



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Citizens 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 team identified gaps for diverse learner populations (students with disabilities and English learners) and is addressing the needs of those students in core instruction.
- The plan shows changes made to increase the amount of time in reading blocks for K-2.

### **This plan will benefit from:**

- A deeper into root cause analysis of internal factors inhibiting the connections from universal screening to weekly formative data and progress monitoring.
- Using a formal selection process for curriculum and conducting vertical and horizontal alignments.
- Reducing the number of goals to increase the likelihood of success and sustainability.

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](mailto:readingplans@education.ohio.gov).

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

Sincerely,

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

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# READING ACHIEVEMENT PLAN

DISTRICT NAME: [Citizens Academy](#)

DISTRICT IRN: [133520](#)

DISTRICT ADDRESS: [10118 Hampden Ave Cleveland, OH 44108-3538](#)

PLAN COMPLETION DATE: [1/27/2020](#)

LEAD WRITERS: [Kimberly Peterlin](#)

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## 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
Kimberly Peterlin	Principal	Citizens Academy	kpeterlin@citizensacademy.org
Lee Lundblad	Director of Academics	Citizens Academy	llundblad@citizensacademy.org
Beth Crossen	Director of Data Analysis	Citizens Academy	bcrossen@citizensacademy.org
Nicole Wolfrom	Instructional Coach	Citizens Academy	nwolfrom@citizensacademy.org
Jennifer Wooley	Instructional Coach	Citizens Academy	jwooley@citizensacademy.org
Maureen Vogel	Director of Special Education	Citizens Academy	mvogel@citizensacademy.org
John Monteleone	Academic Superintendent	Citizens Academy Model	jmonteleone@citizensacademy.org

### 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 Citizens Academy Reading Achievement Plan was created through a subcommittee of the District Leadership Team (DLT). The Director of Academics and Building Principal facilitated the meetings. The Reading Achievement Plan focuses on data driven decision making and progress monitoring, researched based foundational skill instruction, targeted vocabulary programming and the support of ongoing professional development to ensure fidelity of implementation. The Building Leadership Team (BLT) reviewed the district goals created by the DLT, district trend data and district programming. There is a clear connection to the District Continuous Improvement Plan and was collaboratively developed with a variety of stakeholders. The planning team was able to utilize the expertise of the State Support Team, and resources provided by Cleveland Municipal School District and the Ohio Department of Education. The DLT meets monthly to review the BLT data, in those meetings the reading goals are discussed and the data reviewed. Continuous monitoring will take place on both the BLT and DLT level and revisions made as necessary.

## 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.*

*Citizens Academy Reading Achievement Plan was created around the district initiatives and goals and is in alignment with other plans that are in place. Our Continuous Improvement Plan has been the development of a district vision for literacy and strong foundation for emergent and early literacy. The embedded plan captures the work that was completed with the team and shows the focus of Citizens Academy. [Citizens Academy Continuous Improvement Plan](#)*

The Citizens Academy Reading Achievement Plan has been developed by building upon our Continuous Improvement Plan, which involved strong collaboration, collective trust at all levels of the district and building. Citizens Academy

engaged in the Ohio Improvement Process, resulting in 2 – year plan in which resulted in academic and cultural / climate priorities. All of our priorities either are directly or indirectly impacted by improvements in literacy achievement in grades K – 5. Thus the Reading Achievement Plan is focused on early literacy and addressing student performance and instructional practices in these critical foundational grade levels. Throughout the planning process, the teams relied heavily on the Ohio Improvement Process (OIP) to inform that data collection, planning and goal setting, particularly as it relates to student literacy performance within the building at all grade levels. Specific to the building's Reading Achievement Plan, the team focused on K – 3 data, areas of weakness, practices and interventions and desired student and adult outcomes.

As part of the Citizens Academy improvement process, in late August and early September 2019, a team of district and building leaders gathered to develop a complete and collective District Decision Framework, in preparation for the 2019 – 2020 school year. The team compiled and reviewed a variety of data from an array of sources including the NWEA MAP results, Ohio State Assessments and internal data from iReady and Dibels sources (SY2018-2019). Through this process, the building identified several areas of concern related to early literacy, including:

- KG -3 academic data
- The Achievement Gap for reading among subgroup student populations, such as Students with Disabilities, African American and Economically Disadvantage populations
- On-track status of all students in 3<sup>rd</sup> grade relative to State Assessments (Third Grade Guarantee) and nationally normed assessments such as NWEA MAP Reading assessment. Based upon the OIP process, the team identified several key strategies to address areas of concerns including the following that have a direct impact on KG – 3 literacy:
  - High –quality professional development is job embedded to enhance instructional practices
  - Instructional practices that follow a text first approach and expect students to demonstrate a high-level of understanding
  - Sending a cohort of teachers and leaders to State hosted professional development opportunities that support effective early literacy instruction.
  - Formative assessments that are aligned across the learning standards, grade levels and across subjects the promote high level of student achievement.
  - The principal and BLT uses disaggregated achievement data to determine the performance and needs of particular students and groups, regularly examines school-wide students' performance data to determine under and over identification of students in Special Education.
  - Teachers are supported by our Achievement Network (ANet), support staff and building leaders use disaggregated and aggregated achievement data to monitor needs of students and student groups.

