



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 15, 2020

Dear Superintendent,

Thank you for submitting the Foundation 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 plan included a root cause analysis of both internal and external factors contributing to low reading achievement.

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

- Data analysis of student literacy performance data, particularly in the area of foundational skill development.
- Inclusion of decision rules that describe how listed evidence-based practices or specific interventions are matched to student reading needs.
- The identification of evidence-based practices to increase kindergarten through third grade foundational literacy skills.
- Inclusion of professional development that is aligned with supporting students' foundational skills in reading and writing.

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).

Sincerely,

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

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# READING ACHIEVEMENT PLAN

DISTRICT NAME: Foundation Academy

DISTRICT IRN: 009192

DISTRICT ADDRESS: 1050 Wyandotte Ave. Mansfield, Ohio 44906

PLAN COMPLETION DATE: May 2022

LEAD WRITERS: Mitzi Kimani, Head of School; Joann Hipsher, RVP/ACCEL and Special Education Director/Ohio; Literacy Coach/consultant; Building Leadership Team

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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
Mitzi Kimani	Head of School	Foundation Academy	mkimani@foundationacad.org
Pat Gordon	Literacy Coach	Off site/ consultant	
Katrina Johnson	Grade 3 teacher	Foundation Academy	kjohnson@foundationacad.org
Rachel Artrip	Behavior Intervention Specialist Curriculum Specialist K-4	Foundation Academy	
Ariel Garrett	KDG teacher	Foundation Academy	agarrett@foundationacad.org
Sarah Shepherd	RIMP coordinator Title teacher Credentialed reading specialist	Foundation Academy	sshepherd@foundationacad.org
Anne Frazier	2 <sup>nd</sup> grade teacher	Foundation Academy	afrazier@foundationacad.org
Joann Hipsher	RVP Director of Special Education	Foundation Academy	jhipsher@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.*

The Building Leadership Team met on October 30 and November 26 to discuss the Reading Achievement Plan. During our TBT (teacher-based-team) meetings, each grade level K-4 was tasked to complete a fishbone root cause analysis. We then assembled a team specially to develop the RAP with the help of our Literacy Coach.

The plan will be monitored through the RAP committee and our TBT meetings.

## 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.*

Foundation Academy has several improvement initiatives being implemented as of the 2019-2020 year:

- a. Literacy Coach offers professional development as well as side-by-side coaching.
- b. Resources: We have invested in materials for interactive Read Aloud and Shared Reading.
- c. Providing an extra 30-minute “target practice” intervention in ELA
- d. Olweus bullying prevention program
- e. Social-Emotional Learning
  - a. Wellness grant partner – Case worker delivers social-emotional curriculum for all students
  - b. Wellness grant partner – Therapist delivers social-emotional support for repeated offenders, high-risk and special education students.
  - c. Faculty book study

Data collection is as follows:

Test	grades	frequency
KRA	KDG	1 time per year
Fountas & Pinnell	K-3	3 times per year
MAP/NWEA	K-8	3 times per year
AIR	3-8	3 <sup>rd</sup> grade twice 4-8 in the spring only

## 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.**

NWEA	Student count	Limited	basic	Failing rate
K	69	9, 13%	28, 41%	54%
1	68	21, 31%	19, 28%	59%
2	59	15, 25%	20, 34%	59%
3	52	22, 42%	11, 21%	65%

Students on a RIMP / on-off track statistics:

	KDG	1	2	3
% off track	71%	66%	59%	58%
# of students	49	44	34	29

10 students made cut score

Passage rate: 36%

PI score: 52

KRA statistics:

Demonstrating readiness	6 students	9%
Approaching readiness	32 students	49%
Emerging readiness	27 students	42%

Cut score data: 22 students total or 34% met the cut score or above.

Performance Index Scores for grades 3-8

	ELA	Math	Science
Grade 3	74	77.5	NA
Grade 4	65.5	69	NA
Grade 5	76	75	80
Grade 6	56	70	NA
Grade 7	70	57	NA
Grade 8	58	65	76

## 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.*

Our areas of strength are:

- ✓ We have out-scored our surrounding traditional public schools districts.
- ✓ Our re-enrollment hovers around 80%.
- ✓ We have past our “stretch goal” for enrollment this year.
- ✓ RTI is functioning well.
- ✓ We provide an “Alternative Learning Center” that provides academic supports for students who struggle with behavioral/academic issues.
- ✓ We are a fiscally healthy school.
- ✓ We have a supportive and strong Board of Trustees.
- ✓ We are compliant with all our sponsor requests. (OCCS)
- ✓ We are technology rich.

