May 21, 2020

Dear Superintendent,

Thank you for submitting the Lockland Local Schools 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 thoroughly lists data for Kindergarten through grade 12.
- The plan incorporates an evidence-based resource for professional development that is data-driven and is used to train all teachers.
- The plan includes evidence-based practices that are connected to the data.

This plan will benefit from:
- A deeper analysis of the data, particularly the data related to the goals of the plan.
- An exploration of Pre-K programs that Kindergarten students come from and how the district can collaborate with those programs.
- Decision rules which will facilitate the use of the district's Multi-Tiered System of Support.

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,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Lincoln Park Academy

DISTRICT IRN: 014065

DISTRICT ADDRESS: Lincoln Park Academy, 3185 West 41st Street, Cleveland, OH 44109

PLAN COMPLETION DATE: 12/2/19

LEAD WRITERS: Alissa Clugh, Renee Foster, Sheila Sherman, Tamara Higgins

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
Alissa Clugh	Principal	Lincoln Park Academy	Amclugh001@acalincolnp.com
Renee Foster	Director, Instructional Coaching	ACCEL Schools	rfoster@accelschools.com
Caitlyn Klesta	Teacher	Lincoln Park Academy	Cmklesta001@acalincolnp.com
Natalie Long	Superintendent	ACCEL Schools	nmlong@accelschool.com
Sheila Sherman	Regional Vice President	ACCEL School	ssherman@accelschools.com
Tamara Franklin	Instructional Coach	Lincoln Park Academy	Thiggins1@acalincolnp.com
Twannia Allen	Board President	Lincoln Park Academy	Allentwannia2@yahoo.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 components of the plan encompass our overarching goal of every student achieving one or more year's reading growth and our action steps that will allow us to achieve that goal. In analyzing previous year's data, we can conclude that due to (1) lack of proficiency in decoding and fluency skills and (2) lack of understanding and/or inability to appropriately and efficiently implement grade/subject level standards, student performance has remained predominately low, showing minor inconsistencies for growth and decline.

We have concluded our actions steps to be an implementation of:

- The job-embedded teacher coaching model
- A concrete expectation for following a specified standards-based literacy academic framework
- Foundational reading professional development for staff
- Small group guided reading professional development for staff
- Revision and addition of Tier 1 reading resources
- Use data of RTI screeners and progress monitoring tools plus Reading Benchmark Assessments to inform small group instruction/re-teaching

Following the ESSA Tier 1 based coaching, teacher coaching will occur on a weekly basis. Teachers will be provided with a research-based instructional strategy or other growth indicator to work on for that week that will directly affect student growth. Coaching meetings will also involve effective planning and continuous data analysis. Coaching will be a system for teachers that will track professional growth.

The academic framework will involve professional development and solid expectations with time frames for implementation on the five components of reading; phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies using the Ohio Learning Standards as the guide. The district-created pacing guide is a map of what reading standards to teach, when to teach them, and for how much time to spend throughout the school year. Each standard has three sections for teacher implementation; a full breakdown of the standards meaning, questions to use for think-aloud modeling and checking for understanding for that standard, how to create an effective assessment that will detect mastery of that standard.

A series of reading professional development sessions will be provided to instructional coaches, building leaders, and staff that will include the big ideas in foundational reading, the five components of reading instruction, research-based

instructional strategies, and curricular resource implementation. This will also include professional development sessions on A complete overhaul of the school's foundational and instructional reading resources has been implemented, based on the needs assessment data. The most significant addition will be the comprehensive phonics and word study program combining with the phonemic awareness and standards-based reading components already in place in grades K-3.

Discussed and led through the job-embedded instructional coaching process, action steps for progress monitoring involve a quarterly assessment where teachers will check student progress and inform instruction through differentiated small groups using the analysis of the data provided. The progress monitoring quarterly assessments will consist of two assessments from NWEA MAP and the Phonics Inventory. Additionally, teachers will implement a series of phonological screeners, lessons, and progress monitor charts to assess student gaps for students on RIMPs. The Instructional Coach will review this data with teachers who have students on RIMPs. We will have continuous progress monitoring through coaching, as it is a weekly check in with teachers. The Director of Instructional Coaching will review progress monitoring data and RIMP monitoring with the Instructional Coach.

The data sources that were utilized in creating this plan are the Kindergarten Readiness Assessment, the Third Grade Reading Guarantee, the Reading Diagnostics Assessment, Phonics Inventory and NWEA MAP data. Other sources include the research of best practice strategies in literacy with the five components of reading, the Ohio Learning Standards for the creation of district level pacing guides, and the texts Onward and Teach Like a Champion for the coaching model for choosing effective instructional strategies.K-3 guided reading and small group instruction.