From there, our Continuous Improvement Plan with these concerns on the forefront, goals around literacy were written to demonstrate student growth and student achievement. Action steps goal were developed and include, but not limited to:

- Professional development during district PD days for teachers, support teams and building leaders that includes support throughout the year.
- The District will provide ongoing professional development regarding inclusive instructional practices (i.e co-teaching, supplemental reading support programs).
- Ongoing professional development regarding best practices with use of formative assessment tools.

### **Family and Community Engagement Opportunities**

Family and Community Engagement has been a priority for Citizens Academy this year. We have created a Parent Resource room in the school this year for families along with having technology and washers and dryers available for parent use. We have invited parents to Town Hall Meetings to hear updates surrounding initiatives and changes in the school and to listen to their suggestions and concerns. We send out Family Surveys, hold trimester based Parent Teacher Conferences, include parents in planning for our CCIP/Title 1 budget, and have a Parent Advisory Council with meeting at least monthly. We engage with our community through service projects, mentoring and tutoring opportunities, and donation opportunities.

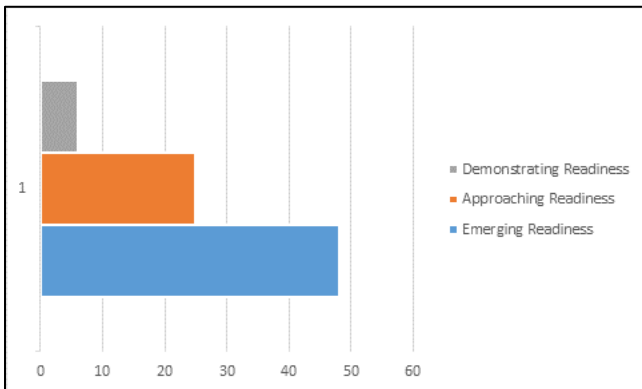
## SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

### 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.**

#### Ohio Kindergarten Readiness Assessment (KRA)

2018 Kindergarten Readiness Assessment



Citizens Academy 2018 incoming Kindergarten class were assessed on Ohio's Kindergarten Readiness Assessment. In September 2018,

- 6 students or 7% of the class demonstrated readiness
- 25 students or 31% of the class approached readiness
- 48 students or 62% of the class emerged into readiness

#### NWEA Measures of Academic Progress (MAP) Reading Assessment

Citizens Academy ELA NWEA Data		
Years	Achievement Proficient Percentage	Percentage Met Growth
2016-2017	37%	56%
2017-2018	43%	52%
2018-2019	32%	39%

#### Ohio State Test (OST) 3rd Grade English Language Arts (ELA) Assessment

Citizens Academy	1	2	3	4	5	%Passing at 700 or better
Number of Students	Limited	Basic	Proficient	Advanced	Accelerated	
	15	17	2	9	4	50%

### **3<sup>rd</sup> Grade OST Reading Proficiency Results:**

- 18'-19' School Year: 50% proficient
- 17'-18' School Year: 31% proficient

### **3<sup>rd</sup> Grade OST Reading Analysis:**

- Informational text is an area that students continue to be deficient
- Vocabulary acquisition also is an area of opportunity for our students
- Lesson Planning –The BLT will support teachers to better anticipate student challenges and support their students both instructionally and emotionally.
- Greater Focus on high-quality text
- Targeted vocabulary lessons designed for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade
- Increased focus on phonics for 2<sup>nd</sup> grade
- Vertical planning for 2<sup>nd</sup> grade team and 3<sup>rd</sup> grade team
- Engage ALL students with opportunities to engage in the lesson without doing all the work for them
- Provide students on opportunity to write to multiple prompts, speak, and discuss what is being read from all standard categories (key ideas and details, craft and structure, and the integration of ideas)

## **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.*

Within Citizens Academy, there are a number of underlying internal and external factors contributing to students' underachievement in literacy. For example, based upon a three-year trend of KG – 3 attendance (SY 2015-2016, 2016-2017, and 2018-2019), the average attendance was [92.3%], with Kindergarten having attendance rates of [Attendance Rates].

For grades KG – 3, the schools three year average Chronic Absenteeism rate is [35.8%]. Attendance is considered a critical factor contributing to underachievement in literacy. In addition to attendance and chronic absenteeism, the following represents an analysis of additional factors believed to contribute to low reading achievement.