Identify our root causes and areas of concern:

Areas of concern	Root cause(s)
Lack of ELA growth PI overall score: '17-'18: 72 '18-'19: 72	a. We have a high number of new, inexperienced teachers b. Need to have more professional development in delivery of instruction c. Need to have more in-depth professional development in behavior research-based practices, along with social-emotional learning. d. Percentage of special education students increase



## 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](#).*

Vision:

Foundation Academy will strive to provide a quality education by empowering students to become leaders, life-long learners and productive citizens in an ever changing world.

To extend the vision of our literacy program, we have three initiatives to highlight literacy:

- a. Literacy Coaching
- b. "Falcon Book Nook" where we invite guest speakers to read to the students each month.
- c. Falcon Book Nook Exchange where students have access to have free books.

Mission:

We, the students, staff and families of Foundation Academy, are committed to creating a safe and conducive learning environment of respect, where children will develop good character and positive relationships while aspiring to achieve academic excellence.

## 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.*

By June of 2021, the school will close the achievement gap for our K-3 students in literacy by 15% at each grade level.

1. By June of 2020, teachers will develop a self- assessment tool that will assist them in discovering where they fall with how responsive they are to their students in the area of reading.
2. By June of 2020, teachers will develop the skills needed to access student progress through the use of on-going reading behavior records identifying patterns in phrasing, fluency, rate and word solving strategies with 75% accuracy with strategic professional development.
3. By June of 2021 teachers will analyze the suggested skills and areas of knowledge specified in the standards to develop what are the student needs to determine the priorities of their teaching with 80% accuracy.

By 2021, we will implement extensive professional development in instructional/behavioral research-based practices (UDL – Universal Design for Learning), infused with (SEL) social-emotional learning.

- a. Teacher will analyze the rubric through rich discussion at Teacher Based Team meetings. They will rate themselves to determine our baseline. They also provide evidence (UDL portfolio) as to their current performance level for each Critical Elements of UDL (clear goals, intentional planning for learner variability, flexible methods and materials and timely progress monitoring). By 2021, teachers will move a minimum of one level up from their baseline with the expectation of 60% moving up two levels.
- b. The State Support Team #7, “ Closing the Gap Observation Tool” along with the UDL portfolio of evidence will be used to monitor teacher progress towards the next level in the rubric.
- c. Through our partnership with State Support Team #7 Closing the Gap Professional Development Series selected staff members will collect data and review that data three times a year with the SST #7 representative to determine progress towards the selected Critical Element as we work for full implementation of UDL (an integrated educational system that is grounded in inclusive instructional practices, valuing an intentionally planning for learner variability in order to meet the needs of each learner.
- d. The staff has unwrapped the SEL standards and has chosen to do a book study to guide them toward integrating the standards into UDL with 60% participation by June, 2021.

## 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 # \_1-3\_ Action Map

Goal Statement: see section 5: 1-3

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Develop a self-assessment to that will show how responsive teachers are to their students.	Provide professional development for teachers and aides on doing on-going records of reading behaviors.	Break down standards to learning goals to examine goals across responsive instruction.
Timeline	January to June 2020	January to June 2020	August 2020 to June 2021
Lead Person(s)	Literacy Coach	Literacy Coach	Literacy Coach Director of Academics
Resources Needed	NA	NA	NA
Specifics of Implementation	March 13, 2020 Professional Development Day	Literacy coach Facilitator of TBT	K-3 teachers, Title teachers and Special Education teachers
Measure of Success	Completion	Spring NWEA results Grade 3 AIR testing results	Growth in RIMP statistics Growth in NWEA statistics AIR test results in grade 3
Check-in/Review Date	Review in May, 2020	Grade 3 AIR testing results	Growth in RIMP statistics Growth in NWEA statistics AIR test results in grade 3

Goal: a-c (section 5)

	Step 1	Step 2	Step 3
Implementation components	a. A groups has been assembled to take part in "Closing the Gap" series	a. August – 2020 this selected group will provide ULD and Closing the Gap	All classroom instruction will be at either developing or proficient levels in the

