



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the East 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 root cause identified instructional issues with early literacy skills, absenteeism and teacher preparedness.
- The plan identifies a need for instructional changes in the early years and in the reading foundational standards.

This plan will benefit from:

- Developing action steps for to provide high-quality core reading instruction for all learners.
- Creating a decision framework to help staff understand how to make intervention choices in a systematic way.

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

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

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

Sincerely,

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

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Columbus, Ohio 43215
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(877) 644-6338
For people who are deaf or hard of hearing,
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READING ACHIEVEMENT PLAN

DISTRICT NAME: East Academy

DISTRICT IRN: 014187

DISTRICT ADDRESS: 15720 Kipling Ave, Cleveland Ohio 44110

PLAN COMPLETION DATE: 12-18-19

LEAD WRITERS:

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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
Dr. Sheila L. Sherman	- RVP	ACCEL Schools	ssherman@acaeast.com
Nehemiah Thomas Jr	– Principal	East Academy	nthomas@acaeast.com
Sammy Al-Ali	– Instructional Coach	East Academy	aalali@acaeast.com
Lesley Valentine	– Director of Professional Learning	ACCEL Schools	lwilkins@accelschools.com
Renee Foster	– Director, Instructional Coaching	ACCEL Schools	rfoster@accelschools.com
Natalee Long	- Superintendent of schools	ACCEL Schools	nmlong@accelschools.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.

Of particular interest were the literacy results from all tested grade levels and the themes that presented themselves. Low proficiency results in literacy were evident at all levels.

Development of the Plan: The administration at East Academy and the Building Leadership Team (BLT) began the development of this Reading Achievement Plan (RAP) after receiving our 2018-2019 Ohio Report Card. The team had previously analyzed the school's ELA score from the previous year. Low proficiency results in literacy were evident at all levels (See Section 3).

At East Academy this is how we are planning to change instructional practices for higher data and literacy accusation.

Monitoring of the Plan: The BLT established a monitoring system for both adult implementation indicators and student performance indicators that is comprised of collecting data from walkthroughs, student assessments (ELA, KRA, K-3 Literacy, AIR ELA 3-8, RTI data sheets, Phonics Inventory, Reading Inventory, District Benchmark assessments, OTES and minutes from BLT and TBT meetings). The data will be analyzed at all levels of the Ohio Improvement Process (TBT, BLT) and used to drive instruction.

Communication of the Plan: The plan will be communicated through our school teams (BLT and TBTs). Communicating the plan with the community will occur by posting the plan within the building.

The building principal and instructional coach will support teachers at East Academy to identify skills that need review. Ongoing assessment will provide teachers with information on what skills students have and have not mastered. It is needed to help teachers know the skill levels of their students, since students have varying experiences and knowledge.

The goal of this plan is to monitor student progress using Data Trackers, Formative and Summative assessments. Our teachers can learn which students need review before covering additional content and which students are ready to move forward.

The goal of this plan is to guide teacher instruction. Through consistent assessment, a teacher can make informed decisions about what instruction is appropriate for each student.

The goal of this plan is to demonstrate the effectiveness of instruction. The information gained from assessment allows teachers to know if all students are mastering the content covered. It is important for teachers to use instructional time effectively, and this can be done when teachers are knowledgeable about what their students are ready to learn and what they already know. Therefore, the information gained from assessment allows a teacher to create appropriate instruction for their students.

Professional Development for teachers will be given to support the understanding and implementation of guided reading and how it can support our literacy goal. Teachers will give Guided Reading instruction during the school's literacy block. Guided reading will be a teaching approach that is 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., 2001). Teachers will work with small groups that consist of 4-6 students and grouping which will be flexible and dynamic. Students will work with texts at their instructional level. Students will spend most of their time reading. Teachers will not use round robin or popcorn reading methods. The lesson will focus is on the reading process/strategies students need. The teacher will monitor and documents student progress monthly.

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

It is the goal of East Academy to provide all learners with effective evidence-based instruction leading to language and literacy knowledge and skills that allow our students to lead fulfilling, successful lives. All of our improvement efforts are aligned which we view as a critical step toward systemic change and growth. East Academy's Ohio Reading Achievement Plan commits to increasing student proficiency and literacy rates as measured by the Ohio School Report Cards. One primary focus on improving the reading growth in the Reading Achievement Plan will be through Professional Development, Assessment Plan, Response to Intervention, and Instructional Coaching of standard-based instruction, utilizing a literacy framework, using data to inform instruction, and implementing research-based instructional strategies.