- Mobility (based upon three-year trend data for SY 2015-2016, 2016-2017 and 2017-2018)
- Kindergarten Readiness Gap (based upon three-year trend data for SY 2015-2016, 2016- 2017 and 2017-2018)
- Student Growth on the 3rd Grade ELA Assessment (based upon multi-year trend data for SY 2016-2017 and 2017-2018)

### **Number of Students who Attended District High Quality Early Childhood Education**

Although there are many high-quality early childhood education programs throughout the city of Cleveland, there is a statistical difference in the number of students who attended High Quality ECE programs when compared to the number of students enrolled.

- **Professional Development:**
  - Consistent lack of qualified substitutes contributes to the inability to access teachers and provide ongoing and intensive professional development.
  - The need to further define the role of instructional coaches related to literacy and teacher support.
  - Need to identify a mechanism for ongoing instructional support for teachers to ensure effective implementation of high impact reading instructional strategies particularly pertaining to foundational skills in grades KG-3.
- **Progress Monitoring:**

The need for a singular district – wide approach to progress monitoring tool to identify specific areas of need related to the currently used NWEA MAP KG – 2 and Kindergarten Readiness Assessment (KRA) of weakness and grade 3 skills is contributing factor. A singular approach or tool would allow district and building level monitoring of reading development and progression while providing district leadership, principals and classroom teachers with detailed personalized student information relevant to reading skills weaknesses and strength.
- **Teacher Based Teams:**

There is a need for improvement in the utilization of the TBT and Building Level Team (BLT) process to evaluate student reading performance and literacy 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](#).

### **Citizens Academy Mission:**

The mission of Citizens Academy is to produce learners who exemplify academic excellence and responsible citizenship.

All students at Citizens Academy will use complex texts a majority of lesson is spent reading, writing, or speaking about texts.

### **Mission for Reading Achievement Plan**

Citizens Academy will meet or exceed achievement goals as measured by earning a "C" or higher on the performance index rating and at least 60% of 3<sup>rd</sup> grade learners will be proficient as measured by the Ohio State Test in ELA.

### **Literacy Framework**

Citizens Academy's literacy framework encompasses what the National Reading Panel (2000) has identified as the Five Components of Reading. These components or "pillars" include:

- Phonemic Awareness
  - The ability to identify and manipulate all 44 units of sounds or phonemes
- Phonics
  - This area focuses on the developing the students' understanding of the relationships between letters and sounds.
- Fluency
  - Fluency pertains to the students' ability to name or read letters, sounds, words, sentences and passages accurately and at a certain pace
- Vocabulary
  - Students' ability to understand the meanings of words encountered in order to improve reading comprehension
- Comprehension
  - Students' ability to understand the text they read.

These pillars are taught daily within the Literacy Block at each grade level utilizing daily and explicit modeling and instruction. All reading instruction is aligned to the Ohio Standards in ELA (2017). Citizens Academy has incorporated this schedule, promoted by the Educational Service Center of Northeastern Ohio:

- [Changing Emphasis in the Big Ideas of Reading:](#)

Citizens Academy has also adopted the Achievement Network (A-Net) resource which offers an integrated system of tools and training to its partner school. Through a dedicated coach and multiple trainings, A-Net helps schools and districts boost student learning with [nationally normed best teaching practices](#) that are grounded in learning [standards](#), informed by [data](#), and built on the successful practices of educators around the country.

- [A-Net Integrated ELA Practice Guide K-2](#)
- [A-Net Integrated ELA Practice Guide 3-8](#)

There is a need to adopt the Simple View of Reading (Gough & Tunmer, 1986) and Citizens Academy will be taking steps to that end. Currently, several leadership staff members have been a part of the Ohio Educational Service Center's (Independence, Region 3) K-3 Early Literacy 5 Part Series as well as attending the Literacy Leaders' Network of 5 successive meetings.

### **Inclusion of ALL learners in the Language and Literacy Development**

Citizens Academy also follows the Universal Design for Learning framework to ensure equitable opportunities for all learners. All students that are designated as being "Not on Track" are given a Reading Improvement and Monitoring Plan based on state and network cut scores. Students with a RIMP are monitored regularly to ensure growth and adjust instruction. Model resources are available to support teachers in determining appropriate evidence-based interventions to support struggling readers. (Instruction and Intervention Strategies to Support the 5 Essential Components of Reading) Each building has a RTI system to help identify strengths and needs of struggling students and to develop a plan for instruction and monitoring growth. All Citizens teachers are expected to provide a 30-minute intervention/enrichment block daily to address the areas of deficiency identified through diagnostic assessments, progress monitoring tools, and classroom assessments.

