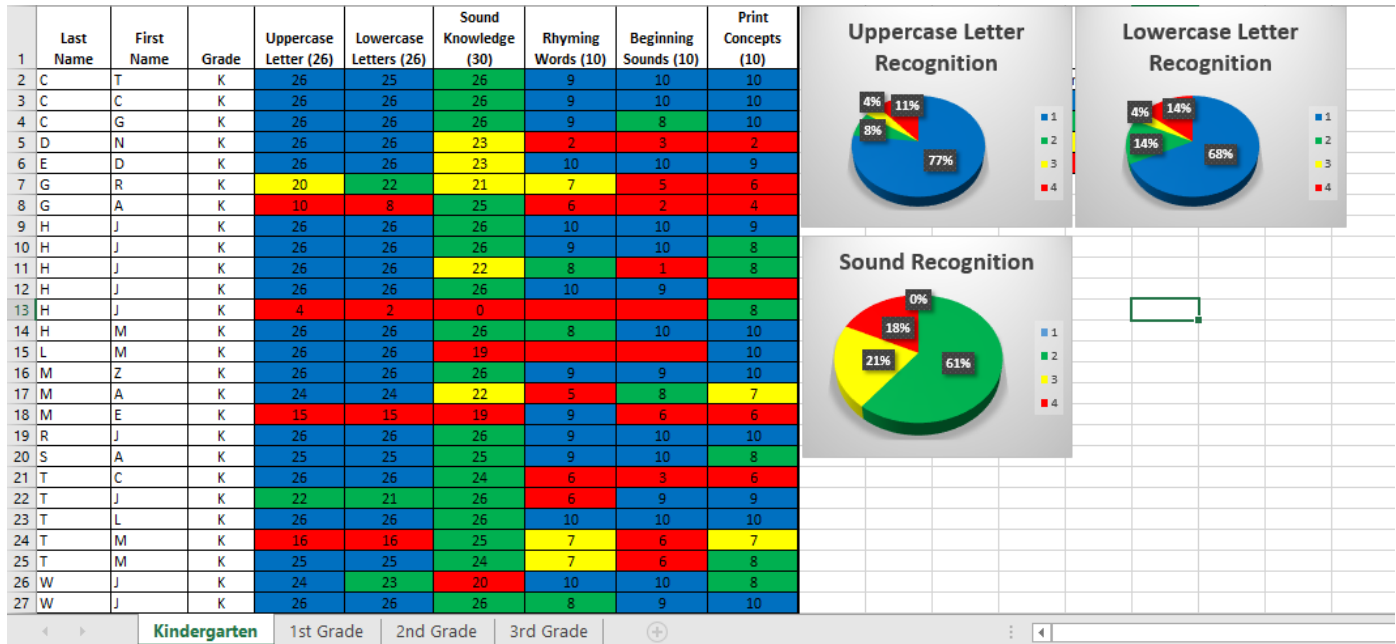
SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

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.

Broadway Academy's newest Community School Improvement Plan (CSIP) and previous Ohio Improvement Process (OIP) plan commits to increasing scholar proficiency and literacy rates as measured by the Ohio School Report Cards. The local literacy leadership team consulted the school's Needs Assessment Report via the Decision Framework and collaborated to ensure the success of the plan. One primary focus on improving the literacy growth in both the CSIP, OIP, and the Reading Achievement Plan will be through sustained professional development and job-embedded instructional coaching of standards-based instruction, utilizing a literacy framework, extended literacy block, using data to inform instruction, and implementing evidence-based instructional strategies.

The Reading Achievement Plan and other data-driven indicators will be used to inform the decision-making process of our future OIP and to make pivots to remain aligned across all district improvement efforts. Currently, the Principal and Regional Vice-President have monthly check-in meetings to monitor the implementation of the OIP and will include the Reading Achievement Plan as the documents are closely aligned. The OIP will continue to be updated as the school refines the process of using ESSA evidence-based research to yield high-impact strategies. Additionally, the plan supports the system of assessments, as defined by Ohio, including the KRA, diagnostic assessments, norm-referenced

assessments, and Ohio State Tests. The school has a trusted management partnership that collects and helps provides support in analyzing data to inform the decision making.