After completing the root cause analysis, East Academy has established a few goals to improve our literacy program;

1. Provide administrators, teachers, and support staff with professional development and ongoing coaching to increase their language and literacy knowledge and skills in order to support both core instruction and intervention.
2. Provide evidence-based instruction and intervention using a multisensory approach to increase our students' skills throughout the language and literacy continuum.
3. Progress monitor both student performance and adult implementation of the curriculum to ensure fidelity.

East Academy's goal is to have a balanced literacy approach, by this we would like to combine language and literature-rich activities to develop proficiency in reading and writing. In order to implement this plan, we must provide staff development focusing on effective literacy instruction at all grade levels. Staff development will focus on research-based practices and a balanced/comprehensive approach to literacy.

Through this acquisition, For SY 19-20, our Reading Achievement Plan is to reflect an increase in Performance Index and K-3 Literacy. To support these goals, East Academy is currently implementing a teacher coaching model, literacy academic framework, pacing guides and ongoing professional development.

This document will be used to inform our future Reading Achievement Plan and to make pivots to remain aligned across all district improvement efforts. Currently, the Principal and Regional Vice President have ongoing check-in meetings to monitor the implementation Reading Achievement Plan.

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

The analysis of the performance data in this section shows there is a definite need for our school to develop a literacy plan. The current data analysis will include SY 2017-2018, SY 2018 - 2019 and the beginning of the year data for SY 2019-2020. The data suggests that the school is lacking the appropriate foundational reading strategies for a successful reading program. The team is committed to implementing evidence-based instructional strategies with fidelity which are proven to increase language and literacy skills. Data shows a need for increased phonemic awareness, phonics, fluency, structural analysis, vocabulary and comprehension skills. The goal is for all learners, including those with disabilities and economic disadvantages, to have the potential to grow their skills and knowledge in language and literacy.

East Academy's Kindergarten Readiness Assessment Data shows the percentage of on Track for the Reading Diagnostic. The ODE requires all kindergarten students are given the KRA by 11/30 every year. The purpose of the KRA is to obtain baseline data on kindergarten students in multiple areas. The literacy part of the assessment identifies students who are on track or not as part of the Third Grade Reading Guarantee. The literacy section must be given by 9/30 every year. The data below identifies the data for the past three years identifying an increase then about a 6 percent decrease.

SY 2017 – 2018 – 9.4%

SY 2018 - 2019 – 44.5%

SY 2019 -2020 – 38%

This data is showing us that we need to invest in our student's early years as they enroll into our program. East Academy will need to identify each student's strengths and challenges to inform our instruction and to differentiate to address the learning gaps that have been identified. As administrators this information will give us the ability to target our professional development to support our instructors in delivering the quality necessary to close the gaps.

It has been identified that students are not showing mastery in foundational reading skills such as letter and sound recognition, phonemic awareness and sight word fluency. These skills are to make our students phonologically aware that words can be broken down into smaller units of sounds, phonemes, and that it is these sounds that the letters represent. With foundational reading resources in place and teachers have been trained in the curriculum we will continue to use the Instructional Coach to establish a monitoring system for both adult implementation of programs with validity and continuing to monitor student performance which will be comprised of collecting data from non-evaluative walkthroughs, student assessment (ELA, KRA, K-3 Literacy, AIR ELA, District Benchmark Assessments).

Below is the reading assessment for reading concepts that include letter knowledge, phonemic awareness, decoding, fluency, and comprehension.

Grade	Uppercase Letter Recognition	Lowercase Letter Recognition	Phonemic Awareness Rhyming Words	Phonemic Awareness Beginning Sounds	Print Concepts
Kindergarten (34 students)	7 (on track)	1 (on track)	3 (on track)	3 (on track)	1 (on track)
1st (25 students)	14 (on track)	11 (on track)	4 (on track)	7 (on track)	5 (on track)

This data above suggests a need to review our kindergarten and 1st grade instruction for phonemic awareness and phonics. This review found that phonemic awareness instruction in kindergarten and 1st grade is limited and not explicit or systematic. Phonics instruction is not consistent among teachers and the materials being used vary greatly. The data also suggests a need for further differentiation to meet each learner's needs so at least a year's growth can be met in grades K-1st.

The assessment data below is from the NWEA, which is a norm-referenced assessment that ACCEL has selected to compare students to the norms of comparable students across the country in reading and in math. It is used to measure class growth and individual students over the school year. From year to year the data also shows a comparison between cohorts of students. NWEA is used to measure student growth and identifies students as on track or not on track as part of the Third Grade Reading Guarantee.

The data below is the **NWEA on track** data for the school years, 2018 - 2019 and 2019 -2020.

