



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Imagine Leadership 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:**

- The plan identified successful analysis of factors contributing to low reading achievement through a root cause analysis.
- The plan outlined a process for monitoring student progress through the use of walkthrough tools to analyze adult implementation.

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

- Analysis of language and literacy challenges to determine specific instructional needs in relation to the five components of reading for all grade levels.
- Perform a comprehensive needs assessment that includes an analysis of learner performance data, factors contributing to learner performance and identify a plan to implement evidence-based Tier 1 instruction for all students.

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

25 South Front Street  
Columbus, Ohio 43215  
[education.ohio.gov](http://education.ohio.gov)

(877) 644-6338  
For people who are deaf or hard of hearing,  
please call Relay Ohio first at 711.

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Imagine Leadership Academy

DISTRICT IRN: 014121

DISTRICT ADDRESS: 2405 Romig Road Akron, OH 44320

PLAN COMPLETION DATE:

LEAD WRITERS:

Rebeca Tyner- Academic Coach

Walter Thompson-Principal

Susan Everett-Title One Coordinator

Sarah Kwasnicka-Kindergarten Teacher

Deb Theirl-SST8

IMPLEMENTATION START DATE:

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## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

### SECTION 1: 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
<b>Rebeca Tyner</b>	Academic Coach	Imagine Leadership Academy	Rebeca.Tyner@imagineschools.org
<b>Walter Thompson</b>	Principal	Imagine Leadership Academy	Walter.Thompson@imagineschools.org
<b>Deb Theirl</b>	State Support Team	Region 8 State Support Team	DeborahT@summitesc.org
<b>Susan Everett</b>	Title One Coordinator	Imagine Leadership Academy	Susan.Everett@imagineschools.org
<b>Sarah Kwasnicka</b>	Kindergarten Teacher	Imagine Akron Academy	Sarah.Kwasnicka@imagineschools.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 did a root cause analysis for the past three years using STAR data, sight word assessments, Jan Richardson Benchmarking, and the Ohio State Testing (AIR) for third grade. The root cause analysis determined that students need interventions with phonemic awareness, phonics, comprehension, fluency, and vocabulary. We will complete these interventions using the Heggerty curriculum, and explicit instruction in Jan Richardson guided reading. The following year (2020-2021) we will implement West Virginia phonics, Heggerty, and explicit instruction using the Jan Richardson guided reading. These supports will help to provide students with the interventions needed based on our root cause analysis. This plan will be communicated with a professional development on Heggerty on January 6, 2020 through the State Support Team. The plan will be monitored through our school leader, academic coach, and CSLT with walk-through observations. This plan will also get shared with the board in January 2020.

### 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.*

#### Phonemic Awareness:

Currently in kindergarten through second grade, phonemic awareness work consists of blending and segmenting sounds, rhyming, and manipulate sounds. Each day we focus on this for fifteen minutes for direct instruction, and then it is integrated into guided reading small groups and intervention with Title One. Also, on a bi-weekly basis it is worked on for forty-five minutes during our intervention/enrichment block daily. We are not currently using a research-based curriculum. One of the changes we are making this year is purchasing Heggerty for phonemic awareness. This program provides a progression of skills, explicit and systematic instruction, opportunities for teachers to model the skill, concrete materials and hand motions are used with initially teaching the skill, consistent daily practice and is designed to include all students (remediation/extensions). We are going to have initial Heggerty training on January 6, 2020 with follow-up staff trainings on monitoring and look fors.

#### Phonics:

Currently in kindergarten through third grade, phonics work consists of letter sound correspondence work, CVC word work, and decoding. Each day we focus on this for fifteen minutes for direct instruction, and then it is integrated into guided reading small groups and intervention with Title One. Also, on a bi-weekly basis it is worked on for forty-five minutes during our intervention/enrichment block daily. We are not currently using a research-based curriculum.

Teachers are pulling their own resources. One of the changes we are making next year (2020-2021) is going to West Virginia phonics. This program provides teaching strategies for letter-sound associations, a logical scope and sequence,

explicit instructional routines, and many opportunities for practice including phoneme-grapheme mapping, writing words, phrases and sentences, and decodable texts. We are going to have initial training August 2020 with follow-up staff trainings on monitoring and look fors.

