



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Eastland Preparatory 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 feedback on the district's submitted Reading Achievement Plan below.

### **Strengths of the Reading Achievement Plan:**

- Progress monitoring is clearly defined and use of data and decision making is embedded in shared leadership structures.
- Explicit and systematic instruction in phonemic awareness and phonics is prioritized.
- Professional development is ongoing, planned by a team and provides additional opportunities for support through peer coaching.

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

- Clearly defining targeted and intensive interventions for students.
- Considering other stakeholders, such as families or community partners, that contribute to student's language and literacy development.

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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Relay Ohio first at 711.

# READING ACHIEVEMENT PLAN

DISTRICT NAME: EASTLAND PREPARATORY ACADEMY

DISTRICT IRN: 014090

DISTRICT ADDRESS: 2741 S. HAMILTON RD, COLUMBUS, OHIO 43232

PLAN COMPLETION DATE: January 10, 2020

LEAD WRITERS: SHANNAN ENOCH

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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                     |
|------------------------|-------------------------|------------------------------|---------------------------|
| Shannan Enoch          | Superintendent          | Eastland Preparatory Academy | senoch@eastlandprep.org   |
| Sharon Culver          | Parent Liaison          | Eastland Preparatory Academy | sculver@eastlandprep.org  |
| Emily Leader           | Intervention Specialist | Eastland Preparatory Academy | eleader@eastlandprep.org  |
| Ebony Cooksey          | Director of Academics   | Eastland Preparatory Academy | ecooksey@eastlandprep.org |
| Alexander Adams, M.Ed. | Regional Vice President |                              | aadams@accelschools.com   |

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

#### Development of Plan

The District Leadership Team began the development of this Reading Achievement Improvement Plan during its first meeting in January 2020. The Superintendent, Head of School and Director of Academics will present performance data from the 2018 State Report Card to all administration, who then shared the data with teachers and staff. Of particular interest were the literacy results from the tested grade levels. The Leadership Team revisited its commitment to the academic goal set during the summer 2020.

#### Monitoring of Plan

The Team established a monitoring plan for collecting data related to K-3 Literacy, 3<sup>rd</sup> Grade ELA, K-9 Reading Achievement, Attendance, and Discipline. The first collection of data was completed September 2018, to be followed by monitoring and collection of additional data in January 2020 and May 2020. Additionally at periodic Leadership meetings, reports on discipline, and RTI implementation.

#### Communication of Plan

Opportunities to communicate the plan within the district include meetings of the Leadership Team, Teacher Based Teams, and the Board of Education. At the Board Meetings the Principal will briefly report on the status of literacy improvement at the school. Communicating the plan with community will occur by posting the plan on the District website. The Ohio Department of Education will receive and post the plan as well.

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

*This Reading Achievement Plan is the work of the Reading Achievement Plan Team in an effort to improve language and literacy outcomes for all students. The premise is the data of student performance on assessments administered by the district and classroom teachers. The plan will be distributed to the staff for implementation by January 31, 2020. The plan will be reviewed yearly and adjusted accordingly based on data/results. There are several points of alignment between this plan and previously established district improvement efforts. The initiatives that are clearly aligned with this plan include the following:*

Students K-5 will receive small group reading instruction daily

Curriculum Maps/ Pacing Guides - Teachers use district-wide curriculum maps and pacing guides to create cohesive lesson plans and assessments.

Bi-weekly short cycle assessments- All teachers will administer and use data driven instruction.

- 6 Week Cycle Assessments - All district teachers administer assessments, and use data to drive instruction.
- RTI - Response to Intervention. Tier 2 and Tier 3 interventions are planned and implemented based on data gathered from MAP and teacher created formative and summative assessments.
- FIP - Formative Instructional Practices - All teachers are expected to administer ongoing formative assessments and provide descriptive feedback. Formative assessment ultimately guides instruction.

## 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.***

#### **Reading Diagnostics**

Kindergarten (KRA) 2019 information not available.

#### **State Testing**

##### **Grade 3**

Spring 2018: 35 tested, 3 did not meet requirements for promotion on the State Tests.

Fall 2018: 31 tested, 30 did not meet requirements for promotion on the State Tests.