## Collaboration of General Education and Special Education Practitioners and Stakeholders

This year at CA based on previous 2 year data, we have developed a co-teaching model for general education and special education students. We have provided on-going professional development for teachers and Intervention Specialist to support the co-teaching model. Citizens Academy has implemented a common planning practice by grade level for all teachers and Interventions Specialist. We have developed and implemented a more effective RTI process to discuss the needs of all students and have increased our counseling services for students.

## 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.*

### Overarching Goals:

Increase the percentage of learners meeting or exceeding third grade proficiency standards from 50% to 55% percent by spring 2020, as measured by Ohio's State Tests.

### Sub Goals:

- Increase K students overall achievement and foundational skills as measured in benchmark assessment in NWEA from 26% to 31% in one year.
- Increase 1<sup>st</sup> grade students overall achievement and foundational skills as measured in benchmark assessment in NWEA from 35% to 40% in one year.
- Increase 1<sup>st</sup> grade students overall achievement and vocabulary acquisition as measured in benchmark assessment in NWEA from 35% to 40% in one year.
- Increase 2nd grade students overall literature and informational performance as measured in benchmark assessment in NWEA from 66% to 70% in one year.
- Increase all students who take the K-2 MAP benchmark vocabulary use and function from 42% to 47%.

### Evidenced Based Practices:

#### Subgoal 1:

- Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.
- Explicitly teach students to decode words, analyze word parts and recognize words.
- During TBT (Teacher Based Teams) meetings analyze data to determine if students are meeting the benchmarks for the BIG 5 Ideas of Reading.

#### Subgoal 2:

- 2.1 Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.
- 2.2 Explicitly teach students to decode words, analyze word parts and recognize words.
- 2.3 During TBT (Teacher Based Teams) meetings analyze data to determine if students are meeting the benchmarks for the BIG 5 Ideas of Reading.

#### Subgoal 3:

- 3.1 Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.
- 3.2 Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.
- 3.3 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary

#### Subgoal 4:

- 4.1 Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.
- 4.2 Teachers will ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension
- 4.3 During TBT (Teacher Based Teams) meetings analyze data to determine if students are meeting the benchmarks for the BIG 5 Ideas of Reading.

**Subgoal 5:**

- 5.1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary
- 5.2 During TBT (Teacher Based Teams) meetings analyze data to determine if students are meeting the benchmarks for the BIG 5 Ideas of Reading.
- 5.3 Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.

**SECTION 6: ACTION PLAN MAP(S)**

*Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.*

**Goal # 1 Action Map**

**Goal Statement:** Increase K students' overall achievement in foundational skills as measured in benchmark assessment in NWEA from 26% to 31% in one year.

**Evidence-Based Strategy or Strategies:**

1.1 Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.

1.2 Teachers will engage students in phonological focused lessons that allow them to demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

1.3 Teachers will provide opportunities for word analysis, decoding words, and grade level phonics applications.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will enhance current knowledge base on the most current research and evidence-based strategies.	Develop data systems to support effective and efficient monitoring of K literacy skills.	Develop instructional plans informed by progress monitoring thru regular weekly data meetings.
<b>Timeline</b>	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>
<b>Resources Needed</b>	Job embedded PD related to evidence-based strategies for critical foundational skills; time to meet; ongoing coaching and support	Progress monitoring tool; time for weekly data meetings; ongoing coaching and support	Time to meet; meeting schedule; ongoing coaching and support; instructional plan
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>• Professional Development on Foundational Skills</li> <li>• Ongoing coaching and modeling</li> <li>• Observational feedback</li> <li>• Weekly planning meetings (TBT)</li> <li>• Building Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly ELA Planning meetings</li> <li>• Weekly Data meetings</li> <li>• Create and utilize instructional plan to progress monitor</li> <li>• Job embedded professional development</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
<b>Measure of Success</b>	Through walkthroughs; the use of ongoing observational data to diagnose progress and instruct further needs; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap
<b>Check-in/Review Date</b>	Weekly; ongoing	Weekly; ongoing	Weekly; ongoing

### Goal #2 Action Map

**Goal Statement:** Increase 1<sup>st</sup> students' overall achievement in foundational skills as measured in benchmark assessment in NWEA from 35% to 40% in one year.

**Evidence-Based Strategy or Strategies:**

1.1 Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.

