



Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 1, 2020

Dear Superintendent,

Thank you for submitting the Hope Academy Northwest 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:

- A clear communication plan is outlined for sharing and monitoring activities across teacher-based-teams.
- The data analysis includes the examination of subscores that identify specific trends in letter recognition, letter sounds and phonemic awareness.
- The plan outlines other contributing factors to low proficiency: students transitioning mid-year, teacher implementation, teacher turnover and lack of data-based decision making.

This plan will benefit from:

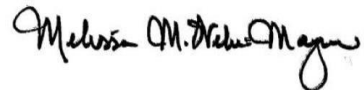
- Establishing a goal for building educator capacity and set subgoals for how that capacity will be built to ensure fidelity of adult implementation.
- Aligning action steps to the trends identified through the data analysis. For example, an action plan that addresses building teacher capacity to implement effective phonological awareness instruction and systematic phonics instruction. Foundations was identified, but not addressed in the action plan. Identify a walkthrough form looks for evidence- literacy practices.
- A professional development plan that includes the 5 components of reading as outlined in Ohio's plan (linked below): phonological awareness, phonics, vocabulary, fluency and comprehension across k-3. This is especially important given that the data analysis reveals that 4th and 5th grade scholars struggle with the foundational skills.

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.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large, looped initial 'M'.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME:

Hope Academy Northcoast

DISTRICT IRN:

142968

DISTRICT ADDRESS:

Hope Academy Northcoast

4310 East 71st Street

Cleveland, Ohio 44105

PLAN COMPLETION DATE:

December 19, 2019

LEAD WRITERS:

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Dr. Martin Ngom

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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. Martin Ngom	Principal	Hope Academy Northcoast	mngom@acancoast.com
Darla Lundi	Instructional Coach	Hope Academy Northcoast	Dmlundi001@acancoast.com
Renee Foster	Director of Instructional Coaches	ACCEL Schools	rfoster@accelschools.com
Cynthia McElheny	Third Grade Teacher	Northcoast Academy	cmmcelheny@acancoast.com
Brittany Beitler	Kindergarten Teacher	Northcoast Academy	bbeitler@acancoast.com
Dina Gleba	Intervention Specialist	Northcoast Academy	dgleba@acancoast.com
Elaine Vance	Board President	Hope Academy Northcoast	elain@atu268.org

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

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

The district leadership team developed the plan through meetings focused on current and past reading performance data as well as current instructional practices. The team identified areas of concern as well as strength in selecting the measurable learner goals and the action plan and steps required for growth for the K-2 learners and the third grade learners.

The plan will be presented and thoroughly dissected and discussed with the school staff at an all school professional development session. The plan will then be further discussed during small group grade-level band TBT meetings and if necessary revisited during teacher one on one coaching meetings.

The leadership team will monitor the effectiveness of the plan during bi-monthly TBT meetings. The principal will monitor during his once a month one on one data meetings and the instructional coach will be discussing data and progress in weekly coaching meetings. The progress will be reported by the principal to the school board at the monthly 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.

Hope Academy Northcoast's most recent Community School Improvement Plan commits our teachers, staff and administrators to increasing the scholars' proficiency in literacy as measured by the Ohio School Report Card. The building leadership team has collaborated and identified the needs of the teachers and scholars based on data to develop this plan of action. Northcoast continues to have onsite job-embedded instructional coaching and building specific professional development. Our primary focus will be on increasing student pre-reading skills as strategies in grades K-2 in order to increase our reading fluency and comprehension skills of third through eighth graders. We have purchased over 1,000 new leveled readers for teacher use during structured, small group, guided reading lessons.

The Reading Achievement Plan and other data-driven indicators will be used to inform the decision-making process for the 2019-2020 school year and beyond. The teachers have weekly coaching meetings that contain data review and planning for re-teaching and short cycle assessments based on the data. The principal has monthly one on one data meetings with teachers to look at and discuss benchmark and short-cycle assessments as well as plans for differentiation around the data. The SIP and the RAP are closely aligned using the same data points and growth targets. The documents will be monitored closely by the principal and instructional coach to track growth. Instructional decisions will be based on the RAP and SIP and progress or lack thereof.

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.***

The overall data shows Tier 1 foundational instruction is ineffective. There was an obvious lack of direct instruction in coding skills, language comprehension and effective standards-based reading instruction. New curricular resources were added last year in grades K-3 and teachers have received training on the implementation of the new resources. Effective instruction with fidelity is being monitored by the building instructional coach and principal.