	Step 1	Step 2	Step 3
	<p>with the State Support Team #7.</p> <p>b. bi-monthly TBT meetings will focus on the SST#7 “Closing the Gap” rubric. Bi-monthly meetings discuss specifics (beginning, developing, proficient, and/or well developed) and teachers’ self assessment to get a base line. Teacher can add to their evidence (UDL portfolio).</p> <p>c. After UDL in-services throughout this current school year, our “walk through” observation tool includes UDL check list.</p>	<p>strategies with the entire staff.</p> <p>b. Teachers will be expected to utilize the rubric to increase their base line to the next level. TBT meetings will monitor these initiatives.</p>	<p>Closing of the Gap rubric by June 2021.</p>
timeline	2019-2020 school year	2020-2021 school year	2020-2021 school year
Lead persons	<p>Head of School</p> <p>Director of Academics</p> <p>Selected teachers from Closing the Gap Series</p> <p>Grade 1, grade 4 and grades 6-8 ELA teacher</p>	<p>Head of School</p> <p>Director of Academics</p> <p>Selected teachers from Closing the Gap Series</p> <p>Grade 1, grade 4 and grades 6-8 ELA teacher</p>	<p>Head of School</p> <p>Director of Academics</p>
resources	NA	NA	NA
Specifics of implementation	<p>Gaining information and incorporating strategies in selected classrooms –</p> <p>Grades 1, 4 and 6-8 ELA</p>	<p>2-year commitment of Closing the Gap series with SST#7.</p>	<p>2-year commitment of Closing the Gap series with SST#7.</p> <p>All classroom teachers participating.</p>
Measure of success	<p>Anecdotal logs and discussion with representative from SST#7.</p> <p>Three meetings/observations on site by SST#7.</p>	<p>Increased PI scores (AIR tests)</p> <p>Increased NWEA growth statistics</p>	<p>Increased PI scores (AIR tests)</p> <p>Increased NWEA growth statistics</p>
Check-in review	Monthly meetings attending the Closing the Gap series at SST#7.	Monthly TBT meetings	Monthly TBT meetings

	Step 1	Step 2	Step 3
	Three meetings/observations with SST #7 on site.		

Goal: d (section 5)

	Step 1	Step 2	Step 3
Implementation components	Widen teachers' knowledge based on social-emotional learning by offering a book study – December 2019- March 13, 2020	We have partnered with "The ReHab Center/ Catalyst to provide three sessions (1 ½ hours each) of Professional Development on SEL.	NA
timeline	December 2019 – March 13, 2020	2019-2020 school year	NA
Lead persons	4 lead teachers 4 different books	Catalyst/The ReHab Center	NA
resources	4 different books	Wellness Grant	NA
Specifics of implementation	Various meetings for chapter discussions. Group presentation at March professional development day.	Three (1 ½ hour) sessions.	NA
Measure of success	Survey of presentations. Exit ticket	survey	NA
Check-in review	NA	Review main points at TBT meetings.	NA

## 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.*

Performance Goals monitored: Our academic goal is to achieve an average of an 82 performance index.

- a. Classroom teachers select an academic goal(s). They use backward design when planning. They submit their DART (short cycle assessment) to the curriculum director. They teach this concept(s) for two weeks. The short cycle assessment is given and then scores are reported out on a data wall (for students) and a data tracker (for teachers). There is an additional 30-minutes of small group intervention time provided each day. Students are divided up based on their data from each short cycle. The small group teams consists of classroom teacher, Title teacher, and a Special education teacher.

Performance Goals measured.

- a. After every short-cycle assessment, we have a TBT (teacher-based-team) meeting to discuss scores. Included in these meetings are general education teachers, Title I teachers and special education teachers. This group completes a "Target Practice" sheet which identifies which students are aligned to a specific teacher and learning goal(s). Within the 30-minute Target Practice time, UDL "hints" are given to help with lesson planning.

Performance Goals reported:

- a. All PI scores for each DART (short cycle assessment) is posted outside the classroom.
- b. Data charts are color-coded (red/limited, yellow/basic, green/proficient, and blue/advanced and/or accelerated). Students have a symbol that represents them on the data walls; therefore, students know their own data.
- c. TBT – Teacher Based Teams meet after every DART (short cycle assessment) is given.
- d. BLT – Building Leadership Team meets monthly to discuss data. Data driven discussions will decide if other interventions are needed.