Fluency:

Currently in kindergarten, we are working on fluency during guided reading time daily with the high readers. Grade one through three, works on fluency during guided reading time daily with all readers. All grades use the Jan Richardson guided reading lesson plan template and leveled readers during this time. We keep this component because our inner city struggling readers need both decodable readers and guided reading to help close the deficit gap in their reading ability. Through the West Virginia phonics program, students will be exposed to opportunities to enhance fluency practice with phrases, sentences, and stories using decodable texts.

Vocabulary:

Currently in kindergarten through third grade, we are working on pulling age appropriate, yet unfamiliar, critical to understanding vocabulary from our weekly read aloud texts selected to align with our standards. We incorporate sight words in our vocabulary instruction as well. Differentiated vocabulary is also incorporated in our daily guided reading instruction. We have an explicit vocabulary structure. However, we do not have a set curriculum. Looking forward, we will provide professional development on use of explicit vocabulary instruction based on Anita Archer. Training will take place in August 2020 and be implemented for the 2020-2021 school year. This will be monitored through the academic coach and CSLT team with walkthrough observation forms.

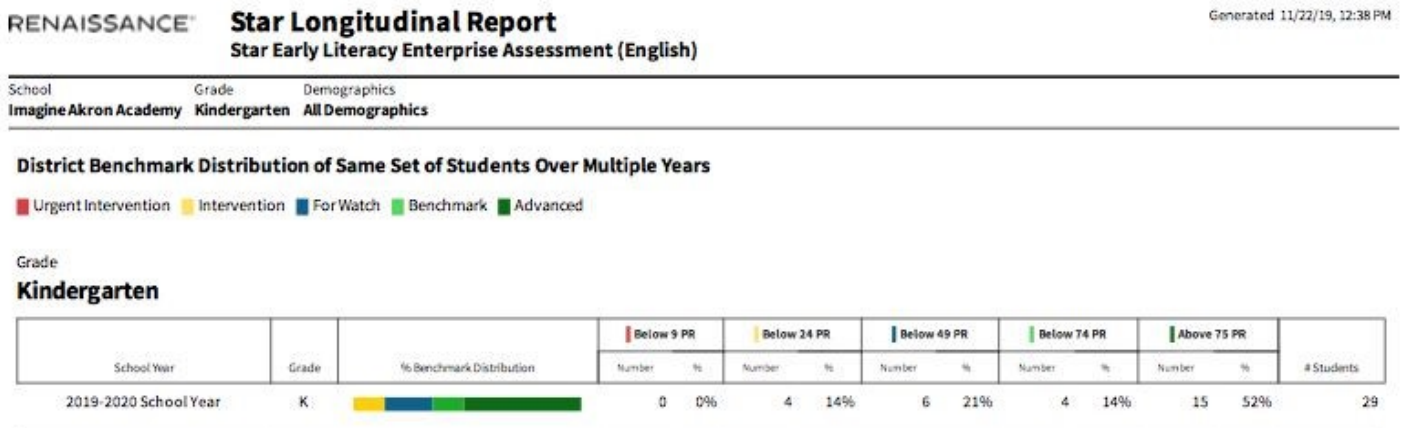
Comprehension:

Currently in kindergarten through third grade, we incorporate comprehension questions throughout our weekly text, during our guided reading lessons, and title one support groups. We align comprehension strategies (before, during and after reading) with the standard being taught (i.g.: sequencing, main idea and details, context clues, characters, setting, plot, etc.). Students will be exposed to grade level text during their whole group instruction time and during their thirty minute daily test prep instruction time. We will continue elaborating on before, during, and after reading comprehension strategies.

**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**

STAR is used for benchmark data on student performance, which is on the ODE approved vendor list. Classroom teachers use formative assessments to progress monitor in between the STAR window. Right now our walkthrough tool does not include components of phonemic awareness and phonics adult-instructional practices. We will be developing look fors in these areas to provide feedback for teachers.



