May 5, 2020

Dear Superintendent,

Thank you for submitting the Chapelside Cleveland 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 Ohio Improvement Process is used to drive the necessary conversations around change.
- The leadership team reviewed data after attending a regional literacy network session on the shifts Ohio is making in language and literacy expectations.

This plan will benefit from:
- A root cause analysis of why there is a lack of instructional knowledge of foundational literacy instruction.
- Teachers directly assessing students diagnostically to determine the most effective interventions and to align these interventions to the science of reading and evidence-based strategies.

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: Chapelside Academy

DISTRICT IRN: 014061

DISTRICT ADDRESS: Chapelside Cleveland Academy, 3845 East 131st Street, Cleveland, OH 44120

PLAN COMPLETION DATE:

LEAD WRITERS: Ericka Davis; Megan Baugher

CONTENTS

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

SECTION 1, PART A: 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
Sheila Sherman	Regional Vice President	ACCEL Schools	ssherman@accelschools.com
Ericka Davis	Principal	ACCEL Schools	edavis4@acachapel.com
Megan Baugher	Instructional Coach	ACCEL Schools	mbaugher@acachapelside.com
Renee Foster	Director, Instructional Coaching	ACCEL Schools	rfoster@accelschools.com
Kim Henry	Board President	Chapelside Academy	khnds1@sbcglobal.net
Leah Fetz	Teacher	Chapelside Academy	LMMassaro001@acachapel.com

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

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

The Chapelside leadership team attended a network wide session where the Simple View of Reading and components of the Reading Achievement Plan were reviewed with the Director of Instructional Coaching. After that session, the school team included the admin and teachers to further organize and analyze specific ELA data to better diagnose exactly where the reading deficiencies exist at Chapelside. After organizing specific student and grade level data, trends emerged and the admin team came together to identify the most relevant goals and action steps to support those goals as part of the larger school 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.

Chapelside 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 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. This includes stronger tracking by the Principal and Instructional Coach to monitor curricular resources are implemented effectively and used regularly.

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.

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 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 and then an increase of percentage of students on track in Kindergarten. The increase is data is credited to the implementation of an effective reading program focused on coding skills and language comprehension in SY 2018 – 2019.

2016-2017: 68.2%

2017-2018: 39.5%

2018 – 2019: 69.5%

Based on data collected in grades Kindergarten – 3rd, 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 instruction based upon the foundational reading standards. Due to these findings, in SY 2019 – 2020, K-1st students are given foundational literacy skills benchmarks that are necessary to the early stages of learning to read. This includes print concepts, letter and letter sound identification, phonological and phonemic awareness, phonics, oral language and listening comprehension. Findings on a Pre-A Reading Assessment administered in Fall 2019 found that less than 20% of Kindergarten students could identify 20 or more uppercase letters. Based on a Pre-A Reading Assessment administered in Fall 2019, only 50% of 1st grade students could identify rhyming words.

Pre – A Reading Assessment	Uppercase Letter Recognition /26	Lowercase Letter Recognition /26	Sound Knowledge /26	Phonemic Awareness: Rhyming Words /10	Phonemic Awareness: Beginning Sounds /10
	% of students Proficient	% of students Proficient	% of students Proficient	% of students Proficient	% of students Proficient
K	15%	1%	0%	15%	30%
1st	96%	87%	65%	52%	65%

*Resource: Next Step Guided Reading Assessment, Grades K-2, Scholastic Inc.

Over three years, the measurable growth on the *reading diagnostic test* is inconsistent across grade levels. While incremental, first graders have demonstrated an increase in the amount of students on track each year. Second graders demonstrated an increase in 2017 – 2018 to then fall in 2018 – 2019. Similar to second grade, third graders demonstrated an increase in 2017 – 2018 to then fall in 2018 – 2019.