1st grade

SY 2018 - 2019 – 48.4%

SY 2019 – 2020 - 46%

2nd grade

SY 2018 - 2019 – 35.5%

SY 2019 – 2020 – 50%

3rd grade

SY 2018 - 2019 – 33.3%

SY 2019 – 2020 – 30%

4th grade

SY 2018 - 2019 – 16%

5th grade

SY 2018 - 2019 – 15%

6th grade

SY 2018 - 2019 – 22%

7th grade

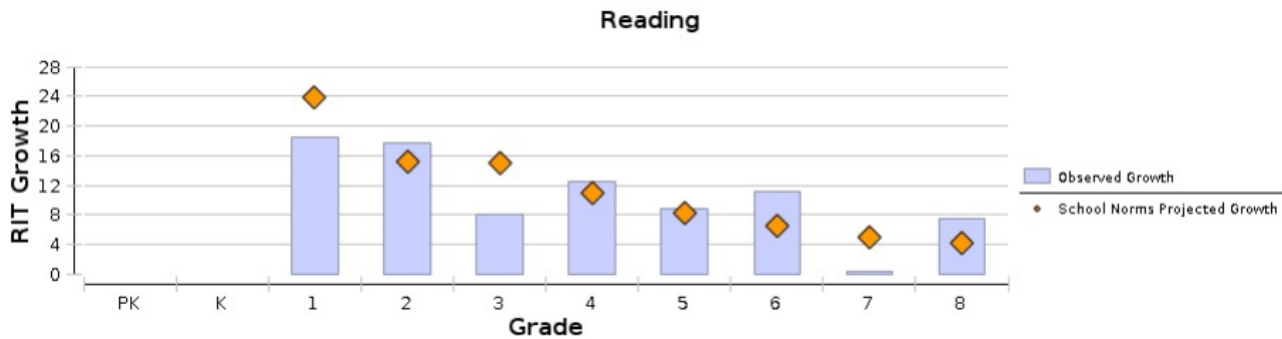
SY 2018 - 2019 – 21%

8th grade

SY 2018 - 2019 – 54%

The report below shows the aggregate growth in East Academy compared to the norms for similar schools. This information will allow us to adjust our instruction as needed and to better use our materials to support our students. Reading the table below we focused on the testing term Fall 2018 and Fall 2019. We analyzed the observed growth or the average change in RIT scores from the starting term to the ending term (ending RIT minus starting RIT). We also analyzed the projected growth based upon the mean RIT of our group and the school-level norms, with this we incorporated the weeks of instruction before testing

Reading		Comparison Periods						Growth Evaluated Against									
Grade (Fall 2019)	Growth Count	Fall 2018			Fall 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	0	**			**			**					**				
1	22	135.3	6.5	24	153.7	11.4	11	18.5	1.8	23.9	-1.42	8	22	6	27	30	
2	25	150.5	10.9	7	168.2	13.8	15	17.7	2.3	15.1	0.71	76	25	19	76	68	
3	26	165.0	11.2	10	173.1	12.7	1	8.1	2.0	14.9	-2.69	1	26	7	27	22	
4	20	171.3	11.9	1	183.8	15.7	1	12.5	2.0	11.0	0.68	75	20	11	55	58	
5	15	190.1	10.8	13	198.9	11.6	14	8.8	2.7	8.3	0.33	63	15	10	67	58	
6	19	190.1	14.9	1	201.3	13.7	6	11.2	2.4	6.5	2.95	99	19	12	63	62	
7	12	198.6	15.0	3	198.9	16.0	1	0.3	1.6	5.0	-2.50	1	12	3	25	16	
8	20	206.2	9.5	12	213.7	10.2	32	7.5	2.3	4.3	1.86	97	20	13	65	64	



The graph above shows that 1st, 3rd, 7th grade did not show any growth. 2nd, 4th, 6th and 8th showed growth but not by much. Looking at the Student Conditional Growth Index, it indicates that 1st grade is below typical growth by -1.42, 3rd grade is below by -2.69 however 2nd grade is on grade level, 0.71. We believe this is because our teacher in that grade has been with her students since Kindergarten.

As we looked at the percent of students who met or exceeded their growth projections. We can see that the lowest number is 1st grade with 27%, 3rd grade with 27%, and 7th grade with 25%. This analyzation allows us to see the challenge East Academy is having is in the foundation of our students' academic career. With the goal stated above we hope this can get corrected before our students get into 3rd grade.