1	Last Name	First Name	Grade	Uppercase Letter (26)	Lowercase Letters (26)	Sound Knowledge (30)
2	A	J	2	26	26	30
3	A	K	2	26	25	30
4	A	K	2	26	26	28
5	A	C	2	26	26	30
6	C	J	2	26	24	27
7	C	Y	2	26	26	29
8	D	A	2	23	23	26
9	D	E	2	26	24	30
10	H	L	2	26	25	24
11	J	T	2	26	26	29
12	J	J	2	26	26	
13	L	J	2	26	26	29
14	M	A	2	26	26	29
15	M	J	2	25	22	29
16	M	A	2	13	14	17
17	P	R	2	26	26	30
18	P	F	2	26	26	30
19	R	A	2	26	26	26
20	S	S	2	25	22	28
21	S	K	2	26	26	
22	S	J	2	26	26	29
23	W	J	2	26	26	26
24	W	J	2	26	26	29

Uppercase Letter Recognition

Sound Knowledge

Lowercase Letter Recognition

GRADE: 3 (24 total students)

PHONICS INVENTORY DECODING STATUS	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advancing Decoder	0	0%	0	0%
Developing Decoder	3	15%	3	15%
Pre- or Beginning Decoder	17	85%	17	85%

	Last Name	First Name	Grade	Uppercase Letter (26)	Lowercase Letters (26)	Sound Knowledge (30)	Phonics Inventory
1							
2	A	J	3	26	25		
3	A	J	3	26	22		
4	B	A	3	26	26		
5	B	D	3	26	26		
6	B	K	3	26	26		
7	C	G	3	26	26		
8	D	Y	3	26	26		
9	D	D	3	26	26		
10	E	T	3	26	26		
11	F	B	3	26	25		
12	F	J	3	26	26		
13	G	T	3	26	26		
14	G	J	3	26	26		
15	H	J	3	26	26		
16	L	J	3	26	25		
17	M	B	3	26	26		
18	P	N	3	26	26		
19	R	J	3	26	26		
20	S	N	3	26	26		
21	S	N	3	26	26		
22	S	D	3	26	26		
23	S	S	3	26	26		
24	S	A	3	26	26		
25	S	J	3	26	25		
26	T	K	3	26	26		
27	T	S	3	26	25		

Uppercase Letter Recognition

Lowercase Letter Recognition

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.**

Overall, the data suggests that the school is lacking the knowledge to effectively use the Tier 1 foundational reading resources, instructional knowledge of foundational and effective reading, and effective instructional strategies for a successful reading program. There was a clear lack of direct instruction in coding skills and language comprehension, which will need to be addressed by a systematic teaching of foundational reading skills and standards-based reading instruction in comprehension.

The Kindergarten Readiness Assessment data shows a decline of percentage of students on track in Kindergarten with an increase in the SY 2018-2019.

2016-2017: 21.2%

2017-2018: 57.9%

2018-2019: 63.6%

Students are not showing mastery in foundational reading skills such as phonemic awareness, letter and sound recognition, and sight word fluency due to a lack of readiness of foundational skills in reading.

Measurable growth on the reading diagnostic test show a decrease at the first through third grade level.

The data suggests that many students are beginning the school year off track and the foundational reading skills have not been taught through explicit, systematic instruction to address the gaps. Knowing the foundational reading gaps in 1st-3rd grades, it can be assumed that we will see gaps in reading comprehension in later levels.

1st Grade:

2016-2017: 13.8%

2017-2018: 15.0%

2018-2019: 60%

2nd Grade:

2016-2017: 17.9%

2017-2018: 30.8%

2018-2019: 66%

3rd Grade:

2016-2017: 37.5%

2017-2018: 27.8%

2018-2019: 48%

Third Grade Reading Guarantee, as measured by English Language Arts assessment/alternate assessment, has shown a steep decline from 16-17 to 17-18 and a strong increase from 17-18 to 18-19. Based on the known foundational reading gaps, it can be inferred that students are still struggling with the basic ability to read, which results in lack of proficiency on grade level literature and informational text reading comprehension assessment questions.