## 2019-2020

Students below grade level: 4/29 as of December 2019. These students are our early entrance kindergarten students, beginning kindergarten at 4. These students attend small group two times per day to focus on letter identification and sounds. (According to letter identification assessment, students are averaging 4/26 letters.

According to sound identification assessment, students are averaging 0/26 letters). Out of 4 off track students, 3 have chronic attendance issues, missing on average 10 days per quarter. (According to Progress Book, they missed 254.08 hours total in quarter one).

Grade

### 1st

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 49 PR		50 - 74 PR		At/Above 75 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2019-2020 School Year	1		0	0%	0	0%	13	50%	6	23%	7	27%	26
2018-2019 School Year	K	No Activity Data Found	--	--	--	--	--	--	--	--	--	--	0

## 2019-2020

As of December 2019, no students in first grade are below grade-level. 13/26 are “for watch” and will be progress monitored with bi-weekly sight word assessments and Jan Richardson benchmarking quarterly for guided reading. Out of the 13 “for watch” students, they are missing on average 5 days per quarter. (According to Progress Book, they missed 419.82 hours total in quarter one).

## 2018-2019

In the 2018-2019 school year students were assessed in Renaissance Early Literacy. We are unable to compare the results of Early Literacy to STAR Reading because they are not the same assessment. 0% of returning students were below grade level on Early Literacy Assessment. Students chronic absences did not affect their scores.

Grade

### 2nd

School Year	Grade	% Benchmark Distribution	Below 9 PR		Below 24 PR		Below 49 PR		Below 74 PR		Above 75 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2019-2020 School Year	2		5	23%	5	23%	6	27%	4	18%	2	9%	22
2018-2019 School Year	1		2	11%	3	15%	6	21%	6	32%	4	21%	19
2017-2018	K	No Activity Data Found	--	--	--	--	--	--	--	--	--	--	0

## 2019-2020

Students below Grade Level: 9/22 as of December 2019. Of these 9 students, one has recently moved. These students are being progress monitored for sight words biweekly and guided reading levels quarterly. They are seen in small group by their classroom teacher as well as the Title 1 support teacher. Title 1 is reinforcing sight word identification and reading strategies for individual guided reading levels. According to sight word assessments, students are averaging 94/200 words. According to the Jan Richardson guided reading assessment, 3 are reading at level C, 4 are reading at level D, and 2 are reading level E. 7 students are reading at kindergarten level, and 2 are reading at the beginning of first. Out of 9 off track students, they are missing on average 5 days per quarter. (According to Progress Book, they missed 278.92 hours total in quarter one)

## 2018-2019

Students Below Grade Level: 9/34 as of May 2019. These students were seen in small group by their classroom teacher as well as the Title 1 support teacher. Title 1 reinforced sight word identification and reading strategies for individual guided reading levels. According to sight word assessments, students averaged 44/100 words. According to the Jan

Richardson guided reading assessment, 3 students were reading at level of B, 2 level C, 3 level D, and 1 level E. All 9 students were reading below grade-level, needing to be at a level J by the end of the year. Out of 9 off track students, they missed on average 14 days of school for the year. (According to Progress Book, they missed 829.13 hours total for the year)

Grade		% Benchmark Distribution	Below 9 PR		Below 24 PR		Below 49 PR		Below 74 PR		Above 75 PR		# Students
School Year	Grade		Number	%	Number	%	Number	%	Number	%	Number	%	
2019-2020 School Year	3		6	24%	8	32%	8	32%	3	12%	0	0%	25
2018-2019 School Year	2		3	14%	2	9%	10	45%	4	18%	3	14%	22
2017-2018	1		7	44%	2	13%	3	19%	2	13%	2	13%	16