## 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.*

- ✓ Strategies to support learners, Director of Academics and teachers will develop a self-assessment tool that will show how responsive they are to their students in the area of reading and literacy.
- ✓ Using the NWEA, our K-3 students will be tested three times during the course of the year. The fall and spring results will be used to determine whether a student is *on* or *off track* and whether a RIMP is needed. Currently, we have two reading endorsed Title I teachers and an instructional aide working 156 (K-3) students that are on RIMPs. Teacher meet weekly with these students by grade level in very small groups.
- ✓ All general education teachers that have SWD (students with disabilities) will be completing monthly accommodation/modification logs for students that are inclusive on their rosters.
- ✓ Teachers will receive professional development on how to do a record of oral reading, which we would like to do monthly for all of our students that have a RIMP.
- ✓ The BLT (Building Leadership Team) reviews our 2-week short cycle assessments and those results are analyzed for incremental growth to determine what skills are mastered or need interventions prior to the next assessment.
- ✓ With the guidance and support of the Literacy coach, the BLT and the Director of Academics, teachers will break down the standard into learning goals and examine those goals across a responsive instructional setting.

### 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.*
- 
1. **Be effective:** To be effective everything we do must be consistent and done with fidelity. For example, our data is reviewed every 2 weeks by TBT (Teacher based teams) and monthly by the BLT (building leadership team). Professional development must ensure that each person assessing, monitoring and documenting have received the appropriate amount of training, with the needed follow-up and communication plan in place to seek assistance (reliability/validity).
  2. **Show Progress:** to show progress we need timely, accurate documentation, regular monitoring, revision and modifications as needed so we can utilize the data to drive instruction.
  3. **Improve upon strategies utilized during the two prior consecutive school years:** Strategies we have revised or have been in operation for two prior years are:
    - a. Teachers meet with the parents of our RIMP students to review progress.
    - b. Documentation from those meetings are incorporated into the students' ISAP (Individualized Student Achievement Plan). The ISAP is done for all of our students, K-8 and are reviewed in October and February, with parents.
    - c. We have revised the SWD service delivery model and now have the Intervention Specialist keeping detailed logs related to IEP instruction. Our general education teachers that have any SWD students in the inclusion model also complete monthly accommodation/modification logs.

- d. Increase professional development for teachers in UDL (Universal Design for Learning), Social-Emotional Learning and for our Special Education team.
- e. Continued professional development in Literacy, expanding to grades 4 and 5.
- f. We have revised our Title I program and added an additional K-3 Title teacher.

## 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.*

- On the next PD day, teachers will be shown how to do oral records of reading behavior.
- We will also begin the development of our self-assessment tool for teachers.
- Every TBT meeting, we discuss each section of the tool (beginning, developing, proficient and/or well developed). They are collecting a base line of where they are in this rubric. Upon completion of the rubric, we will then begin to press in on moving that base line forward.
- We have assembled a “Closing the Gap” team that will attend the State Support Team #7 meetings as well as take part in “on-site” observations and discussions. They will be keeping logs of new strategies. By Pre-service 2020, they will provide professional development to the staff.
- For social –emotional learning professional development, we have partnered with Catalyst / the ReHab Center. They will provide three sessions of professional development on social-emotional learning.
- We have selected four books for a faculty book study. Each group meets each week to discuss a chapter. Each group will present a project which will present the books’ material at the March professional development day. The books are: a. Fostering Resilient Learners b. Lost at School c. Reaching and Teaching Children Who Hurt and/or d. For White Folks Who Teach in the Hood....and all the Rest of Y’all Too.



## APPENDICES

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

BLT = building leadership team

TBT = teacher based team

ISAP = individualized students achievement plan

SWD = students with disabilities

RVP = regional vice-president

UDL = Universal design for learning

ELA = English language arts

RIMP = reading intervention monitoring plan

OCCS = Ohio Council of Community Schools (our sponsor)

RTI = response to intervention

ALC = alternative learning center

IS = intervention specialist (special education teacher)

SST #7 = State Support Team / region 7

DART = short cycle assessment – usually 2 week cycle