2016-2017: 48.4%

2017-2018: 77.8%

2018-2019: 48.2%

The percentage of students scoring proficient on the state reading test decreased in 16-17, however there is an increase in proficiency from 16-17 to 17-18 with the exception of 4th grade. These gaps are closing in proficiency were assumed, based on the foundational reading skills being taught in the lower grades. A phonics and comprehension based reading intervention program for grades 3-5 will be continued to be administered in addition to the Tier 1 grade level standards-based instruction.

3rd Grade:

2016-2017: 6.1%

2017-2018: 14.3%

2018-2019: 51.7%

4th Grade:

2016-2017: 7.4%

2017-2018: 41.7%

2018-2019: 27.3%

5th Grade:

2016-2017: 18.2%

2017-2018: 10.0%

2018-2019: 58.8%

6th Grade:

2016-2017: 13.0%

2017-2018: n/a

2018-2019: n/a

7th Grade:

2016-2017: 0%

2017-2018: n/a

2018-2019: n/a

8th Grade:

2016-2017: 3.2%

2017-2018: n/a

2018-2019: n/a

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.

The overarching factors that we believe contributed to the low reading achievement and implementation of this reading plan is teacher effectiveness/human capital and a lack of instructional consistence. Within this challenge there are multiple contributing factors, including human capital/teacher turn over, the lack of student readiness, readiness to learn, the lack of oral language skills, student population enter with a deficit of at least two years behind, a skills gap in standards-based and foundational teaching, and for Tier 1 literacy instruction. Additionally, previous literacy goals were not targeted toward specific foundational literacy outcomes based upon foundational literacy benchmarks by grade level.

Due to high teacher turn over, a previous lack of teacher support, and a lack of reading instruction knowledge, the school implemented a job-embedded instructional coaching model in SY 2017-2018. This coaching model will continue to combat the gaps left in by previous management. Through coaching, the school will work to implement the pacing guides and literacy academic framework to support productive literacy instruction. Additionally, the Instructional Coach coaches teachers on small group guided reading instruction and supports teachers as they analyze data during TBT meetings.

Most specifically on the instructional side, after reviewing the data analysis, observing classrooms, and reviewing curricular resources, it was discovered that there was major gap in Tier 1 teacher-led intensive, systematic, explicit instruction of all foundational reading skills in grades K-3. Additionally, there are clear teacher gaps of foundational reading instruction knowledge. The school is working to incorporate the research-based Five Components of Reading model, with a major emphasis on adding specific foundational reading elements including, but not limited to, phonological awareness (spoken word awareness, syllables, phonemes), phonemic awareness, alphabet letter and sound recognition, phonics/word study, print concepts, and sight words. Additionally, the school is working to implement guided reading to provide small group direct instruction differentiated toward student needs in the Five Components of Reading model. With the emphasis on foundational reading skills, teachers will still need to include vocabulary, fluency, and comprehension skills to ensure students are being provided access to mastery of all reading components. Students are also being grouped more strategically into ability groups based upon achievement data.

In grades, 4-5 is it clear that there was a lack on emphasis on the Ohio Learning Standards during SY 2016-2017, SY2017-2018, and still 2018-2019specifically on comprehension instruction in the classroom. Because of the lack of foundational reading knowledge, students are entering the intermediate with a reading gap. Without the foundational skills necessary to reading, students have not been able to master fluency, academic vocabulary, and reading comprehension. Teachers have been working tirelessly to help fill the gaps, but according to the System 44, Phonics Inventory, and Reading Inventory data, are still missing an emphasis on grade-level mastery of comprehension skills.

In all grades, there has been a lack of screening, tracking, and progress monitoring of foundational reading skills. The leadership and teachers are unaware of which students have mastered which skills, and therefore are having a difficult time using data to inform small group instruction. An emphasis on using standards-based data to drive instruction through research-based instructional strategies and utilizing data in small groups to reteach will lead to improved mastery for students. ELA short cycles and district benchmarks will be given regularly and teachers will use the data to inform their lessons as well as their re-teaching plans. Instructional Coaches will monitor short cycle and benchmark data is being used to inform instruction.

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](#).

Our literacy vision is for all learners to acquire the knowledge and skills to read with proficiency at grade level. The hallmark of our vision is utilizing literacy acquisition and achievement as the lever for school improvement. The vision prioritizes shared leadership, multi-tiered systems of support, increasing educator capacity, family partnerships, and community collaboration through contributions from school, instructional practice, and educator evidence-based systems and supports.