1.2 Teachers will engage students in phonological focused lessons that allow them to demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

1.3 Teachers will provide opportunities for word analysis, decoding words, and grade level phonics applications.

1.4 In support of comprehension, teachers will use best teaching strategies to support student growth in reading with sufficient accuracy and fluency.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will enhance current knowledge base on the most current research and evidence-based strategies.	Develop data systems to support effective and efficient monitoring of K literacy skills.	Develop instructional plans informed by progress monitoring thru regular weekly data meetings.
<b>Timeline</b>	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>
<b>Resources Needed</b>	Job embedded PD related to evidence-based strategies for critical foundational skills; time to meet; ongoing coaching and support	Progress monitoring tool; time for weekly data meetings; ongoing coaching and support	Time to meet; meeting schedule; ongoing coaching and support; instructional plan
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Professional Development on Foundational Skills, deepening of the understanding of the implementation of complex focused instruction</li> </ul>	<ul style="list-style-type: none"> <li>Staff will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of</li> </ul>	<ul style="list-style-type: none"> <li>Weekly ELA Planning meetings</li> <li>Weekly Data meetings</li> <li>Create and utilize instructional plan to progress monitor</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> <li>Ongoing coaching and modeling</li> <li>Observational feedback</li> <li>Weekly planning meetings (TBT)</li> <li>Building Leadership Meetings</li> </ul>	reading needs in their classroom	<ul style="list-style-type: none"> <li>Job embedded professional development</li> </ul>
<b>Measure of Success</b>	Through walkthroughs; the use of ongoing observational data to diagnose progress and instruct further needs; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap
<b>Check-in/Review Date</b>	Weekly; ongoing	Weekly; ongoing	Weekly; ongoing

### Goal #3 Action Map

**Goal Statement:** Increase 1<sup>st</sup> grade students' overall achievement in vocabulary acquisition as measured in benchmark assessment in NWEA from 35% to 40% in one year.

**Evidence-Based Strategy or Strategies:**

- 1.1 Teachers will provide opportunities for word analysis, decoding words, and grade level phonics applications.
- 1.2 In support of comprehension, teachers will use best teaching strategies to support student growth in reading with sufficient accuracy and fluency.
- 1.3 Teach students academic skills including vocabulary acquisition.
- 1.4 Ensure students are connected to complex text every day to support reading comprehension and vocabulary development.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will enhance current knowledge base on the most current research and evidence-based strategies.	Building leadership team members will develop systems to support teachers with creating and implementing effective strategies for teaching vocabulary acquisition.	Develop instructional plans informed by progress monitoring thru regular weekly planning meetings.
<b>Timeline</b>	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
<b>Resources Needed</b>	Job embedded PD related to evidence-based strategies for critical foundational skills; time to meet; ongoing coaching and support	ELA weekly planning meeting; time for weekly data meetings; ongoing coaching and support; Marilee Sprenger's book entitled, "101 Strategies to Make Academic Vocabulary Stick"; Tier 2 vocabulary words	Time to meet; meeting schedule; ongoing coaching and support; instructional plan
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Professional Development on vocabulary acquisition and selecting vocabulary rich complex text</li> <li>Ongoing coaching and modeling</li> <li>Observational feedback</li> <li>Weekly planning meetings (TBT)</li> <li>Building Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Brain based strategies to acquire vocabulary</li> <li>Ongoing coaching and modeling</li> <li>Observational Feedback</li> <li>Vocabulary Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Weekly ELA Planning meetings</li> <li>Weekly Data meetings</li> <li>Create and utilize instructional plan to progress monitor</li> <li>Job embedded professional development</li> </ul>
<b>Measure of Success</b>	Through walkthroughs; the use of ongoing observational data to diagnose progress and instruct further needs; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap	Weekly data analysis of the Vocabulary Association Triangle; Complex text exit slips	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap
<b>Check-in/Review Date</b>	Weekly; ongoing	Weekly; ongoing	Weekly; ongoing

#### Goal #4 Action Map

**Goal Statement:** Increase 2<sup>nd</sup> grade students' overall literature and informational performance as measured in benchmark assessment in NWEA from 66% to 70% in one year.

**Evidence-Based Strategy or Strategies:**

- 1.1 Teach students academic skills including vocabulary acquisition.
- 1.2 Ensure students are connected to complex text every day to support reading comprehension and vocabulary development.
- 1.3 Teach students academic language skills, including the use of inferential and narrative language and vocabulary.
- 1.4 Teachers will engage children in explicit complex text related discussions to improve literature and informational performance.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will enhance current knowledge base on the most current research and evidence-based strategies.	Building leadership team members will develop systems to support teachers with creating and implementing effective	Develop instructional plans informed by progress monitoring thru regular weekly planning meetings.