### 2019-2020

**Students below grade level:** 14/25 as of December 2019. Of these students, two have recently moved. These students are being progress monitored for sight words bi-weekly and guided reading levels quarterly. They are seen in small group by their classroom teacher as well as the Title 1 support teacher. Title 1 is reinforcing sight word identification and reading strategies for individual guided reading levels. According to sight word assessments, students are averaging 255/300 words. According to the Jan Richardson guided reading assessment, 1 is reading at level C, 1 is reading at level E, 2 are reading level F, 3 are reading level G, 1 is reading level I, 2 are reading level J, 1 is reading level N, and 1 is reading level P. 1 student is reading at a kindergarten level, 9 are reading at the first grade level, and two are reading at or above third grade level. Out of 12 off track students, they are missing on average 5 days per quarter. (According to Progress Book, they missed 373.5 hours total in quarter one)

### 2018-2019

**Students Below Grade Level:** 6/26 as of May 2019. These students were seen in small group by their classroom teacher as well as the Title 1 support teacher. Title 1 reinforced sight word identification and reading strategies for individual guided reading levels. According to sight word assessments, students averaged 92/200 words. According to the Jan Richardson guided reading assessment, 1 student read at an A, 1 at a B, 2 at a D, 1 at an E, and 1 at a G. All 6 students were reading below grade-level, needing to be at a level M by the end of the year. Out of 6 off track students, they missed on average 9 days of school for the year. (According to Progress Book, they missed 360.86 hours total for the year)

### 2017-2018

**Students Below Grade Level:** 9/16 as of May 2018. These students were seen in small group by their teacher as well as the Title 1 support teacher. Title 1 reinforced sight word identification and reading strategies for individual guided reading levels. According to sight word assessments, students averaged 41/100 words. According to the Jan Richardson guided reading assessment, 2 non-readers, 4 level B, 1 level C, and 2 level D. All 9 students were reading below grade-level, needing to be at a level J. Out of 9 off track students, they missed on average 15 days of school for the year. (According to Progress Book, they missed 872.06 hours total for the year)

#### Passing Rate (Third Grade Guarantee)

	Passing	Proficient or Above
<b>Spring 2019</b>	100%	44%
<b>Spring 2018</b>	100%	30%
<b>Spring 2017</b>	100%	63%

**Spring 2019:** 100% of students passed the state test and were promoted to fourth grade. Of those students, 44% were proficient. The students who were not proficient were below grade level in sight words and guided reading, as mentioned above.



Spring 2018: 100% of students passed the state test and were promoted to fourth grade. Of those students, 30% were proficient. The students who were not proficient were below grade level in sight words and guided reading, as mentioned above.

Spring 2017: 100% of students passed the state test and were promoted to fourth grade. Of those students, 68% were proficient. The students who were not proficient were below grade level in sight words and guided reading, as mentioned above.

According to ODE, these are the students that remained off track according to the RIMP (Reading Improvement Plan) over a three-year period.

### 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.*

One factor contributing to low reading achievement is the lack of research-based curriculum resources in phonemic awareness and phonics. Other factors include over a 50% teacher turn-over, chronic student absences, and we typically receive first year teachers with little inner-city experience and lack of cultural diversity. Teachers do not have the understanding of providing direct instruction to students.

After reviewing our RIMP data, the CSLT noticed a disconnect between the students on track in STAR and the students meeting proficiency on the Ohio Third Grade Reading Test. An example, 100% of students passed the state test, but only 11 students moved to on track. We received 3 RIMP reductions.

The plan for chronic absenteeism is addressed by Absence Intervention Team (AIT). The team consists of teacher, parent, staff administrator, and community partner. The team tracks the hours and once a student is excessively absent a letter is sent. Once a student is chronically absent an intervention plan is put in place. The intervention plan consists of how we are going to improve their attendance. This plan is monitored for sixty days and continues throughout the academic year, for progress monitoring. Monitoring is done through Progress Book. In the event a plan is not followed through within sixty days, the parent is reported to the Juvenile Court.

### 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](#).*

Imagine Leadership Academy's Vision Statement:

Imagine Leadership Academy will create an environment that helps stimulate the minds of every student in order to cultivate individual academic success while developing leadership skills for deeper learning.

Imagine Leadership Academy's Literacy Mission Statement:

Imagine Leadership Academy's literacy mission is to support evidence-based language and literacy instruction and intervention which promotes success for all students.

### SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

#### **Kindergarten:**

By the end of the 2019-2020 school year, 85% of students will be tested out of STAR Early Literacy and into STAR Reading.

According to the 19-20 State Report Card Professional Development, 11.5% of students cannot be considered chronically absent to meet the indicator. Imagine Akron was at 48.9% of students chronically absent in the 18-19 school year. By the end of the 2019-2020 school year, 75% of students will have acceptable attendance as measured by Progress Book.

#### **First-Third:**

By the end of the 2019-2020 school year, 85% of students will be at benchmark or above as measured by the STAR Reading Assessment.

According to the 19-20 State Report Card Professional Development, 11.5% of students cannot be considered chronically absent to meet the indicator. Imagine Leadership was at 25.4% of students chronically absent in the 18-19 school year.

By the end of the 2019-2020 school year, 88% of students will have acceptable attendance as measured by Progress Book.

**Third:**

By Summer 2020, 100% of third graders will pass the third grade Ohio State Test (AIR). 50% of those students will be at proficient or higher.

**SECTION 6: ACTIONPLAN 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 the end of the 2019-2020 school year, 85% of students will be tested out of STAR Early Literacy and into STAR Reading (kindergarten).

**Evidence-Based Strategy or Strategies:** Direct, Explicit Instruction, Effect Size 0.59. (Utilizing the Heggerty program)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	January 6. 2020	February 2020	March 2020
Lead Person(s)	State Support Team K-3 Teachers Administration	State Support Team Administration	State Support Team K-3 Teachers Administration
Resources Needed	Heggerty program	Heggerty program	Heggerty program
Specifics of Implementation	All K-3 teachers will receive professional development on Heggerty program from the State Support team. Teachers will begin implementation immediately following	State support team will train and support administration in identifying phonemic awareness Heggerty look-fors to utilize during walkthroughs. These walkthroughs will begin immediately following training.	State support team will hold a third work session to check adult monitoring data and student data to answer any questions. Adult and student data will determine implementation effectiveness. Feedback will be used to guide the direction of future professional development.
Measure of Success	Student Early Literacy results Walkthrough data	Student Early Literacy results Walkthrough data	Student Early Literacy results Walkthrough data
Check-in/Review Date	January 31, 2020	February 28, 2020	May 31, 2020

### Goal # 2 Action Map

**Goal Statement:** By the end of the 2019-2020 school year, 85% of students will be at benchmark or above as measured by the STAR Reading Assessment (grades one through three).

**Evidence-Based Strategy or Strategies:** Direct, Explicit Instruction, Effect Size 0.59. (Utilizing the Heggerty program)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	January 6. 2020	February 2020	March 2020
Lead Person(s)	State Support Team K-3 Teachers Administration	State Support Team Administration	State Support Team K-3 Teachers Administration
Resources Needed	Heggerty program	Heggerty program	Heggerty program
Specifics of Implementation	All K-3 teachers will receive professional development on Heggerty program from the State Support team. Teachers will begin implementation immediately following	State support team will train and support administration in identifying phonemic awareness Heggerty look-fors to utilize during walkthroughs. These walkthroughs will begin immediately following training.	State support team will hold a third work session to check adult monitoring data and student data to answer any questions. Adult and student data will determine implementation effectiveness. Feedback will be used to guide the direction of future professional development.
Measure of Success	Student Literacy results Walkthrough data	Student Literacy results Walkthrough data	Student Literacy results Walkthrough data
Check-in/Review Date	January 31, 2020	February 28, 2020	May 31, 2020

### Goal # 3 Action Map

**Goal Statement:** By Summer 2020, 100% of third graders will pass the third grade Ohio State Test (AIR). 50% of those students will be at proficient or higher.