1. Shared Leadership – Broadway Academy leaders and educators work together to build capacity and supports for literacy instruction through professional development and job-embedded coaching. Special education teachers and general education teachers will collaborate regarding instructional strategies and curricular resources to support students with special needs.
2. Multi-Tiered Systems of Support – Broadway Academy contributes evidenced-based strategies, systems, and resources to support literacy achievement for all grades with the assistance of instructional assistants, intervention specialist, title 1, and differentiated instruction.
3. Teacher Capacity – Broadway Academy educators engage in professional development on and off site and job-embedded systems and instructional coaching. Teamwork makes the Dream work.
4. Family Partnerships – Broadway Academy leaders and educators will continue to improve relationships with families by communicating important literacy achievement information, student progress updates, classroom weekly newsletters, Broadway Academy parent council, and our Broadway Academy Family Partnership Plan.
5. Community Collaboration – Broadway Academy will continue to actively involve trusted partnerships with the larger business community to support the goals and mission of Broadway Academy.

The vision is directly aligned with Ohio's vision for literacy and even more committed to the Simple View of Reading, where $D \times C = R$, representing all learners and levels of development, enhancing community partners, and increasing capacity of all leaders and educators.

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.

Learner Goal # 1

90% of students in grades K-1 will be able to identify 100% of letter names and letter sounds by May 2020.

- By the end of the year, 90% of Kindergarteners and 1st graders will recognize all 52 upper-case and lower-case letters.
- By the end of the year, 90% of Kindergarteners and 1st graders will identify the sound of each of the 26 letters.

Learner Goal #2:

90% of students in the second and third grade will use decoding and word recognition skills with 80% accuracy four of five trials.

- By the end of the year, 60% of 2nd graders will read and spell multisyllabic words with 90% accuracy.
- By the end of the year, 60% of 2nd graders will read 89 words per minute with 90% accuracy.
- By the end of the year, 75% of 3rd graders will recognize 220 high-frequency words with 90% accuracy.
- By the end of the year, 75% of 3rd graders will read 107 words per minute with 90% accuracy.

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: 90% of students in grades k-1 will be able to identify 1-00% of letter names and letter sounds by May 2020.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from Pre-A Reading Assessments to guide instruction/re-teaching/Dibels Assessments Quarterly
Timeline	- Weekly Coaching	-Summer 2019 PD and continuous -Weekly coaching	Quarterly ELA Benchmark Assessments (October, December, February, May)
Lead Person(s)	-Director of Instructional Coaching -Principal -Instructional Coach	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers
Resources Needed	- Weekly Coaching Observation and Coaching Conversation Tracker	-Pacing guides for literacy instruction -Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing)	-Quarterly Benchmarks created based on the standards taught in the pacing guide. -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans
Specifics of Implementation	-Teachers will receive weekly observations and instructional coaching meetings during planning period -Principals and Instructional Coaches will model instructional strategies in planning meetings and real-time in the classroom -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Instructional Coaches will lead teachers in data dialogue conversations using Pre-A assessment and curricular	Pacing guides created internally at the district level -Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) -Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check	-For the Fall Benchmark, students will be assessed using Pre-A Assessment. -Some teachers may utilize their own short cycle assessment to inform instruction, but most will use assessment system with standards based questions from a question bank. Teachers will use the short cycles to inform their instruction along with the required quarterly benchmarks. -After students are assessed, the Principal and Instructional coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along side the traditional pacing guide

	Action Step 1	Action Step 2	Action Step 3
	resources resulting in informed instruction and necessary interventions	for understanding, assessment criteria for each standard, and implementing the academic framework -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings	
Measure of Success	All accountable students in grades K-1 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-1 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-1 reading will increase their RIT score by an equivalent of 1 or more years
Check-in/Review Date	-Weekly coaching meetings	-Weekly coaching meetings	-Weekly coaching meetings