Spring/Summer 2019: 36 tested, 14 did not meet requirements for promotion on the State Test

Fall 2019: 31 tested, 18 did not meet requirements for promotion on the State Test

#### **MAP Data 2019-2020**

Kindergarten (MAP)- 9 out of 24 students are at or above Norm Level Mean RIT

Grade 1 (MAP) 8 out of 33 students are at or above Norm Level Mean RIT

Grade 2 (MAP)- 8 out of 24 students are at or above Norm Level Mean RIT

Grade 3 (MAP)- 16 out of 38 students are at or above Norm Level Mean RIT

Grade 4 (MAP)- 10 out of 35 students are at or above Norm Level Mean RIT

Grade 5 (MAP)- 6 out of 30 students are at or above Norm Level Mean RIT

Grade 6 (MAP)- 5 out of 34 students are at or above Norm Level Mean RIT

Grade 7 (MAP)- 8 out of 43 students are at or above Norm Level Mean RI

Grade 8 (MAP)- 8 out of 36 students are at or above Norm Level Mean RIT

Grade 9 (MAO)- 6 out of 19 students are at or above Norm Level Mean RIT

### 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.*

- Poor Attendance of students
- Teachers lack of specialized training in working with students of high needs (Social, Emotional, Learning Disabilities).
- Students entering school in grades 1-8 already below grade level.
- Limited Access to Computers- We have a total of 60 computers divided between grades K-8 for a total of 255 students. Our goal is to put computer access in the hands of all students K-8.
- Limited Parental support

### 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](#).*

Literacy Mission- Our mission at Eastland Preparatory Academy is to create a learning community in which reading, writing, speaking, listening, and problem solving serve as the foundation for life-long learning.

- Literacy Vision- Our vision at Eastland Preparatory Academy is that by implementing a variety of strategies that are aligned to Ohio's Learning Standards and reflective of scientifically based reading research, all students will perform at or above grade level expectations.

We believe: Students must first learn to read in order to read to learn.

- All students learn at different rates and have different learning styles.

We believe that with appropriate accountability measures, all teachers can deliver high quality instruction as a pathway to literacy success.

Within three to five years, by providing high quality professional development and support for teachers, every student can read at or above grade level.

### SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

By May 2020, all student subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-9 and locally administered assessments in K-9 (MAP).

By May 2020, all students all student subgroups will improve their reading performance by 10% as measured by Ohio State Assessments in grades 3-9 and locally administered diagnostic assessments in K-9 (MAP).

## SECTION 6: ACTION PLAN MAP(S)

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

### Goal # 1 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding the demands of the Third Grade Reading Guarantee.

Evidence-Based Strategy or Strategies:

|                                 | Action Step 1   | Action Step 2  | Action Step 3   |
|---------------------------------|---|--|---|
| <b>Implementation Component</b> | All teachers will fully implement the Literacy Framework adopted at the beginning of 2019-2020 school year and outlining the components of core instruction at all grade levels.  | K-3 teachers will focus steadily on student mastery of Reading Foundational Skills (phonemic awareness, phonics, fluency) with support from building leadership team, curriculum coordinator, and literacy coach.  | Intensive intervention supports will be provided for students with reading deficits. Groups will be redistributed to include both Tier 2 and Tier 3 supports.   |
| Timeline                        | August 2019-May 2020  | August 2019-May 2020   | August 2019-May 2020  |
| Lead Person(s)                  | Shannan Enoch<br>Sharon Culver<br>Ebony Cooksey   | Shannan Enoch<br>Sharon Culver<br>Ebony Cooksey  | Shannan Enoch<br>Sharon Culver<br>Ebony Cooksey   |
| Resources Needed                | Copies of Literacy Framework; self-assessment checklist/tools; access to a variety of research based reading strategies   | DIBELS assessments; Journeys Fluency chants; repeated reading protocols  | Research-based intervention materials for teachers and students; costs of reproducing materials as needed.  |
| Specifics of Implementation     | Lead teachers will facilitate review of the Literacy Framework at ongoing grade level team meetings<br>-High-quality professional development reflective of research-based reading strategies outlined in the Literacy Framework will be planned and implemented by building Literacy Coach, Curriculum Coordinator, and team leaders | Teachers will plan and deliver explicit instruction, both whole and small group, daily specific to the Ohio Learning Standards in Reading Foundational Skills<br>-The Literacy Framework will be used as a resource for research-based reading strategies in phonemic awareness, phonics, and fluency<br>-Administer DIBELS assessment to monitor progress | -Data will be reviewed to determine flexible student groups for second semester.<br>-Groups will be assigned and interventions will be delivered with fidelity.<br>-Progress monitoring data will be reviewed throughout the term and intervention plans will be revised as needed.<br>-Classroom teachers and aides will both deliver interventions and will meet regularly to plan for Tier 2 and 3 supports. |