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.

Lincoln Park Academy's newest Community School Improvement Plan (CSIP) and previous Ohio Improvement Process (OIP) plan commits to increasing scholar proficiency and literacy rates as measured by the Ohio School Report Cards. The local literacy leadership team consulted the school's Needs Assessment Report via the Decision Framework and collaborated to ensure the success of the plan. One primary focus on improving the literacy growth in both the OIP and the Reading Achievement Plan will be through sustained professional development and job-embedded instructional coaching of standards-based instruction, utilizing a literacy framework, extended literacy block, using data to inform instruction, and implementing evidence-based instructional strategies.

The Reading Achievement Plan and other data-driven indicators will be used to inform the decision-making process of our future OIP and to make pivots to remain aligned across all district improvement efforts. Additionally, the plan supports the system of assessments, as defined by Ohio, including the KRA, diagnostic assessments, norm-referenced assessments, benchmarks, progress monitoring assessments, and Ohio State Tests. The school has a trusted management partnership that collects and helps provides support in analyzing data to inform the decision making.

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.*

Overall, the data suggests that the school is lacking the appropriate Tier 1 foundational reading resources, instructional knowledge of foundational and effective reading, and effective instructional strategies for a successful reading program. There was a clear lack of direct instruction in coding skills and language comprehension, which will need to be addressed by a systematic teaching of foundational reading skills and standards-based reading instruction in comprehension.

The Kindergarten Readiness Assessment data shows an increase in the percentage of students on track in Kindergarten and then a decrease.

2016-2017: 68%

2017-2018: 56.3%

2018-2019: 44.7%

Students are not showing mastery in foundational reading skills such as phonemic awareness, letter and sound recognition, and sight word fluency due to a lack of Tier 1 foundational reading resources.

Measurable growth on the reading diagnostic test

The data suggests that many students are beginning the school year off track and the foundational reading skills have not been taught through explicit, systematic instruction to address the gaps. Knowing the foundational reading gaps in 1st-3rd grades, it can be assumed that we will see gaps in reading comprehension in later levels.

1st Grade:

2016-2017: 27.3%

2017-2018: 54.5%

2018-2019: 50.0%

2nd Grade:

2016-2017: 48.0%

2017-2018: 41.2%

2018-2019: 34.9%

3rd Grade:

2016-2017: 25.0%

2017-2018: 37.5%

2018-2019: 36.1%

Overall, the data suggests that the school is lacking the appropriate Tier 1 foundational reading resources, instructional knowledge of foundational and effective reading, and effective instructional strategies for a successful reading program. There was a clear lack of direct instruction in coding skills and language comprehension, which will need to be addressed by a systematic teaching of foundational reading skills and standards-based reading instruction in comprehension.

The Kindergarten Readiness Assessment data shows an increase in the percentage of students on track in Kindergarten and then a decrease.

2016-2017: 68%

2017-2018: 56.3%

2018-2019: 44.7%

Students are not showing mastery in foundational reading skills such as phonemic awareness, letter and sound recognition, and sight word fluency due to a lack of Tier 1 foundational reading resources.

Measurable growth on the reading diagnostic test

The data suggests that many students are beginning the school year off track and the foundational reading skills have not been taught through explicit, systematic instruction to address the gaps. Knowing the foundational reading gaps in 1st-3rd grades, it can be assumed that we will see gaps in reading comprehension in later levels.

1st Grade:

2016-2017: 27.3%

2017-2018: 54.5%

2018-2019: 50.0%

2nd Grade:

2016-2017: 48.0%

2017-2018: 41.2%

2018-2019: 34.9%

3rd Grade:

2016-2017: 25.0%

2017-2018: 37.5%

2018-2019: 36.1%

% Accurate and Fluent on Phonics Inventory Subtests					
	Letter Names Accuracy	Sight Words Accuracy	Sight Words Fluency	Nonsense Words Accuracy	Nonsense Words Fluency
K	70%	75%	18%	72%	18%
1	83%	70%	11%	70%	11%
2	86%	80%	22%	75%	22%
3	95%	75%	22%	70%	22%
4	98%	70%	18%	68%	24%
5	100%	81%	22%	73%	22%

The table above shows a strong data in letter names, sight words and nonsense words. School-wide averages show a deficiency with sight word fluency and nonsense word fluency.