The data below is a Projected Proficiency Summary report of students who will be on track if they would take the ACT College Readiness in the spring and if student would take the Ohio State Test in the spring. We can see that 87.4. % of students are not on track for the ACT College Readiness assessment and 48.4% of students are not on track for the Ohio State Test when taken in the spring. With this projection it is necessary that East Academy first identifies the students who are categorized as Limited, Basic, Proficient and Accelerated, then differentiate their instruction to support them in moving to the next category.

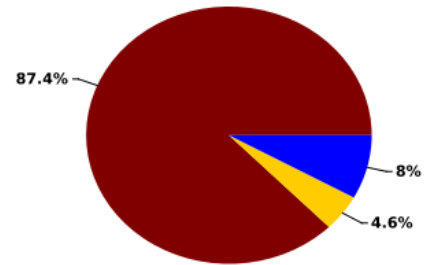
Reading

East Academy

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

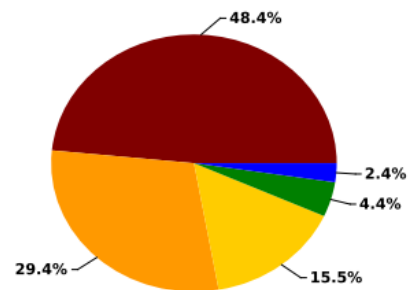
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	22	18	81.8%	2	9.1%	2	9.1%
6	22	20	90.9%	0	0.0%	2	9.1%
7	20	19	95.0%	0	0.0%	1	5.0%
8	23	19	82.6%	2	8.7%	2	8.7%
Total	87	76	87.4%	4	4.6%	7	8.0%



Projected to: **Ohio State Test** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study/>

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
K	31	9	29.0%	15	48.4%	6	19.4%	1	3.2%	0	0.0%
1	37	22	59.5%	7	18.9%	6	16.2%	1	2.7%	1	2.7%
2	30	9	30.0%	10	33.3%	8	26.7%	2	6.7%	1	3.3%
3	41	27	65.9%	7	17.1%	5	12.2%	0	0.0%	2	4.9%
4	26	16	61.5%	5	19.2%	2	7.7%	3	11.5%	0	0.0%
5	22	8	36.4%	7	31.8%	5	22.7%	2	9.1%	0	0.0%
6	22	9	40.9%	10	45.5%	1	4.5%	1	4.5%	1	4.5%
7	20	10	50.0%	6	30.0%	3	15.0%	0	0.0%	1	5.0%
8	23	12	52.2%	7	30.4%	3	13.0%	1	4.3%	0	0.0%
Total	252	122	48.4%	74	29.4%	39	15.5%	11	4.4%	6	2.4%



The Third Grade Reading Guarantee, as measured by the English Language Arts assessment/alternate assessment, has shown a decline. Based on the foundational reading gaps, it can be inferred that students are struggling with the basic foundational reading skills and they have not been explicitly taught.

The Phonics Inventory (below) is a software diagnostic tool that identifies students who need support with phonics instruction and decoding skills. It is given to students in grades 3rd, 4th and 5th at the beginning, middle and end of the year.

GRADE: 3 (17 total students)

PHONICS INVENTORY DECODING STATUS	STUDENTS	PERCENTAGE OF STUDENTS
Pre- or Beginning Decoder	13	76%
Developing Decoder	3	18%
Advancing Decoder	1	6%

GRADE: 4 (26 total students)

PHONICS INVENTORY DECODING STATUS	STUDENTS	PERCENTAGE OF STUDENTS
Pre- or Beginning Decoder	16	62%
Developing Decoder	7	27%
Advancing Decoder	3	12%

GRADE: 5 (26 total students)

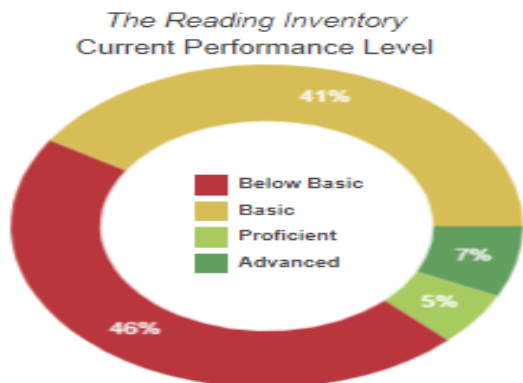
PHONICS INVENTORY DECODING STATUS	STUDENTS	PERCENTAGE OF STUDENTS
Pre- or Beginning Decoder	14	54%
Developing Decoder	12	46%
Advancing Decoder	0	0%

This data shows us that 76% of our 3rd graders are at a Pre or Beginning Decoder level. 62% of our 6th graders and 54% of our 5th graders are at a Pre or Beginning Decoder level. Our Pre-Decoder student is a student with little or no knowledge of letter names or does not have letter-sound correspondences. Our Beginning Decoder student is a student who is able to identify letter names but cannot decode fluently. This data connects with the data above about our students not having the foundational skills which you later find out connects with our middle school student who are having difficulty comprehending their reading.