Goal # 2 Action Map

Goal Statement: 90% of students in grades 2-3 will use decoding and word recognition skills with 80% accuracy four of five trials.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a comprehensive, systematic phonemic awareness and phonics/word study program in grades 2-3	Implement phonological screeners and instruct small group differentiated lessons using the Phonics Inventory and giving Dibels Assessment Quarterly	Provide all staff professional development sessions about Foundational Reading Skills and the Five Components of Effective Instruction
Timeline	SY 2019-2020 and SY 2020-2021	SY 2019-2020 and SY 2020-2021	SY 2019-2020 and SY 2020-2021
Lead Person(s)	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers	-Director of Instructional Coaching -Principal -Instructional Coach
Resources Needed	- Weekly Coaching Observation and Coaching Conversation Tracker	Teachers and Instructional Coach to provide initial screening -Title teachers or classroom teachers implementing the lessons and 12-point progress monitors	-Professional Development sessions, resources for session, and logistics of session

	Action Step 1	Action Step 2	Action Step 3
		-Individual student data tracking log -Instructional Leader to oversee implementation -Instructional coaching time to analyze data and inform instruction/reteaching	
Specifics of Implementation	-Director of Instructional Coaching to embed into Academic Framework -Director of Instructional Coaching and Instructional Coaches to provide professional development to staff -Weekly check-in through instructional coaching	-Instructional Coach and teachers (including title) to make copies of screeners for each student -Instructional Coach and teachers to determine appropriate timing of initial screeners -Instructional Coach and teachers to determine which students need which interventions -Principal and Instructional Coach determine the implementation of materials -Teachers to implement 12-point progress monitors -TBT teams to discuss progress of students	-Using strategic literacy partners, Director of Instructional Coaching will create a professional development session to focus on the five components of reading, with a strong emphasis on foundational reading skills and guided reading -Instructional Coaches to delivery PD to all staff -Instructional Coaches to continue professional development of strategies and implementation of effective literacy plan through job-embedded coaching
Measure of Success	Increase # of students on-track	Increase # of students on-track	Increase # of students on-track
Check-in/Review Date	-Weekly coaching meetings	Quarterly and through TBT time	Beginning of year and weekly coaching meetings

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 towards our reading goal of students achieving more than one year's growth on the NWEA MAP Assessment and moving third graders toward proficiency will be monitored with a quarterly assessment using the calendar below, which contains both NWEA assessments and district benchmark assessments. The district benchmark assessments will be created at the district level and aligned to the district pacing guide. The building leader and teachers will analyze school growth at each NWEA MAP testing administration and report their findings with district level personnel. The analysis will measure trends, strengths and weaknesses, focus areas, and action plans for literacy instruction and intervention. Professional development around using data to reteach and inform instruction will be provided to all staff members and teachers.

Fall 2019 - NWEA MAP

- Phonics Inventory
- Reading Inventory
- Universal Screener

October 2019 - District Benchmark

December 2019 - NWEA MAP; District Benchmark

January 2020 – Dibels

- Phonics Inventory
- Reading Inventory

February 2020 - District benchmark

March 2020 – Dibels

- NWEA MAP

May 2020 - District Benchmark optional

- Dibels
- Phonics Inventory
- Reading Inventory

The progress will initially be monitored during professional development sessions which have been scheduled around the assessment calendar. During this time, teachers and building leaders will analyze the data from the Benchmarks and NWEA, create a plan for reteaching or potentially determining RTI placement and support for off-track students. The progress will then be continually monitored through BLT and TBT meetings, where teachers will share best instructional practices towards student standard mastery.

Progress towards increasing the K-3 literacy component on the Ohio School Report cards will be measured in Tier 1 by using the Unit Assessments built into the systematic phonemic awareness, phonics and word study program being implemented in K-3. Additionally, progress will be monitored through the above benchmark assessments, as well as intervention phonological awareness screenings and 12-point data progress monitors being used in the classroom and intervention groups. The data will be reviewed by teachers during TBT meetings and presented to BLT for support, if needed. The Instructional Coach will monitor progress monitoring and interventions provided by the teacher for all students placed on a RIMP. The Instructional Coach will report progress monitoring quarterly to the Director of instructional Coaching as a check progress monitoring and reading interventions are being provided to students on RIMPs consistently.