	Action Step 1	Action Step 2	Action Step 3
		strategies for teaching vocabulary acquisition, making inferences, and overall comprehension of literature and informational complex texts.	
<b>Timeline</b>	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Leadership Team (BLT)</li> <li>• Teacher Based Teams (TBT)</li> </ul>
<b>Resources Needed</b>	Job embedded PD related to evidence-based strategies for literature and informational complex text; time to meet; ongoing coaching and support	ELA weekly planning meeting; time for weekly data meetings; ongoing coaching and support; Marilee Sprenger's book entitled, "101 Strategies to Make Academic Vocabulary Stick"	Time to meet; meeting schedule; ongoing coaching and support; instructional plan
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>• Professional Development on vocabulary acquisition, selecting vocabulary rich complex text, making inferences, and comprehension strategies</li> <li>• Ongoing coaching and modeling</li> <li>• Observational feedback</li> <li>• Weekly planning meetings (TBT)</li> <li>• Building Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Brain based strategies to acquire vocabulary</li> <li>• Ongoing coaching and modeling</li> <li>• Observational Feedback</li> <li>• ELA Lesson Plans</li> <li>• Best teaching practices for reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly ELA Planning meetings</li> <li>• Weekly Data meetings</li> <li>• Create and utilize instructional plan to progress monitor</li> <li>• Job embedded professional development</li> </ul>
<b>Measure of Success</b>	Through walkthroughs; the use of ongoing observational data to diagnose progress and instruct further needs; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap	Weekly data analysis of the Vocabulary Association Triangle; Formative assessments	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap
<b>Check-in/Review Date</b>	Weekly; ongoing	Weekly; ongoing	Weekly; ongoing



## Goal #5 Action Map

**Goal Statement:** Increase all students who take the K-2 MAP benchmark vocabulary use and function from 42% to 47%.

**Evidence-Based Strategy or Strategies:**

1.2 Teachers will provide opportunities for word analysis, decoding words, and grade level phonics applications.

1.2 In support of comprehension, teachers will use best teaching strategies to support student growth in reading with sufficient accuracy and fluency.

1.3 Teach students academic skills including vocabulary acquisition.

1.4 Ensure students are connected to complex text every day to support reading comprehension and vocabulary development.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will enhance current knowledge base on the most current research and evidence-based strategies.	Building leadership team members will develop systems to support teachers with creating and implementing effective strategies for teaching vocabulary acquisition.	Develop instructional plans informed by progress monitoring thru regular weekly planning meetings.
<b>Timeline</b>	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>	<ul style="list-style-type: none"> <li>Building Leadership Team (BLT)</li> <li>Teacher Based Teams (TBT)</li> </ul>
<b>Resources Needed</b>	Job embedded PD related to evidence-based strategies for critical foundational skills; time to meet; ongoing coaching and support	ELA weekly planning meeting; time for weekly data meetings; ongoing coaching and support; Marilee Sprenger's book entitled, "101 Strategies to Make Academic Vocabulary Stick"; Tier 2 vocabulary words	Time to meet; meeting schedule; ongoing coaching and support; instructional plan
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Professional Development on vocabulary acquisition and selecting vocabulary rich complex text</li> <li>Ongoing coaching and modeling</li> <li>Observational feedback</li> <li>Weekly planning meetings (TBT)</li> <li>Building Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Brain based strategies to acquire vocabulary</li> <li>Ongoing coaching and modeling</li> <li>Observational Feedback</li> <li>Vocabulary Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Weekly ELA Planning meetings</li> <li>Weekly Data meetings</li> <li>Create and utilize instructional plan to progress monitor</li> <li>Job embedded professional development</li> </ul>
<b>Measure of Success</b>	Through walkthroughs; the use of ongoing observational data to diagnose progress and instruct further needs; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap	Weekly data analysis of the Vocabulary Association Triangle; Complex text exit slips	During data planning meetings, monitor the utilization of the data plan and effectiveness of teacher analysis; MAP increase in the number of students that move to on-track status; improved score on state report card, closing the gap



	Action Step 1	Action Step 2	Action Step 3
<b>Check-in/Review Date</b>	Weekly; ongoing	Weekly; ongoing	Weekly; ongoing

## 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.*

### **Overarching Goal:**

Increase the percentage of learners meeting or exceeding third grade proficiency standards from 50% to 55% percent by spring 2020, as measured by Ohio State Tests.

### **Subgoal One:**

Increase K students overall achievement and foundational skills as measured in benchmark assessment in NWEA from 26% to 31% in one year:

- During the 2019-2020 school year, Citizens Academy will gather language and literacy student performance data at the beginning of year (BOY) and end of year (EOY) utilizing the NWEA to identify and then monitor progress for all areas of weakness and strength.
- During the 2019-2020 school year, Citizens Academy Kindergarten Teachers will administer weekly formative assessments as an additional progress monitoring tool in the areas of Phonological Awareness (initial sound fluency), Decoding of words, and Word Recognition fluency.
- Data from the above assessments will be discussed at weekly TBT meetings and adjustments made to core instruction as well as Intervention/Enrichment Blocks.

### **Subgoal Two:**

Increase 1<sup>st</sup> grade students overall achievement and foundational skills as measured in benchmark assessment in NWEA from 35% to 40% in one year.