The Reading Inventory is another software diagnostic tool that identifies students who need support with reading comprehension. It is given to students in grades 6th, 7th, and 8th at the beginning of the year. Students below proficient will take the test in the middle and end of the year to monitor progress. Below is an indicator of the overall performance for our middle school students at East Academy. Indicating that 87% of our students are below or basic in reading comprehension.

East Academy

The Reading Inventory: East Academy





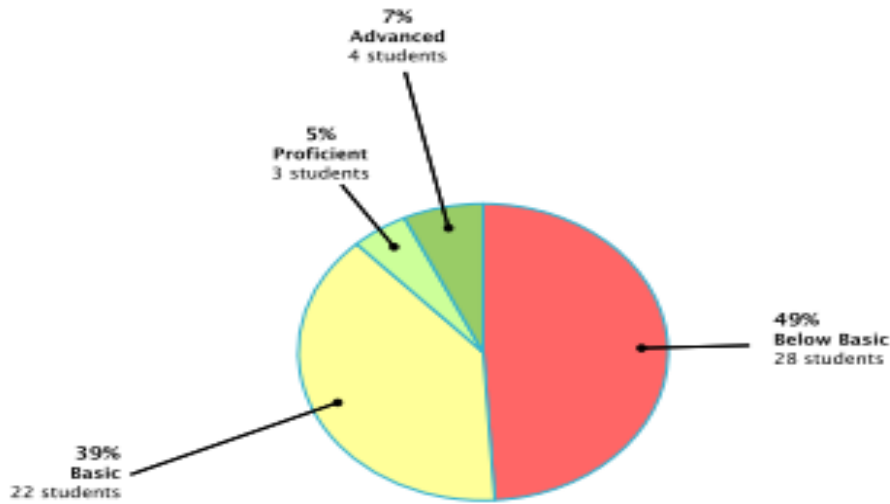
Proficiency Summary Report

SCHOOL: EAST ACADEMY

Time Period: 08/12/19 – 05/21/20



Total Students: 57



KEY

- Advanced 7%, 4 students
- Proficient 5%, 3 students
- Basic 39%, 22 students
- Below Basic 49%, 28 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

A majority of our students are Basic or Below Basic in reading comprehension. This stems from the foundational reading strategies that they lacked from earlier grades.

The data below is an indicator of the students who were present during the week of the administration. This data represents the data according to grade level. The data below identifies students that are having challenges in reading comprehension. It identified that 84% of 6th graders are below or basic, 88% of 7th graders are below or basic and 90% of 8th graders are below or basic in reading comprehension.

Grade 6 (19 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	2	11%
Proficient	1	5%
Basic	5	26%
Below Basic	11	58%

Grade 7 (17 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	2	12%
Proficient	0	0%
Basic	9	53%
Below Basic	6	35%

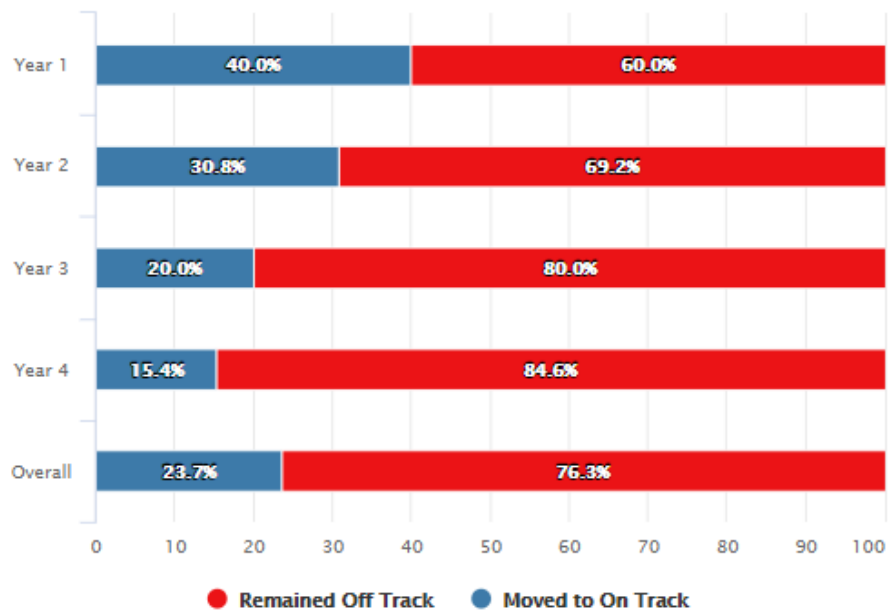
Grade 8 (21 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	0	0%
Proficient	2	10%
Basic	8	38%
Below Basic	11	52%

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.