1st Grade:

2016-2017: 80%

2017-2018: 56.7%

2018-2019: 57.6%

2nd Grade:

2016-2017: 40.6%

2017-2018: 78.6%

2018-2019: 54.5%

3rd Grade:

2016-2017: 25.0%

2017-2018: 41.2%

2018-2019: 37.9%

An analysis of reading levels at Chapelside Cleveland Academy shows that students in grades Kindergarten through third grade are not meeting beginning of year reading expectations. *Next Step Guided Reading Benchmark Running Records* assessments are individually administered to all 1st-5th students at the beginning of the year. A timeline of how often a student is assessed is determined by using the Reading A-Z Assessment Schedule timeline. Information on student processing strategies, fluency, and comprehension is determined using the running record data while teachers are able to identify instructional and independent reading levels. Running record data is used to guide teacher decisions for teaching points, student grouping and text selection for guided reading. Teachers can use this information to set reading goals which should be communicated with families especially during the beginning, middle and end of year. Teachers should assess students in between each benchmark period to inform flexible student groups. Guided reading groups should not remain the same all year.

Grade Level	BOY Reading Level Goal (BOY beginning of year)	% of students met BOY Reading Level Goal
K	Aa	0%
1	D	0%
2	K	0%
3	Q	0%

*Resource: Reading A-Z

Third Grade Reading Guarantee, as measured by the English Language Arts assessment/alternate assessment, has shown an increase in passing rates. SY 2018 – 2019 there was an increased focus on guided reading professional learning, utilizing a literacy framework, extended literacy blocks, using data to inform instruction, and implementing evidence-based instructional strategies.

2016-2017: 71.9%

2017-2018: 72.7%

2018-2019: 76.9%

The percentage of students scoring proficient on the *state reading test* has been at a steady decline (4th grade) or has shown small amounts of growth. These gaps in proficiency were assumed, based on the lack of foundational reading being taught in the lower grades. A phonics and comprehension based reading intervention program for grades 3-8 will need to be administered in addition to the Tier 1 grade level standards-based instruction.

3rd Grade:

2016-2017: 36.6%

2017-2018: 20.9%

2018-2019: 35.1%

4th Grade:

2016-2017: 25%

2017-2018: 33.3%

2018-2019: 13.2%

5th Grade:

2016-2017: 17.2%

2017-2018: 30.4%

2018-2019: 32.4%

6th Grade:

2016-2016: 20.8%

2017-2018: 4.0%

2018-2019: 8.7%

7th Grade:

2018-2019: 4.8%

8th Grade:

In 2018 -19 n/a Chapelside Cleveland Academy was a K-7th grade building.

The Phonics Inventory (PI) is a software diagnostic tool that identifies students who need support with phonics instruction and decoding skills. It is given to 3-8 students at the beginning, middle and end of the year. 4th - 8th grade students who score below proficient will be considered for System 44 (Tier II Intervention). Teachers examine reports to analyze growth and mastery by class and students. Students who are proficient in January may exit System 44. Data shows that scholars in 4th – 6th grade struggle with basic decoding skills. Further analysis shows that 90% of fourth grade students mastered sight word accuracy but that data significantly decreases when compared to sight word fluency.

GRADE: 4 (29 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	1	5%	1	5%
Developing Decoder	2	10%	5	25%
Pre- or Beginning Decoder	17	85%	14	70%

GRADE: 5 (36 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	1	5%	3	14%
Developing Decoder	7	33%	8	38%
Pre- or Beginning Decoder	13	62%	10	48%

The Reading Inventory (RI) is a software diagnostic tool that identifies students who need support with reading comprehension. It is given to 3rd-8th graders at the beginning of the year. Students below proficient will take the test in the middle and end of the year to monitor progress. The RI is used to assess the ability of individual students to read and comprehend text. 5th - 8th grade students who score below proficient will be considered for participating in Read 180. Students who demonstrate proficiency in the middle of the year may exit Read 180. Data shows that 50% or more of 6th – 8th grade read at a below basic or basic performance level.