- During the 2019-2020 school year, Citizens Academy will gather language and literacy student performance data at the beginning of year (BOY) and end of year (EOY) utilizing the NWEA to identify and then monitor progress for all areas of weakness and strength.
- During the 2019-2020 school year, Citizens Academy First Grade Teachers will administer weekly formative assessments as an additional progress monitoring tool in the areas of Phonological Awareness (initial sound fluency), Decoding of words, and Word Recognition fluency.
- Data from the above assessments will be discussed at weekly TBT meetings and adjustments made to core instruction as well as Intervention/Enrichment Blocks so that re-teaching takes place.

### **Subgoal Three:**

Increase 1<sup>st</sup> grade students overall achievement and vocabulary acquisition as measured in benchmark assessment in NWEA from 35% to 40% in one year.

- During the 2019-2020 school year, Citizens Academy First Grade Teachers will administer school-created vocabulary lessons based on Marilee Sprenger's book, 101 Strategies to Make Academic Vocabulary Stick, ASCD, 2017.
- Each week, teachers will administer the Vocabulary Association Triangle Template which seeks to access the vocabulary information placed in the brain's long-term memory (the meanings of words).
- Data from the above assessments will be discussed at weekly TBT meetings and adjustments made to core instruction as well as Intervention/Enrichment Blocks so that re-teaching may take place.

### **Subgoal Four:**

Increase 2<sup>nd</sup> grade students overall literature and informational text performance as measured in benchmark assessment NWEA from 66% to 70% in one year.

- During the 2019-2020 school year, Citizens Academy will gather literature and informational text student performance data at the beginning of year (BOY) and end of year (EOY) utilizing the NWEA to identify and then monitor progress for all areas of weakness and strength.
- During the 2019-2020 school year Citizens Academy Second Grade Teachers will administer three (3) formative ELA assessments (A-Net) each based on a variety of standards as paced out by A-Net's SAS (Scope and Sequence Document).
- Data from the above assessment will be analyzed using the A-Net Reporting Dashboard which will provide an item analysis as well as a side-by-side comparison to other like A-Net Partner Schools.
- Data will be discussed in a "deep-dive" professional development session led by A-Net coaches and team discussions will continue into weekly TBT meetings to decide on a re-teaching plan which will be evident in core instruction as well as Intervention/Enrichment Blocks.

### **Subgoal Five:**

Increase achievement in vocabulary use and function from 42% to 47% for all K-2 students taking the NWEA K-2 MAP test.

- During the 2019-2020 school year, Citizens Academy will gather vocabulary use and function student performance data at the beginning of year (BOY) and end of year (EOY) utilizing the NWEA to identify and then monitor progress for all areas of weakness and strength.
- During the 2019-2020 school year, Citizens Academy K-Second Grade Teachers will administer school-created vocabulary lessons based on Marilee Sprenger's book, 101 Strategies to Make Academic Vocabulary Stick, ASCD, 2017.
- Each week, teachers will administer the Vocabulary Association Triangle Template which seeks to access the vocabulary information placed in the brain's long-term memory (the meanings of words).
- Data from the above assessments will be discussed at weekly TBT meetings and adjustments made to core instruction as well as Intervention/Enrichment Blocks so that re-teaching may take place.

## **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.*

Children who are behind must be provided with reading instruction that is more intensive, more explicit, and more supportive and we should provide that extra support early, preferably in kindergarten and first grade (Torgesen, 2009). Explicit instruction requires daily practice in order to build fluency. For children who enter first grade with less than average ability or reading readiness, explicit instruction in and practice with phonemic awareness and decoding skill are particularly important (Torgesen, 2000). Particularly beneficial, are opportunities for extended practice with decodable texts.

Developmentally appropriate forms of direct instruction should be used to teach core literary concepts and skills. Allocation of instructional time should be at least 150 minutes in kindergarten through grade two and 90 minutes in grades three and beyond with additional time for students in Tier 2 and Tier 3.

In order to develop reading comprehension, students need direct and explicit instruction in both components of the 5 Components of reading which includes phonemic awareness, decoding and language comprehension. This includes instruction in developing awareness of the segments of sounds in speech and how they link to the letters. This evidence-based practice can be identified as Tier 1: Strong Evidence of the ESSA Tiers of Evidence. The practice meets ESSA Tier 1 evidence requirements due to significant positive effect on relevant outcome in students without reservations. According to the studies in the What Works Clearinghouse IES practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> grade, there are enough studies to qualify for a large, multi-site sample size.

Teachers also need to teach students to decode words, analyze word parts, and write and recognize words. This evidence based practice meets ESSA Tier 1 evidence requirements due to its significant positive effect on relevant outcome in studies without reservations. According to the studies in the What Works Clearinghouse IES practice guide, Foundations Skills to Support Reading for Understanding in Kindergarten 3<sup>rd</sup> Grade, there are enough studies to qualify for a large, multi-site sample size.