The Kindergarten Readiness Assessment data is as follows:

2015-2016: 33.3%

2016-2017: 14.3%

2017-2018: 41.9%

2018-2019: 20%

Students are not showing mastery of foundational skills such as phonemic awareness, letter and sound recognition and sight word fluency. Foundational reading resources have been purchased.

Data shows that students are starting the year off track and need more explicit, systematic instruction to address the learning gap.

Northcoast has implemented a new computer-based evaluation and tracking program, ESGI, to assess our K-1 scholars as well as RTI students. The program assesses letter names, sounds, beginning sounds, rhyming, and pre-reading skills. The scores for fall 2019 are as follows:

Class averages

Kindergarten

Uppercase letter recognition: 12/26

Lowercase letter recognition: 10/28

Analysis: Based on this data alone we determined that our kindergarten scholars have started the school year off track and without basic knowledge or understanding of simple letter recognition. The majority of our students did not attend a preschool program, therefore this is their first school experience.

First Grade

Uppercase letters recognition: 24/26

Lowercase letters recognition: 25/28

Uppercase sounds: 25/31

Lowercase sounds: 24/31

Sight words correct: 19/50

Analysis: First grade scholars are scoring at a much better level on letter recognition. However, they are still struggling with simple letter sounds and sight word recognition. Students are in need of intense remediation and differentiation in order for all students to master letter sounds and sight words.

Pre-A Reading Assessment- Next Step Guided Reading Assessment (Scholastic)

Class Averages for Second Grade

Uppercase letter recognition: 25/26

Lowercase letter recognition: 25/26

Sound knowledge: 27/30

Phonemic Awareness/ Rhyming Words: 7/10

Phonemic Awareness/ Beginning Sounds: 8/10

Analysis: Letter recognition is at a much better level for our second-grade scholars. Letter sound recognition is also at a much better average. Student knowledge of rhyming words and beginning sounds is fair. However, as second grade scholars it should be higher. Foundations is being implemented in second grade and will increase student basic skills.

Reading NWEA- Percentage of Students Scoring at Average and Above

First Grade:

2017-2018: 27.8%

2018-2019: 8%

Second Grade:

2017-2018: 56.0%

2018-2019: 25%

Third Grade:

2017-2018: 47.8%

2018-2019: 48%

Percentage of Students on track based on [Measures of Academic Progress MAP for Reading Assessments – Form C](#) scale for NWEA as 2019 fall reading diagnostic

Kindergarten: 77%

First Grade: 40%

Second Grade: 22%

Third Grade: 39%

Analysis: The above data suggests that many students are beginning the school year off track and that the foundational skills have not been taught with explicit, systematic instruction. Seeing this gap in foundational reading skills in grades K-3 it can be assumed there will be gaps in reading comprehension in later grade levels.

Scholastic Phonics Inventory:

Decoding Status Percentage of Students

GRADE 4 (22 total students)

Pre- or Beginning Decoder 17 - 77%

Developing Decoder 4 - 18%

Advancing Decoder 1- 5%

GRADE 5 (27 total students)

Pre- or Beginning Decoder 12 - 44%

Developing Decoder 15 - 56%

Advancing Decoder 0

Scholastic Reading Inventory:

Demographic Student Performance Standards

Grade 6 (25 total students)

Advanced 0 - 0%

Proficient 2 - 8%

Basic 7 - 28%

Below Basic 16 - 64%

Grade 7 (40 total students)

Advanced 1 - 3%

Proficient 3 - 8%

Basic 10 - 25%

Below Basic 26 - 65%

Grade 8 (26 total students)

Advanced 2 - 8%

Proficient 5 - 19%

Basic 9 - 35%

Below Basic 10 - 38%

Analysis: Looking at the Phonics Inventory data shows the majority of our 4-5 scholars are pre/beginner decoders or developing decoders. By the fourth grade scholars should be advanced decoders. Scholars are in need of intense instruction on decoding.

The Reading Inventory data shows the majority of our 6-8 scholars are below basic. Our scholars are in need of strategic, focused, small group guided reading instruction. Even though traditionally guided reading is necessary in the early elementary grades we must include our middle school scholars in guided reading instruction.

Third Grade Reading Guarantee

2016-2017: 53.8%

2017-2018: 90.9%

2018-2019: 84.5%

Fall 2019: 12% Proficient

Analysis: The data from the Third Grade Guarantee data again supports the understanding that the foundational reading gaps in grade K-2 causes our third grade scholars to struggle with the basic ability to read fluently and comprehend text which results in a lack of proficiency on grade level literature and informational text comprehension assessment questions.