East Academy completed the analysis of the factors that we believe contributed to the low reading achievement and implementation of this reading plan is lack of instructional guidance and a skills gap in standards-based and foundational teaching. This indicated that there is a need for a literacy plan and continued access to instructional coaching. The school received an F on the school report card and also a value added F. In literacy the school scored a "D" on improving At-Risk K-3 Readers Mesasures and no indicators were met in grades 3-8 for Ohio State Tests. The school has also been identified as a focus school based on low performance on the Gap Closing component of the Ohio School Report Card. The school has been placed on probation by their sponsor because of poor academic performance. Students are enrolled below grade level in ELA each school year which widens the gap in instruction. The data below identifies the percentage of students who moved on track and those who remained off track.



After reviewing the data analysis, observing classrooms, and reviewing curricular resources, it was discovered that there was major gap in teacher-led intensive, systematic, explicit instruction of all foundational reading skills in grades K-3. The school is working to incorporate and add an emphasis on adding specific foundation 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 recognition. There is also an inconsistent phonemic awareness and phonics instruction as evidenced by lack of appropriate curricular resources. There is a lack of assessment and monitoring of foundational skills. With the emphasis on foundational reading skills, teachers will still need to instruct students in vocabulary, fluency, and comprehension skills to ensure students are being provided access to mastery of all reading components. We believe that the Rootcause for K-3 lack of proficiency in the general education (Gen Ed), is the lack of evidence-based direct instruction phonics program.

We believe that the rootcause for 3-8 lack of proficiency (Gen Ed), is the lack of comprehension and text analysis skills due to limited use of intervention resource. School wide there is not enough understanding and professional development around Simple View of Reading, Reading Continuum, and teaching foundational skills. There is also a lack of strategic instructional strategies for foundational reading. Our intermediate students with the foundational reading gaps are due to lack of K-3 issues listed above.

Another major concern after analyzing the data is the achievement and Progress of Students with Disabilities: The school's Special Education Rating is Needs Assistance - Year 1 with a compliance rating of a "3.75" and a Student Outcomes rating a "3". The passing rates for students with disabilities in Reading Proficiency is a 19.35%.

The Root Cause of this is the lack of collaboration (planning) between general education and special education teachers. Our Intervention Specialists began in 2018-2019 as school employees (formerly contracted). There is a lack of improvement in reading goals on IEPs. School wide a challenge is the lack of professional development of setting goals and delivering differentiated instruction. Through data collection and observation there is a lack of appropriate progress monitoring.

According to our attendance: The school's attendance rate was 85.6% and the chronic absenteeism rate is 56.4%. The root cause is that the community does not understand the impact of absenteeism on student achievement. The Attendance Intervention Team not fully understanding process, not implementing with fidelity and lack of progress monitoring. There is a lack of communication with families from Attendance Intervention Team. To our understanding students are absent due to transportation, academics, behavioral, etc. Our suspension rates are high because of inappropriate behavior and harm being caused towards others. Developing behavior intervention plans and/or school-wide behavior model is our strategy in declining this rate.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Mission:

Each educator is a vibrant learning community designed to meet students' different and unique learning needs, which will help prepare them for high school and college career readiness.

Core Values:

1. Pursuing academic excellence- We cultivate intellectual habits in which creates excitement around learning
2. Developing Character-We teach our students to live with respect, integrity, and compassion for themselves and others.
3. Celebrating Individuals- We fully understand the unique gifts and potential of each person and our desire is for us to recognize those gifts.
4. Building Community- We build up our community within and beyond our school. We believe that it is essential to have partnerships in the community that make a positive impact on our students.

Our vision for literacy at East Academy begins with the implementation of research-based early literacy instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. This work is supported through a job-embedded coaching model, literacy academic framework, an understanding of the Ohio Learning Standards embedded in the district-created pacing guide, foundational reading professional development, innovative instructional strategies, and appropriate curricular resources. We believe in the following:

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.

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.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Goal #1:

By Spring of 2020 East Academy will have 75% of K-2 students meeting or exceeding grade level literacy benchmarks as indicated by the NWEA.

Goal #2:

By Spring of 2020 East Academy will increase students in grades 3,4,5, Literacy percentage by 75% measured by the Phonics Inventory.