Progress towards all reading goals will additionally be monitored and measured through the weekly coaching process. Each week, teachers receive observations and individual coaching meetings with an instructional coach or building leader. Through coaching conversations, teachers and coaches will use the teacher reflection forms, pacing guide, literacy academic framework, and data planning forms to monitor and measure progress. In addition, a teacher tracking log is used by coaches and building administrators to document real-time observation notes, progress towards current instructional focus strategy, and growth in previous instructional strategies. This live document is reported weekly at the district level for continuous monitoring.

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.

The primary instructional strategies that will be employed to provide daily standards-based instruction in our school are the gradual release of responsibility, small group differentiation, creating a culture of learning, and integrating a comprehensive phonemic awareness and word study/phonics program.

Gradual Release of Responsibility:

The strategy for the gradual release model of instruction is proven to develop higher order thinking skills to close the achievement gap and move students to proficiency. Starting with the 'I Do' section, wherein the teacher is introducing and modeling a new concept, such as a reading comprehension strategy or blending phonemes, students are given this time to intake and process information. The 'We Do' section is where guided instruction and collaboration between the teacher and the students takes place. This section is also when the teacher gives a check for understanding that ensures students are ready to move on to independent practice and/or small group instruction. The last piece to this model is the 'You Do' section. During this final component, students in our school begin their small group instruction and/or rotations for learning. The 'You Do' section is used for the small group instructional method, with rotations for learning. The best practice of small group instruction, which has proven to close the achievement gap as it intensifies student's opportunities to practice, respond, and obtain feedback, will happen daily. It is in this small group instruction that data-driven instruction is strengthened and gives way for the opportunity for students to boost their learning development in a more personalized format. All strategies and techniques for learning are also reinforced in a deeper regard as students can internalize learning at a higher pace with the more personalized opportunity for practice, response, and feedback.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- Fisher, D., "Effective Use of the Gradual Release of Responsibility Model." Macmillan McGraw-Hill. 2008
- Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," *The Reading Teacher*, 61, 2007, pp. 32-45
- Lloyd, S. L., "Using Comprehension Strategies as a Springboard for Student Talk," *Journal of Adolescent and Adult Literacy*, 48, 2004, pp. 114-124
- Kong, A. and P. D. Pearson, "The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners," *Research in the Teaching of English*, 38, 2003, pp. 85- 124

Small Group Differentiated Instruction:

The Center for Development and Learning suggests that 30 years of research supports Small Group Differentiated Instruction is a proven method to increase student outcomes. Differentiated Instruction is the ability to match instruction to meet the different needs of learners in each classroom. The range of instructional need in our classrooms is large, and to meet the different needs of learners in each classroom, we need to plan for Small Group, Differentiated Instruction (Florida Center for Reading Research). We utilize Small Group Differentiated Instruction in all content areas, not only reading. Our Academic Framework suggests teachers utilize the Gradual Release Model of Responsibility in whole group instruction, and then uses informal assessments, data from other assessments, and flexible grouping to choose small group participants. Teachers will utilize this sacred small group time to monitor and track student growth in the five components of reading instruction. Our School has also chosen updated foundational reading curricular resources to match our Academic Framework to support this instructional strategy.

Guided Reading Instruction:

An outside vendor will coach and model guided reading strategies and ways to collect assessment data. These professional learning opportunities will provide teachers with a better understanding of how to identify and teach specific foundational reading skills to K-3 students. This will support teachers in creating stronger Reading Improvement and Monitoring Plans. The RIMPs will have more targeted goals and richer foundational literacy assessment tools with stronger assessment data. Teachers will be better equipped to diagnose student needs in literacy and then can better apply the best strategy to use to provide interventions. RIMPs will be monitored more effectively allowing teachers to adjust their instruction to be more targeted and ultimately more effective for students on a RIMP.

Research presented: ESSA (III) promising evidence from at least 1 well-designed and well-implemented correlation study with statistical controls for selection bias.