OST Reading Proficiency

3rd Grade:

2016-2017: 9.4%

2017-2018: 12.1%

2018-2019: 35%

4th Grade:

2016-2017: 18.4%

2017-2018: 23.5%

2018-2019: 22%

5th Grade:

2016-2017: 27.3%

2017-2018: 30.3%

2018-2019: 22%

6th Grade:

2016-2017: 4.0%

2017-2018: 29.2%

2018-2019: 5%

7th Grade:

2016-2017: 29.0%

2017-2018: 19.2%

2018-2019: 31%

8th Grade:

2016-2017: 7.7%

2017-2018: 21.7%

2018-2019: 23%

Analysis: The inconsistency of the OST data is partially due to the turnover in educators. Northcoast Academy loses teachers each school year as well as within a school year. It is often difficult to hire competent, consistent educators. As stated earlier, the lack of foundational reading skills in the primary grades impacts the reading and comprehension skills in our 3-8 scholars.

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.

The overarching factors we believe contributed to the low reading achievement and implementation of the reading plan is teacher ineffectiveness. Instructional practices- effective instructional practices are either not being used or not being used with fidelity. Teachers lack foundational knowledge in the teaching of reading and guiding readers as well as the knowledge to effectively analyze data and use the data to successfully plan remedial instruction and know how to use appropriate interventions. Teacher turnover is a difficult barrier to hurdle. Another factor that has contributed to low reading achievement at Northcoast Academy is that a large number of our scholars start kindergarten and transfer in to other grade levels behind academically.

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](#).

Hope Academy Northcoast's Literacy Vision Statement is as follows:

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

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Learner Goal #1

80% of all students will meet grade level literacy benchmarks as indicated by the foundational benchmarks below:

By the end of the year, 80% of kindergartners will recognize 52 upper-case and lower-case letters.

By the end of the year, 80% of kindergartners will identify the sound of each of the 26 letters.

By the end of the year, 80% of first graders will blend and segment given words into its phonemes with 90% accuracy.

By the end of the year, 80% of first graders will read 53 words per minute with 90% accuracy.

By the end of the year, 80% of second graders will read and spell multisyllabic words with 90% accuracy.

By the end of the year, 80% of second graders will read 89 words per minute with 90% accuracy.

By the end of the year, 80% of third graders will recognize 220 high-frequency words with 90% accuracy.

By the end of the year, 80% of third graders will read 107 words per minute with 90% accuracy.

Learner Goal #2

Improve all student independent reading levels by 4 or 5 levels or the student will reach the grade level equivalent of the following appropriate levels:

Kindergarten- Level D

1st grade - Level J

2nd grade - Level M

3rd grade – Level P

This will be accomplished by continuous running record monitoring as well as regular guided reading instruction.

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: 80% of all students will meet grade level literacy benchmarks as indicated by foundational benchmarks in grade K-3.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation/ monitoring of Universal Screeners for K-3 students	Analyze data to inform instruction	Progress monitor and adjust for as needed for scholar growth
Timeline	Begin Fall 2019 monitor monthly	Biweekly monitoring for students well below and below benchmarks Monthly monitoring for on track scholars	Biweekly monitoring for students well below and below benchmarks Monthly monitoring for on track scholars
Lead Person(s)	Instructional Coach Grade Level Lead K-3 Classroom Teachers	Instructional Coach Principal Teachers	Instructional Coach Principal Teachers
Resources Needed	Universal Screeners Progress Monitoring Tools ESGI for grades K-1 Data Trackers Teachers Instructional Coach Principal	Universal Screeners Progress Monitoring Tools ESGI grades K-1 Data Trackers Teachers Instructional Coach Principal	Universal Screeners Progress Monitoring Tools ESGI Grades K-1 Data Trackers Teachers Instructional Coach Principal
Specifics of Implementation	Use of universal screener tools for all scholars in K-3 Use of trackers to monitor scholar progress	Teachers will review reading diagnostics and universal screeners All students that are off track will be placed on a RIMP	Weekly, biweekly and/or monthly progress monitoring (depending on scholar level) Teachers receive weekly job-embedded instructional coaching to increase