|                      | Action Step 1   | Action Step 2   | Action Step 3   |
|----------------------|---|---|---|
| Measure of Success   | Adherence to designated time increments for each component of literacy (as outlined in the Literacy Framework); agendas, meeting notes; professional development plan; PD sign-in sheets; self-assessment checklists completed; | Growth will be measured with DIBELS monthly progress monitoring data; Journey's repeated reading rubric | -Increased scores on DIBELS (weekly, monthly, quarterly)  |
| Check-in/Review Date | Check-in: Weekly through teacher-based team meetings; Review by November 2019 and May 15, 2020  | Check in - monthly; Review Dates January 2020 and May 2020  | Check-in: Weekly through teacher-based team meetings; Review by November, 2019 and May 15, 2020 |

### Goal # 2 Action Map

Goal Statement: By May 2019, all students all student subgroups will improve their reading performance by 10% as measured by Ohio State Assessments in grades 3-8 and locally administered diagnostic assessments in K-8 (MAP).

Evidence-Based Strategy or Strategies:

|                                 | Action Step 1   | Action Step 2   | Action Step 3  |
|---------------------------------|---|---|--|
| <b>Implementation Component</b> | Provide high quality research based, job-embedded professional development throughout the year aimed at identified instructional needs  | Provide weekly scheduled time for teacher-based teams to develop engaging, data-driven reading thematic units and lessons that differentiate instruction, focus on literacy skills and understandings, increase higher-level thinking, and create meaningful learning experiences for all students.   | All teachers post learning targets or "I can" statements.  |
| Timeline                        | August 2019- May 2020   | August 2019- May 2020   | August 2019- May 2020  |
| Lead Person(s)                  | Leadership team, Administrator, Instructional Coaches   | Leadership team, Administrator, Instructional Coaches   | Leadership team, Administrator, Instructional Coaches  |
| Resources Needed                | PD CALENDAR, NETWORK WITH PROFESSIONALS IN LITERACY & ASSESSMENTS BEST PRACTICE.  | TBT CALENDAR, WITH PROTOCOLS FOR MEETINGS.  | COPIES OF I-CAN STATEMENTS/LEARNING TARGETS. WALK-THRU FORMS   |
| Specifics of Implementation     | -Professional Development provided for teachers during early release and in service days.<br>-Assure that all teachers are administering DIBELS, and MAP oral reading fluency at designated intervals based on student data. -Discuss progress monitoring data during grade level team meetings and planning instructional actions based on progress or lack thereof. | Professional Development provided for teachers during early release and in service days. Assure that all teachers are administering DIBELS, and MAP oral reading fluency at designated intervals based on student data.<br>-Discuss progress monitoring data during grade level team meetings and planning instructional actions based on progress or lack thereof. | Teachers will ensure current "I can statements are posted daily. Administration will perform walk-throughs daily to ensure task is complete. |

|                      | Action Step 1  | Action Step 2  | Action Step 3  |
|----------------------|--|--|--|
| Measure of Success   | Walk-throughs, staff meeting agendas, reporting to DTL                                     | Walk-throughs, staff meeting agendas, reporting to DTL                                     | Walk-throughs, staff meeting agendas, reporting to DTL                                     |
| Check-in/Review Date | Check-in: Weekly through teacher-based team meetings; Review by November 2019 and May 2020 | Check-in: Weekly through teacher-based team meetings; Review by November 2019 and May 2020 | Check-in: Weekly through teacher-based team meetings; Review by November 2019 and May 2020 |

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

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

The following assessments and progress monitoring will be implemented by the K-3 staff to ensure effectiveness of instruction and intervention.

The Reading Achievement Plan Committee have chosen the following items to focus per the reviewed data and future professional development.

Formative Assessments within unit plans- every grade-level team will develop bi-weekly formative assessment to gauge the comprehension of the content.

Reading Improvement Monitoring Plans (RIMP)-a reading improvement plan is developed for each child with specific goals aimed at the child's reading deficiencies.

These goals are created to improve the child's reading ability.