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: By Spring of 2020 East Academy will have 75% of K-2 students meeting or exceeding grade level literacy benchmarks as indicated by the NWEA.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement comprehensive, systematic phonemic awareness and phonics/word study program in grades K-2	Provide all staff professional development sessions about Foundational Reading Skills and Effective Instruction	Implementing a balanced approach combining language and literature-rich activities developing proficiency in reading and writing.
Timeline	SY 2019-2020 Weekly, individualized instructional coaching	SY 2019-2020 Weekly, individualized instructional coaching On-going	SY 2019-2020 Weekly, individualized instructional coaching
Lead Person(s)	-Principal -Building Instructional Coach -Director of Instructional Coaching -Lead Teachers	-Building Instructional Coach -Director of Instructional Coaching -Principal -Lead Teachers	- Principal -Building Instructional Coach -Director of Instructional Coaching -Lead Teachers
Resources Needed	- iRead -Heggerty's Phonemic Awareness -Leveled Readers -ScootPad -Reading A-to-Z -Foundations	-PD time to disaggregate data, discuss reteach strategies, and create lesson plans -Professional Development sessions, resources for sessions, and logistics of sessions	Lucy Calkins Writing Units of Study Getting to the Core of Writing Common Core: Writing to Texts Newmark Learning: Common Core Language
Specifics of Implementation	-Instructional Coach and teachers will analyze student data to identify progress or to identify areas of instruction in need of further attention. - Phonemic Awareness, Word Recognition and Fluency will be embedded into the classroom daily during the school's literacy block - Students in the grades KG-2 nd will learn to recognize and decode printed words, developing the skills that are the foundations for	- Instructional Coach and teachers will review relevant research on effective reading instruction -Internal support through an Instructional Coach, or other lead teachers who would be willing to provide peer coaching and/or demonstration teaching. -Instructional Coach and the Director of Instructional Coaching will create a professional development session to focus on the five	- In order to implement this, plan the school must provide be focusing on effective literacy instruction at all grade levels. -Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies will also be taught to students to develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes

	Action Step 1	Action Step 2	Action Step 3
	<p>independent reading. Students will discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They will build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, the goal is for students to demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.</p> <p>-During Phonics Instruction this will lead to significant, positive benefits (decoding, encoding, and comprehension) for students in these grades and for children with difficulty learning to read.</p> <p>-Students will have an acquisition of Vocabulary Students will acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. Students will learn to apply word analysis skills to build and extend their own vocabulary. As students' progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.</p>	<p>components of reading, with a strong emphasis on foundational reading skills using the various instructional tools to guide instruction.</p> <p>-Instructional Coaches will delivery PD to all staff</p> <p>-Instructional Coaches will continue professional development of strategies of implementation.</p>	<p>that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.</p> <p>-During the writing process - Students' writing will develop when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>
Measure of Success	<p>-Formative and Summative Assessments</p> <p>-Lesson plans</p> <p>-Instructional Coaches walkthroughs and informal observations</p> <p>Students' grades</p>	<p>- Students will be assessed to inform teaching. Sample questions: How are my students doing in phonemic awareness? What do I need to do differently to help students be more successful?</p> <p>-Increased content and instruction that will be observed through student growth tracked through formative assessment and summative assessments.</p> <p>-Attendance Sheets</p> <p>-Schedules</p> <p>-Lesson Plans</p> <p>-Informal Observations</p>	<p>-Formative assessments based upon the reading program</p> <p>- Achievement, diagnostic test scores and standardized test scores.</p> <p>-Observation during administrative walk-throughs.</p>

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	-Increased number of students on-track	-Weekly coaching meetings	-Weekly coaching meetings