	Action Step 1	Action Step 2	Action Step 3
		Teachers will receive job embedded coaching from Instructional Coach Quarterly data monitoring check ins with Instructional Coach Fidelity review during monthly data meetings with Instructional Coach and Principal	effectiveness data review and decision making to inform instruction Fidelity review implementation checks during monthly data meetings with Instructional Coach and Principal
Measure of Success	Use screeners with fidelity, monitor screener trackers, discuss progress or lack thereof during coaching meetings Increase the Ohio Report Card K-3 Literacy percentage for off-track scholars by one letter grade	Fidelity of implementation measures through instructional coaching meetings and principal data meetings Increase the Ohio Report Card K-3 Literacy percentage for off-track scholars by one letter grade	Fidelity of implementation measures through instructional coaching meetings and principal data meetings Increase the Ohio Report Card K-3 Literacy percentage for off-track scholars by one letter grade
Check-in/Review Date	Instructional Coach will check in weekly with teachers to monitor use of screeners	Instructional Coach and Principal will meet with teachers monthly during data meetings to discuss data	Instructional Coach and Principal will meet with teachers monthly during data meetings to discuss next steps based on the data

Goal # 2 Action Map

Goal Statement: Improve all student independent reading levels by 4 or 5 levels or reach the grade level equivalents of the following appropriate levels: Kindergarten- Level D, 1st grade - Level J, 2nd grade - Level M and 3rd grade – Level P

Evidence-Based Strategy or Strategies: Guided reading will be implemented daily during reading instruction and teachers will use running records of fluency and comprehension monthly to monitor student progress.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation of individual student running records	Guided Reading Small Group Instruction	Progress Monitoring of Independent Reading Level
Timeline	Fall 2019	Daily guided reading lessons Monthly data meeting with principal Adjust groupings as needed	Monthly running records Weekly instructional coaching meetings Monthly data meetings with principal
Lead Person(s)	Instructional Coach Teachers	Teachers Instructional Coach Principal	Teachers Instructional Coach Principal
Resources Needed	Professional Development for teachers on the correct procedure for administering running records Running Record Reading Selections	Leveled Readers Guided Reading Lesson Plan Template Area for Small Group Instruction	Running Record Reading Selections Reading A-Z Accounts Trackers for levels Timers

	Action Step 1	Action Step 2	Action Step 3
	Reading A-Z Accounts Trackers for Levels Timers	Professional Development for planning and carrying out guided reading lessons Weekly support through instructional coaching meetings	
Specifics of Implementation	Administer Running Record Accurately Score Running Record Accurately group students for guided reading instruction	Professional development on guided reading Co-planning of guided reading lessons with instructional coach Co-teaching guided reading lessons with instructional coach Independent teaching of guided reading lessons with feedback provided by the instructional coach Weekly coaching meetings to discuss guided reading lessons and student progress	Monthly administration of running record assessments Accurately score running record assessment Meetings with instructional coach to monitor administration of the running record as well as correct scoring of the assessment Monthly data meetings with principal
Measure of Success	Fidelity in implementation of initial screen Increase the Ohio Report Card K-3 Literacy percentage	Increase of scholars' independent reading levels Increase in Ohio Report Card K-3 Literacy percentage Increase number of students meeting the Third Grade Reading Guarantee	Increase scholars' independent reading levels Increase in Ohio Report Cards K-3 Literacy percentage.
Check-in/Review Date	Instructional Coach review of initial data during coaching meetings Principal data review during monthly data meetings	Weekly coaching meetings	Instructional coach review of running record scoring and overall data Principal review during monthly data meetings

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

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

Progress towards our reading goal of increasing foundational reading skills as well as independent reading levels will be monitored by the teachers biweekly or monthly depending on the ability of the learner. Comprehension skills will be monitored for our third grade scholars through biweekly short cycle assessments that will guide re-teaching to mastery of standards.

Teachers will be accountable to the instructional coach at weekly meetings. Teachers will need to provide running record data, sight word fluency data, letter and sound recognition data and independent running record data as well as guided reading lesson plans to the instructional coach at weekly meetings. The third grade teachers will be responsible for presenting SCA data at coaching meetings as well. RIMPs will be monitored, updated and discussed with the building instructional coach quarterly.

Teachers will also be accountable to the building principal during monthly data meetings with running record data, sight word fluency data, letter and sound recognition data and independent running record data. The third grade teachers will be responsible for presenting SCA data to the principal as well.

Individual class data will be presented and discussed by classroom teachers and they will receive input from their colleagues for increasing instructional impact during biweekly TBT meetings. All data will be kept on a data tracker that teachers, instructional coach and principal all have access to.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

The primary instructional strategies that will be implemented to provide daily standards-based instruction at Northcoast Academy are the gradual release model of responsibility, small group guided reading instruction, and 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 help close the achievement gap and move more students to proficiency. Starting with the “I Do” section, where the teacher models the concept. Followed by the “We Do” section of the lesson where guided instruction and collaboration takes place. The last part of the model is the “You Do” section where the students work independently to show mastery of the concept.