Grade 6 (28 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	2	7%	
Proficient	3	11%	
Basic	12	43%	
Below Basic	11	39%	

Grade 7 (31 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	0	0%	
Proficient	3	10%	
Basic	8	26%	
Below Basic	20	65%	

Grade 8 (18 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	0	0%	
Proficient	0	0%	
Basic	8	44%	
Below Basic	10	56%	

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.

Due to 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 that includes the Five Components of Reading model and a focus on providing differentiated small group instruction for K-3 students. There is also 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 incorporating the Simple View of Reading. 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.

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.

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 – 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 – School contributes evidenced-based strategies, systems, and resources to support literacy achievement.
   - **Equity** Classrooms should reflect equal opportunities for mirrors and windows. Although some children may require more intense reading interventions, focused instruction in English, and/or special education services, all children need and deserve an active reading life fueled by caring teachers.
   - **Foundational Reading Skills** To break the code for reading a child must become "phonologically aware" that words can be broken down into smaller units of sounds (phonemes) and that it is these sounds that the letters represent (Tallal, 2012). Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed is necessary for all primary students.1

- **Guided Reading** Guided reading is a teaching approach used mostly in primary grades and is designed to help individual students learn how to process a variety of increasingly challenging text with understanding and fluency. (Fountas, I. C.Pinnell, G. S., 2001)
  - The teacher works with small groups that consist of 4 – 6 students and grouping is flexible and dynamic.
  - Students work with texts at their instructional level. They spend most of their time reading. Teachers do not use round robin or popcorn reading methods.
  - The lesson focus is on the reading process/strategies students need.
  - The teacher monitors and documents the reader's progress regularly and informs families of student progress monthly.
- **Vocabulary and Oral Language** Extended conversations to develop oral language and interactions around writing to connect verbal and written language.1 All students including English Learners and special education students benefit when they are able to draw on all four language processes – reading, writing, speaking and listening. Vocabulary is primarily acquired through listening, speaking and reading.
- **Reading** Students regularly access and closely read at or above grade-level texts during direct instruction with support as needed. Students read a variety of nonfiction and fiction texts.
- **Speaking and Listening** Students engage in rich and rigorous conversations about texts. Students use evidence or examples from texts to support their opinions or arguments. Often students need scaffolding from their teachers for engaging in rigorous discussion.
- **Writing** Writing supports students in consolidating their views and understandings which helps drive their reading comprehension. Students should learn to synthesize information in their own words and use the text as the basis for putting forth an argument or opinion. Students respond to the texts they read through writing. Students write and use evidence from multiple texts or sources to inform, explain, or make an argument. Students compose narratives detailing real or imagined experiences. Teachers provide meaningful and immediate feedback that pushes students further in their skills and ideas.

3. Teacher Capacity – Educators engage in professional development and job-embedded systems and instructional coaching.
4. Family Partnerships – Leaders and educators will improve relationships with families by communicating important literacy achievement information and student progress updates.
5. Community Collaboration – School will actively seek trusted partnerships with the larger community to increase scholar literacy proficiency.

The vision is directly aligned with Ohio's vision for literacy and the commitments to the Simple View of Reading, where D X 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: 50% of all scholars in grades K-3 will meet their BOY reading level goal; assessed using reading a-z running records; checking for fluency and reading comprehension

Learner Goal #2: 100% of Kindergarten scholars will successfully identify all 26 upper case letters and lowercase letters with 100% accuracy; 80% of all 1st grade scholars will demonstrate proficiency on rhyming

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: 50% of all scholars in grades K-3 will meet their BOY reading level goal; assessed using reading a-z running records; checking for fluency and reading comprehension