**Evidence-Based Strategy or Strategies:** Direct, Explicit Instruction, Effect Size 0.59. (Utilizing the Heggerty program)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	January 6. 2020	February 2020	March 2020
Lead Person(s)	State Support Team K-3 Teachers Administration	State Support Team Administration	State Support Team K-3 Teachers Administration
Resources Needed	Heggerty program	Heggerty program	Heggerty program
Specifics of Implementation	All K-3 teachers will receive professional development on Heggerty program from the State Support team. Teachers will begin implementation immediately following	State support team will train and support administration in identifying phonemic awareness Heggerty look-fors to utilize during walkthroughs. These walkthroughs will begin immediately following training.	State support team will hold a third work session to check adult monitoring data and student data to answer any questions. Adult and student data will determine implementation effectiveness. Feedback will be used to guide the direction of future professional development.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Ohio State Testing Results (AIR) Walkthrough data	Ohio State Testing Results (AIR) Walkthrough data	Ohio State Testing Results (AIR) Walkthrough data
Check-in/Review Date	January 31, 2020	February 28, 2020	May 31, 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.*

### **Kindergarten:**

The STAR Early Literacy report shows focus skills needed for proficiency on kindergarten standards. Teachers pull these focus skills for small group instruction and Title One groups daily. Teachers get weekly walk-throughs to check on progress of small groups. Teachers submit lesson plans, which reflect focus skills, and are given feedback weekly. Response to Intervention (RTI) meets monthly to check-in on students who are not meeting grade-level expectations and a monitoring plan is put in place to support those deficits. The STAR Early Literacy is measured four times per year; Fall (September), Benchmark (October), Winter (January), and Spring (May). The report is pulled by our academic team and data is analyzed, as shown in Section 3.

### **First-Third Grade:**

The STAR Reading report shows focus skills needed for proficiency on grade-level standards. Teachers pull these focus skills for small group instruction and Title One groups daily. Teachers get weekly walk-throughs to check on progress of small groups. Teachers submit lesson plans, which reflect focus skills, and are given feedback weekly. Response to Intervention (RTI) meets monthly to check-in on students who are not meeting grade-level expectations and a monitoring plan is put in place to support those deficits. The STAR Reading is measured four times per year; Fall (September), Benchmark (October), Winter (January), and Spring (May). The report is pulled by our academic team and data is analyzed, as shown in Section 3.

### **Third Grade State Test (AIR):**

The Ohio State testing portal releases a report that shows focus skills students met, and areas for growth. The third-grade teacher and Title One teacher pull these focus skills for small group instruction groups daily. Third grade also has daily test prep practice for thirty minutes, to focus on these skills. Teachers get weekly walk-throughs to check on progress of small groups. Teachers submit lesson plans, which reflect focus skills, and are given feedback weekly.

The AIR test is measured through testing windows which include Fall (October), Spring (April), and Summer (July). The report is pulled by our academic team and data is analyzed, as shown in Section 3.

## 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 evidence-based strategy we are focusing on is direct, explicit instruction (0.59). This research-based strategy states when used effectively, students should show over a year's worth of growth. Direct, explicit instruction provides support and guides students through the learning process using clear and purposeful statements. It also gives clear explanations and demonstrations of the instructional target. The Heggerty program addresses areas of deficit in phonemic awareness. Utilizing direct instruction with the Heggerty program will provide immediate feedback for teachers and students.

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

*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 State Support team will provide professional development to all K-3 teachers and administration on the usage of Heggerty.

They will also track progress through frequent visits, which will include professional development for our administrators on Heggerty look-fors to utilize during walkthroughs. This will ensure fidelity through the building. The State Support team will hold a second professional development to analyze data from the Heggerty program as well as provide feedback and answer questions from K-3 staff. Teachers and administration will use STAR data and Jan Richardson guided reading growth to reflect the progress using the Heggerty program.

## 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.*

### **January 6, 2020:**

The State Support team will hold a professional development for K-3 teachers and administrators on how to implement the Heggerty program.

### **February 2020:**

The State Support team will hold a professional development for administration on Heggerty look-fors to utilize during walkthroughs.

### **March 2020:**

The State Support team will return to discuss feedback and analyze Heggerty data.

### **August 2020:**

During our monthly professional development sessions, our academic coach will hold a professional development for K-3 teachers on how to implement the Heggerty program.

## APPENDICES

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

N/A