The strategies support quality Tier 1 core instruction for all students including students with disabilities, students who are at risk for reading failure, and students identified as needing a Reading Improvement and Monitoring Plan (RIMP). Explicit instruction supports struggling readers by providing daily practice in order to build fluency. Daily, repeated

practice in phonemic awareness and decoding skills will support students on RIMPS who are struggling with decoding component of reading. The content specific professional development and coaching associated with ANET will support student on RIMPS by ensuring that teachers are knowledgeable in the science behind the teaching of reading and that strategies that support effect Tier 1 instructional routines and interventions for struggling readers. It has also increased that teachers capacity to use data to implement screening, progress monitoring, and instructional decision making with fidelity.

## 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.*

The identified practices in Section 8, Part A will include:

- Professional development
- Ongoing coaching
- Progress monitoring
- Sharing of nationally normed best practices.

By providing embedded professional development and coaching focused on evidence-based practices, Citizens Academy K-5 teachers and administrators will be able to implement and monitor evidence-based language and literacy practices. A primary avenue for embedded professional development will be the TBT meetings which incorporate the A-Net ELA planning sessions where teams work together to read the text, create text-dependent questions, decide on text structure and explore the state standards associated with the lesson. Additionally, by providing professional development and coaching in literacy strategies addressing each essential component of literacy (Phonemic Awareness, Phonics, Fluency, Word Recognition, and Comprehension) the teachers will be able to implement quality language and literacy core instruction that meets the needs of all learners thus resulting in increased levels of reading achievement.

The practices chosen will support a multi-tiered system of supports and data based decision-making through building our teachers' capacity. Specifically, with A-Net support, we are striving to place text in front of each student and make that text accessible to all students. Our on-going coaching system along with planning meetings, assists our teachers to deliver high-quality reading instruction and data driven interventions. In turn, all student, including disadvantaged students will have access to high-quality instruction and intervention to meet their individual needs which will result in more disadvantaged students demonstrating proficiency in reading by third grade.

This system of professional development and coaching is a greatly improved system than in previous years. Previously coaching was given only to the most neediest teachers and was not presented in a systematic way, focusing on high-quality reading instruction. Now, with the coaching happening within team meetings as well as in the observation – 1:1 meetings, all teachers are receiving coaching to increase the instruction and interventions delivered to all of our students.

## 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.*

Citizens Academy's professional development plan will focus on building strong and sustainable capacity among all educators within the literacy continuum, with a particular focus on the Special Education and early literacy support teams. The professional development plans are aligned with the identified evidence-based instructional practices / interventions for each sub goals, which are derived from comprehensive needs assessment from the Reading Achievement Plan. The professional development plan will focus on aligning resources and structures throughout the KG - 3 continuum to provide a multi-tiered supports for educators. Within this plan, Citizens Academy intends to secure a master literacy coach and develop a model classroom within exemplary strategies to demonstrated and build internal capacity and fidelity of implementation. Professional development opportunities will be provided by outside experts, and by district Instructional Leadership teams, Department Directors, Supervisors, and Coordinators that will be trained in the literacy strategies described in this plan, and will also provide support and training to buildings and teachers. Providing professional learning opportunities for district leadership and support teams that will then provide the learning opportunities for buildings and teachers will foster the development of common understandings and shared clarity within the district and ensure consistent implementation of instructional strategies. Instructional Coaches will attend monthly collaborative meetings,

during which they will analyze ongoing progress monitoring data and instructional practices and receive additional professional development to support the work in their buildings. Teacher Leaders will also meet monthly for professional learning, data analysis of progress monitoring reports, and additional training on the components of the curricular program. There are several targeted professional development topics that are planned for the 2019-2020 school year as part of this plan, aligned with building capacity toward increasing student literacy achievement through the use of the identified evidence-based practices/interventions, they include:

- Conducting training on adoption of systemic Achievement Network (ANet) progress monitoring tools and informing instructional practices.
- Conducting ongoing, job-embedded and intensive PD and coaching with KG-3 educators and instructional support teams, with an emphasis on building capacity that impacts all students but particularly with SWD, KG students
- Conducting coaching and PD related to explicit instructional strategies for targeting SWD in the mainstream classroom
- The district will review fiscal policies to determine an effective coaching model to be implemented in the 2020-2021 school year. At this time, a model for professional development targeting coaches and building administrators will be developed to support the efficacy of coaches and administrators. Training for coaches and administrators will emphasize content as well as strategies to deliver PD to staff. The PD model developed for coaches and administrators will be differentiated based on surveys as well as available PD days like the model proposed above for the teaching staff.

## APPENDICES

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

N/A