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Administer baseline Running Record(fluency/comprehension) for all K-3 scholars	Monitor running record data monthly to inform instruction	Guided reading lessons occur daily
Timeline	Fall SY 2019	Monthly	Daily and Weekly
Lead Person(s)	Director of Instructional Coaching Instructional Coach Teachers	Director of Instructional Coaching Instructional Coach Teachers	Instructional Coach Teachers
Resources Needed	Running Records and progress monitoring tools Instructional Coaches Teacher	Running Records and progress monitoring tools Instructional Coaches Teacher	Guided Reading Classroom Sets Jan Richardson Guided Reading Lesson Plan templates Jan Richardson – The Next Step in Guided Reading – resource book Instructional Coaches Teacher
Specifics of Implementation	Administer baseline Running Record for all K-3 scholars	Teachers will review initial records Teachers receive weekly job-embedded instructional coaching to increase effectiveness data review and decision making to inform guided reading instruction - Director of Instructional Coaching to provide leaders (Instructional Coach) job-embedded instructional coaching - Quarterly progress monitoring check-ins from Director of Instructional Coaching	Professional Development sessions, resources for session, and logistics of session Using strategic literacy partners, Director of Instructional Coaching will create a professional development session to focus on the five components if reading, with a strong emphasis on foundational reading skills and guided reading Instructional Coaches to deliver PD to all staff Instructional Coaches to continue professional development of strategies and implementation of effective

	Action Step 1	Action Step 2	Action Step 3
			literacy plan through job-embedded coaching
Measure of Success	Increase number of students on track	Increase number of students on track	Increase number of students on track
Check-in/Review Date	Weekly coaching meetings	Quarterly and through TBT time	Beginning of year and weekly coaching meetings

Goal # 2 Action Map

Goal Statement: 100% of Kindergarten scholars will successfully identify all 26 upper case letters and lowercase letters with 100% accuracy; 80% of all 1st grade scholars will demonstrate proficiency on rhyming

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 K-1	Administer Pre A Reading Assessment and instruct small group differentiated lessons using the RTI 12-point progress monitors for K-1 students	Provide all staff professional development sessions about Foundational Reading Skills with a focus on phonological awareness, phonemic awareness and phonics
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	Comprehensive, systematic phonemic awareness and phonics/words study program in grades K-1 -Implementation Professional Development for K-1 staff	Pre-A Assessment Letter tiles, rhyming word cards and anchor charts RTI lessons and progress monitoring for letter names/sounds and rhyming	-Implementation Professional Development for K-1 staff Foundational Reading Skills articles and review of strategies and activities from Jan Richardson for letters and rhyming
Specifics of Implementation	-Weekly check-in through instructional coaching -Weekly observation of foundational literacy block whole group implementation and small group intervention	Teachers will progress monitor student knowledge of letter names/sounds monthly to target exact letters/letter sounds need to be taught whole group and small group Teachers will communicate student progress to students and to families monthly	Teachers attend each school specific PD and their weekly coaching meetings to review foundational reading strategies

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Consistent observation looks fors of daily instruction that includes phonemic awareness, letter sounds, letter names, rhyming skills in whole group and small group	Increase # of students on-track in letter naming/letter sounds and rhyming	Increase # of students on-track in letter naming/letter sounds and rhyming
Check-in/Review Date	-Weekly coaching meetings -Weekly observation walkthroughs	-TBT meetings K/1	- Weekly observation walkthroughs

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 their BOY reading level will be monitored with monthly running record assessment. Progress towards goal of K/1st grade students identifying letter names and sounds and first grade rhyming words will be monitored via benchmark and monthly foundational reading skills assessment which includes letter names, letter sounds, and rhyming skills.

Additionally, other assessment tools will help guide student improvement in reading outcomes 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

October 2019 - District Benchmark

December 2019 - NWEA MAP; District Benchmark

February 2020 - District benchmark

May 2020 - NWEA MAP; District Benchmark optional

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. Completion of ELA short cycles and benchmarks will be monitored by the Instructional Coach. The Instructional Coach will report short cycle and benchmark data to the Director of Instructional Coaching.

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.

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 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 (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.*

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.

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. 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. 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 will continue at the building level through preset professional development days on the school's yearly calendar.

In addition to the Summer Institute, New Teacher Orientation 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.

APPENDICES

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

N/A