- Foorman, Barbara R.; Torgesen, Joseph, "Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children." *Learning Disabilities: Research & Practice*, v16 n4, 2001, pp. 203-212 (Attachment #2, pg. 74)
- Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. "The Role of Instruction in Learning to Read: Preventing Reading Failure in at-risk Children." *Journal of Educational Psychology*, 90, 1998, pp. 37-55 (Attachment #2, pg. 84)

Creating a Culture of Learning:

According to Doug Lemov in *Teach Like A Champion 2.0*, A Culture of Error recommends that teachers establish an environment where in students feel safe making errors; even further, that students are compelled to discuss mistakes and enthusiastically search for solutions. Students are comfortable with the idea that they will make mistakes as they learn to solve complex problems and respond not with defensiveness but openness. Teachers honor and praise this process saying things like "I'm so glad you made that mistake; it's going to help me to help you." Once errors are comfortably exposed, teacher and students study them to learn from them - Why did so many of us not understand what Orwell meant in the passage? The benefits are not just feel-good. If the primary job of the teacher is to recognize the difference between "I taught it" and "they learned it," that difference is ten times harder to recognize and fix if students try to hide their mistakes. Efficient learning requires comfort with mistakes.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- The primary source of research is the book "Mindset: The New Psychology of Success" by Carol Dweck. While the book has not been attached, a research study from 2007 in which Ms. Dweck was a contributor is attached, as well as a 2015 article by Ms. Dweck in which she discusses the ongoing research being conducted regarding her strategies.

- Blackwell, S., Trzesniewskim K., Dweck, C. "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention" *Child Development*, January/February 2007, Volume 78, Number 1, pp. 246 – 263 (Attachment #2, pg. 103)
- Dweck, C., "Growth Mindset, Revisited" *Ed Week*, Vol. 35, Issue 05, 2015, pp. 20, 24 (Attachment #2, pg. 121)

Integrating a Comprehensive Phonemic Awareness and Word Study/Phonics program:

Implementing a systematic program in foundational skills provides students access to necessary skills such as reading, spelling, phonemic awareness, phonics-word student, high frequency word accuracy, fluency, vocabulary, handwriting, and comprehension. The power of a program that is structured, systematic, cumulative, and explicit will increase the student's mastery of learning. In addition, the program will link to the other innovative strategies such as gradual release of responsibility. A program such as this will also support the school's multi-tiered system of support model by providing scientifically based Tier 1 reading instruction, as well as intervention resources for the differentiated small groups taking place.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- National Institute of Child Health & Human Development (NICHD). (2000). "Report of the National Reading Panel: Teaching Children to Read: An evidenced based assessment of the scientific research literature on reading and its implications for reading instruction." (NIH Publication No. 004769). Washington, DC: U.S. Government Printing Office.
- Gambrell, L.B., & Mazzoni, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, (Eds.), *Best Practices in Literacy Instruction* (pp. 11–21). New York: Guilford Press

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.*

These four evidence-based strategies that are being implemented will improve on the more general strategies that have been utilized in previous years. Previously, the school has looked for intervention programs to close the gaps made by a lack of focus in previous management versus looking to provide teachers and students a solid cohesive Tier 1 implementation plan and secondary resources to help raise achievement for all students.

Using a research-based strategy such as gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate the skills being presented before being assessed for mastery. The "I Do" portion of gradual release utilizes simple, concrete, explicit instruction through modeling that provides students the comfort of learning. Similar to riding a bike, a teacher will model the parts of the bike and exactly how to ride it, possibly using a think-aloud strategy to do so. The "We Do" section of gradual release allows the students hands-on practice, with scaffolded assistance and questioning from the teacher. This would be like putting a student on a bike, but holding on to the seat or handlebars as they learn how to ride. Finally, the "You Do" portion allows students to apply the learning to new situations, using what they've learned. Now is when the teacher lets go of the bike, and the student is able to pedal freely. In the case that a student falls of the bike, or struggles with the skills, the teacher can always go back to either portion of the model for a reteaching opportunity. To ensure the strategy is implemented, we have built the academic framework and lesson plan structure around gradual release theory.