- Achievement Tests - AIR (Fall/Spring 3rd Grade)-teachers prepare students for the AIR Assessment which is taken in the fall and spring to ensure students master all third reading content standards.
- Diagnostic Tests - Reading Diagnostic Test (ODE) K, 1, 2; MAP (all grades); KRA (Kindergarten)- teachers prepare students for these assessments which are taken to ensure students master all reading content standards.
- Students new to the school, will take the MAP screener or the full MAP assessment, this will give us a norm baseline score. Screening and Progress Monitoring Tools.

Fluency Screener - DIBELS (K-3)- these technology-based assessments are used to progress monitor their learning and mastery of the standards.

Walkthrough Observation data- Eastland staff gives and receives constructive feedback to improve the instruction and engagement that will take place in the classroom.

Response to Intervention- classroom teachers and support staff work together to work with students who are at and below grade level in small groups, whole group and one on one.

Progress Monitoring Intervention: students who fall under urgent intervention will be monitored bi-weekly, students who are at/on grade level, we will monitor these students monthly, and students who are at/above grade level, and we will monitor these students three times a year.

## 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.*

There are a variety of campus-wide strategies designed to support all students, including students on RIMPS. In all K-3 classrooms, teachers implement explicit, systematic, and direct instruction of early reading skills through daily mini-lessons. Limited whole group instruction is complemented with daily small group are a priority for implementation in all classrooms. All students are afforded differentiated instruction and gradual release of responsibility to students as progress monitoring data indicates they are ready.

Phonemic Awareness and Phonics. Students in grades K-2 will be grouped based on data for intensive phonics instruction. All students will be exposed to whole group systematic and sequential phonemic awareness and phonics. Students with RIMPs will receive additional small group instruction weekly. Students in grades 1-3 will be explicitly taught to decode words, analyze word parts, and write and recognize grade-level appropriate words. All students will be exposed to these research-based instructional strategies, and students on RIMPs will be targeted for additional small group instruction and progress will be monitored more frequently based on data (bi-weekly for students with intensive needs and monthly for students with targeted needs). All 1st - 3rd grade classrooms will incorporate weekly reading fluency lesson. In Kindergarten, the fluency instruction will address initial sound fluency and letter naming fluency interventions for students on RIMPs. All K-3 teachers will implement explicit vocabulary instruction both whole and small group. The teaching focus for these lessons will be on Tier 2 vocabulary words. Students on RIMPs will receive additional small group instruction depending on the need indicated in ongoing progress monitoring data. LLI to be integrated in daily instruction for struggling readers. Title 1 Services provided. Instruction will include Reading Mastery 1-3, Reading A-Z and Haggerty Reading Programs.

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

The above items will be implemented and monitored through the use of daily walk-thru observations and follow-up coaching and professional development. Further monitoring will take place via Bi-weekly benchmark assessments, as well as quarterly progress monitoring (MAP). In the past two previous years, our school did not implement a school-wide approach to blended learning. Teachers will pull small groups of students to a back table for LLI. Teachers will then be able to make informed decisions on specific skills for students. Students who are on RIMPS will receive instruction twice daily to include Haggerty Reading Program (10/session) as well as Reading Mastery 1-3 for 30 minutes daily. Reading A-Z decodable books will be implemented to achieve this goal for students who are on RIMPS.

### SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.*

The Reading Achievement Plan for early literacy will include professional development that supports teachers and support staff. Professional development topics are representative of the five essential components of literacy (phonological awareness, phonics and word study, accuracy and fluency, vocabulary development and comprehension). Professional development sessions will be offered throughout the 2018-2019 school year during scheduled designated full day and afterschool time. A staff-wide survey was conducted to gather information reflecting the needs of the K-8 staff to better teach literacy development. As a result, the Reading Achievement Plan Team identified the areas in which teachers most need support and professional development. These areas include vocabulary development and reading: foundational skills, particularly phonics and word study. Ongoing professional development opportunities are being developed by the Reading Achievement Plan Team. The content of these sessions will be based on research based strategies for teaching academic vocabulary at all grade levels and how to implement various vocabulary development techniques across grade levels. These PD sessions will be facilitated by grade level team leaders throughout the school-year to assist team-members in improving their classroom instruction. Teachers that request additional professional development on implementing research-based instructional strategies and interventions will be provided release time to visit highly qualified teachers who demonstrate excellent instructional skills.

## APPENDICES

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