Goal # 2 Action Map

Goal Statement: By Spring of 2020 East Academy will increase students in grades 3,4,5, Literacy percentage by 75% measured by the Phonics Inventory.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/re-teaching
Timeline	-Weekly, individualized instructional coaching	-2020 Professional Development and continuous -Weekly, individualized instructional coaching	- Foundational Benchmark Assessments - Weekly, individualized instructional coaching
Lead Person(s)	-Building Instructional Coach -Director of Instructional Coaching -Principal	-Principal -Instructional Coach -Director of Instructional Coaching -Lead Teachers	-Principal -Instructional Coach -Director of Instructional Coaching -Lead Teachers
Resources Needed	-Weekly Coaching Observation and Tracking Log -Teacher Coaching Binder containing reflection forms, pacing guide, and data planning forms -Comprehensive, systematic phonemic awareness and phonics/words study program in grades K-3	-Initial and ongoing professional development for pacing guide and academic framework implementation -Pacing guides for literacy instruction -Literacy curricular resources (both teacher and student facing)	-Quarterly Benchmarks created based on the standards taught in the pacing guide. -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans
Specifics of Implementation	-Teachers will receive weekly observations and instructional coaching meetings during planning period -Principals and Instructional Coaches will model instructional strategies in planning meetings and real-time in the classroom -Teachers will watch videos of master teacher implementing focus instructional strategies -Teachers will participate in self-reflection of videotaped observations -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies	-Pacing guides created internally at the district level -Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) -Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework -Initial and ongoing professional development to school leaders and staff regarding implementation of	-For the Fall Benchmark, students will be assessed using NWEA and the Phonics Inventory tool. -Teachers will be able to use the NWEA Learning Continuum to determine students' specific challenges and successes to begin initial planning of standards-based instruction. -Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks. -After students are assessed, the Principal and Instructional

	Action Step 1	Action Step 2	Action Step 3
	-Principals and Instructional Coaches will lead teachers in data dialogue conversations using NWEA, Pre-A Reading Assessment, iRead, RIMPS, and curricular resources resulting in informed instruction and necessary interventions	Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings	coach will provide professional development time to gather data, discuss re-teaching strategies with other teachers, and create their re-teaching plan that will take place alongside the traditional pacing guide
Measure of Success	All accountable students in grades 3-5 reading comprehension will increase their Literacy percentage by 75%.	All accountable students in grades 3-5 reading comprehension will increase their Literacy percentage by 75%. -Attendance Sheets -Schedules -Lesson Plans -Informal Observations	All accountable students in grades 3-5 reading comprehension will increase their Literacy percentage by 75%.
Check-in/Review Date	-Weekly scheduled 45 minute coaching meeting during teachers Planning Period	- Weekly scheduled 45 minute coaching meeting during teachers Planning Period	- Weekly scheduled 45 minute coaching meeting during teachers Planning Period

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

Student growth will be measured by the NWEA MAP assessment, Phonics Inventory and the K-2 Reading Assessment. Data will be collected and used to drive instruction. Teachers will use a “Data Tracker” that will be discussed during coaching meetings to determine next steps. The building leader, Instructional Coach and teachers will analyze school growth at each NWEA Map testing administration (see below), the Districts Benchmark assessments, the Phonics Inventory and Reading Inventory. Administration will report their findings with district level personal. The analysis will measure trends, strengths and weaknesses. This analysis will create a focus area and action plans for literacy instruction and intervention. Instructional coach and teachers will discuss periodically their rationale for student groupings and discuss student data. Students will be monitored with a quarterly assessment. The district benchmark assessments will be created at the district level and aligned to the district pacing guide. 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 optional

February 2020 - District benchmark

May 2020 - NWEA MAP; District Benchmark optional

Instructional coach and teachers will discuss periodically their rationale for student groupings and discuss student data. Students will be monitored with a quarterly assessment. During this time, teachers and building leaders will analyze the data from the Benchmarks and NWEA, create a plan for reteaching or potentially determining RTI placement and support for off-track students. The progress will then be continually monitored through BLT and TBT meetings, where teachers will share best instructional practices towards student standard mastery.

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

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

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.

- 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.

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.

- The primary source of research is the book "Mindset: The New Psychology of Success" by Carol Dweck.
- 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
- Dweck, C., "Growth Mindset, Revisited" *Ed Week*, Vol. 35, Issue 05, 2015, pp. 20, 24

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

Implementing a systematic program with validity 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 students' 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.

- 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)

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.

At the start of SY 17-18 there was no Tier 1 phonics instruction program implemented, nor were teachers 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. Teachers in grades 3-8 had access to System 44, a proven phonics remediation program, but missed the mark in true reading instruction in grades K-3. The realization of this gap occurred after the start of the school year, but the school will be working towards implementing a systematic word study program as soon as possible. The clear gap in K-3 foundational reading instruction has caused gaps for many students in all grades, but with an appropriately implemented program a majority of students will be better served in the near future. To support the implementation, instructional coaches will be working 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

The BLT will create a Professional Development Plan yearly. The plan will be comprised of several trainings to improve our language and literacy instruction using multiple resources. iRead, Heggerty's Phonemic Awareness, Leveled Readers, ScootPad, Reading A-to-Z, Foundations, and Lucy Calkins Writing Units of Study.

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 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. The Instructional Coaches will participate in ongoing monthly professional development with the Director of Instructional Coaching, weekly individualized professional check-ins that focus on specific building needs. The school will have an 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 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