In combination with the gradual release of responsibility, teachers are utilizing small group instruction differentiated instruction as a time to help close reading gaps and stretch on grade-level students. Historically, in small groups teachers have worked primarily on the reading standard and have neglected the other reading components, especially phonics. Moving forward, teachers will work towards implementing a Guided Reading template by Jan Richardson, which allows them to work with sight words, phonics skills, reading standards, and more during each small group session, based on performance data from classwork, benchmark assessments, and the foundational reading program. Additionally, teachers will be using the data from the reading benchmark assessments and the RTI phonological awareness screeners and 12-point progress monitors to inform instruction and reteach skills not mastered. The job-embedded teacher coaching model allows coaches and teachers to touch base more regularly to review data and pivot in real-time if students are not achieving mastery goals. This data will be helpful for K-3 teachers when progress monitoring student performance based upon their RIMPs. The screeners will be given to students across Kindergarten - Grade 3 and will be used to determine if students are making progress according to their RIMP goals.

Teachers and Instructional Coaches have received further training in the phonics instruction program properly trained in foundational reading instruction. Although an attempt has been made to improve foundational reading instruction through the pacing guides, it is still missing the mark in being a comprehensive phonics/word study program. To support the implementation, instructional coaches will work directly with the professional development and coaching of the program.

Establishing a Culture of Error/Learning environment allows students to feel safe in making mistakes, promotes a growth mind-set, and can allow students to better track their own learning. Teachers often feel as if they have "taught" the materials, but through a culture of learning, students can prove to teachers that they've learned the material. A culture of learning classroom can lead students to search for solutions, enhance their speaking and listening skills, and create a safe learning community for the class. There are clear reading gaps in many of the students in our school, so being able to talk opening about reaching their goals will help increase student awareness and willingness to learn. The learning environment is one of the many touch points that instructional coaches will focus on during the job-embedded coaching.

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.

The Principal will begin professional development by participating in a multi-week Summer Institute that includes climate and culture, mission and vision, academic framework, effective instruction, foundational reading instruction, five components of effective literacy instruction, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA MAP, and district-created benchmark assessments, research-based instructional practices, and coaching best practices, all directed toward turn-around in schools. The Principal professional development plan continues by offering ongoing monthly, professional development sessions for more intense development of skills and strategies and collaboration with ACCEL sister schools K-8. The Principal also receives differentiated support from an Executive Leadership Coach and Superintendent throughout the year. In addition, the Principal will participate in ongoing weekly calls for individualized professional development with the Superintendent that focuses on specific building needs.

Instructional Coaches will participate in a multi-week Summer Institute that includes academic framework, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA Map, and district-created benchmarks, research-based instructional practices, book studies, professional development and coaching best practices and new teacher orientation. ACCEL School's Instructional Coaching team will be provided ongoing professional development around the support of academic framework, curricular resources, district-created pacing guides, data analysis and research-based instructional practices including guided reading differentiated small group instruction. The Instructional Coaches will participate in ongoing monthly professional development with the Director of Instructional Coaching, weekly team calls, and weekly individualized professional check-ins that focus on specific building needs. The school will have at least a part-time Instructional Coach that is supported by the Director of Instructional Coaching.

Teachers will participate in an onboarding orientation presented by the Principal and Instructional Coach that includes a 7 to 9 day Summer Institute of professional development planned to initiate staff to the school's core academic beliefs. This professional development will include the academic framework, model curriculum, implementation of content and curricular resources, utilizing pacing guides, foundational learning professional development, data analysis from Ohio State tests, NWEA MAP and benchmark assessments to guide instruction, and the above-mentioned research-based instructional practices for the classroom. The emphasis on foundational reading instruction will remain a through line to instructional PD during the course of the year, to ensure proper implementation of the strategies. Any new staff member hired after the start of school, will be linked with the Instructional Coach and Principal to receive professional development on the School's theory of action through the onboarding process. Professional Development in January 2020 will focus on how to determine PI scores. Professional Development will continue at the building level through preset professional development days on the school's yearly calendar.

In addition to the Summer Institute and school year professional development days, teachers will receive individual weekly classroom observations, receive high-impact feedback, and participate in weekly coaching meetings with the Instructional Coach and/or Principal, which allow for differentiated professional development in real-time on the job. The coaching meetings are intended to develop strong instructional practices, ensure a culture of learning, using data to inform and differentiate instruction, and monitoring fidelity to academic framework and curricular resources for each individual teacher. Throughout the fall, winter, and spring school year, monthly Professional Development will focus on the Simple View of Reading which will be monitored through the TBT process.

APPENDICES

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

N/A