Guided Reading

Northcoast Academy began focusing on guided reading in grades K-3 last school year. We are continuing to master the art of teaching guided reading. With coaching support and additional professional development sessions it is hoped that teachers will increase their knowledge base and capacity to plan and implement guided reading successfully.

According to Fountas and Pinnell; Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. During guided reading, students in a small-group setting individually read a text that you have selected at their instructional reading level. You provide teaching across the lesson to support students in building the in-the-head networks of strategic actions for processing increasingly challenging texts. Through guided reading, students learn how to engage in every facet of the reading process and apply that literacy power to all instructional contexts.

Integrating a Comprehensive Phonemic Awareness and Word Study/ Phonics Program

Implementing a systematic programing foundational skills provides students access to necessary skills such as reading, spelling, phonemic awareness, phonics, high frequency word accuracy, fluency, vocabulary, handwriting and comprehension. The power of a program that is structured, systematic, cumulative and explicit will increase student mastery of learning. In addition, the program will link to the other strategy of gradual release. A program such as this will also support the school's multi-tiered system of support by providing scientifically based Tier 1 reading instruction, as well as intervention support.

Research presented:

ESSA (ii)(I) demonstrates a rationale based on-high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

National Institute of Child Health & Human Development (NICHD) (2000) "Report of the National Reading Panel: Teaching Children to Read: An evidence 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., & Mazzone, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Nueman, & M. Pressley, (Eds.), *Best Practices in Literacy Instruction* (pp11-21). New York: Guilford Press

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The evidence based strategies that will be implemented will improve what has been used in the past. We are looking to focus on Tier 1 interventions for all learners as opposed to simply looking at remediation for lower performing learners. Putting practices into place to assist all learners with reading strategies and practices will allow all learners to grow, which will provide growth in reading achievement at Northcoast Academy.

Using research-based strategies such as the gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate a skill before it is practiced and eventually assessed for mastery. In the case where a student is not demonstrating mastery at the assessment point, remediation and re-teaching will take place. The gradual release model as well as remediation are clearly stated in the district academic framework. To ensure the gradual release model is followed, the instructional coach and the principal will observe the classrooms weekly to ensure the academic framework is being followed and implemented.

In combination with gradual release of responsibility, teachers are utilizing small group instruction. During the teacher-led small groups the K-3 teachers must follow a guided reading framework. We are not simply teaching students in smaller groups we are guiding readers. To ensure that guided reading is being taught daily teachers must complete a guided reading lesson plan template modeled after Jan Richardson's philosophy. This philosophy specifically teaches phonics, sight words, spelling and the reading standards. Each small group will be based on independent and instructional reading levels of the individual students determined from data from running records, ESGI, and the universal screeners.

Progress will be consistently monitored using the data trackers, during weekly instructional coaching sessions, and monthly principal data meetings. Growth of students on their sight word assessments, letter sound assessments, fluency checks, RIMPs and third grade short cycle assessments will all be monitored, discussed and the plan of action for reading achievement adjusted as needed.

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 building principal and instructional coach will participate in a multi-week summer institute that will include reviewing the academic framework that has been improved since last school year, effective instruction, foundational reading instruction, five components of reading instruction, guided reading, research-based best practices and data analysis. The instructional coach will also receive training on a tiered coaching model. This will allow the coach to place more focus where it is needed to increase instructional practice and outcomes instead of simply meeting with every teacher on a set schedule.

Teachers new to Northcoast Academy will receive an additional three days of professional development prior to returning teachers arrival. All teachers will receive the new academic framework, new master schedules that allot for a minimum of two hours of reading instruction in grades K-3, a refresher of the foundational reading program, guided reading planning and implementation as well as how to analyze the data we gather.

Ongoing professional development for teachers must be focused on guided reading planning and implementation and the correct usage of the universal screeners and running records. In the past we expected teachers to implement the strategies without prior training. The thought was that primary teachers knew the correct way to assess and use the data.

We now know the teachers need explicit training, modeling, observation and practice in order to be proficient at using the strategies.

Weekly instructional coaching sessions will serve as personalized professional development for each individual teacher. The meetings will be structured to tackle topics from data collection, differentiation techniques, classroom management, instructional practices and lesson planning based on individual teacher needs.

APPENDICES

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

N/A