Grade Level	Beginning of Year	Mid-Year	End of Year
K	Level A	Level B/C	Level D
1	Level D	Level H/I	Level J
2	Level J	Level K/L	Level M
3	Level N	Level N/O	Level P
4	Level Q	Level R	Level S
5	Level S	Level S	Level T

At the beginning of the year our running records data shows:

10% of kindergarten students on track

4% of first grade students on track

15% of second grade students on track

23% of third grade students on track

47% of fourth grade students on track

67% of fifth grade students on track

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.

Lincoln Park Academy has fully implemented a job-embedded instructional coaching model. This coaching model will continue to combat the gaps. Through coaching, the school will work to implement the pacing guides and literacy

academic framework to support productive literacy instruction. ELA short cycles and district benchmarks will be given regularly and teachers will use the data to inform their lessons as well as their re-teaching plans. Instructional Coaches will monitor short cycle and benchmark data is being used to inform instruction.

After reviewing the data, observing classrooms, and reviewing curricular resources, it was discovered that there was a gap in Tier 1 teacher-led intensive, systematic, explicit instruction of all foundational reading skills in grades K-3. Lincoln Park Academy is working to incorporate the research-based Five Components of Reading model, with a major emphasis on adding specific foundational reading elements including, but not limited to, phonological awareness (spoken word awareness, syllables, phonemes), phonemic awareness, alphabet letter and sound recognition, phonics/word study, print concepts, and sight words. Additionally, the school is working to implement guided reading to provide small group direct instruction differentiated toward student needs in the Five Components of Reading model. Additional time for nonsense words and nonsense word of the day will be added to the literacy block to increase achievement with fluency and comprehension. With the emphasis on foundational reading skills, teachers will still need to include vocabulary, fluency, and comprehension skills to ensure students are being provided access to mastery of all reading components.

In grades, 4-5 is it clear that there was a lack on emphasis on the Ohio Learning Standards during SY 2016-2017 and SY 2017-2018, and still in SY2018-2019 specifically on comprehension and fluency instruction in the classroom. Because of the lack of foundational reading knowledge, students are entering the intermediate and middle grades with a reading gap. Without the foundational skills necessary to reading, students have not been able to master fluency, academic vocabulary, and reading comprehension. Teachers have been working tirelessly to help fill the gaps, but according to the NWEA data, are still missing an emphasis on grade-level mastery of comprehension skills.

There is an implemented plan for screening, tracking, and progress monitoring of foundational reading skills. The Phonics Inventory will be implemented quarterly to better track fluency mastery. The leadership and teachers are aware of which students have mastered which skills, and therefore are using data to inform small group instruction. An emphasis on using standards-based data to drive instruction through research-based instructional strategies and utilizing data in small groups to reteach will lead to improved mastery for students.

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.

Lincoln Park Academy's literacy vision is for all learners to acquire the knowledge and skills to read with proficiency at grade level. The hallmark of our vision is utilizing literacy acquisition and achievement as the lever for school improvement. The vision prioritizes shared leadership, multi-tiered systems of support, increasing educator capacity, family partnerships, and community collaboration through contributions from school, instructional practice, and educator evidence-based systems and supports.

1. Shared Leadership – Leaders and educators work together to build capacity and supports for literacy instruction through professional development and job-embedded coaching. Special education teachers and general education teachers will collaborate regarding instructional strategies and curricular resources to support students with special needs.
2. Multi-Tiered Systems of Support – School contributes evidenced-based strategies, systems, and resources to support literacy achievement.
3. Teacher Capacity – Educators engage in professional development and job-embedded systems and instructional coaching.
4. Family Partnerships – Leaders and educators will improve relationships with families by communicating important literacy achievement information and student progress updates.
5. Community Collaboration – School will actively seek trusted partnerships with the larger community to increase scholar literacy proficiency.

The vision is directly aligned with Ohio's vision for literacy and the commitments to the Simple View of Reading, where D X C = R, representing all learners and levels of development, enhancing community partners, and increasing capacity of all leaders and educators.

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.

70% of K-5 students will demonstrate proficient decoding skills on the phonics inventory.

	% Accurate and Fluent on Phonics Inventory Subtests				
	Letter Names Accuracy	Sight Words Accuracy	Sight Words Fluency	Nonsense Words Accuracy	Nonsense Words Fluency
K	70%	75%	18%	72%	18%
1	83%	70%	11%	70%	11%
2	86%	80%	22%	75%	22%
3	95%	75%	22%	70%	22%
4	98%	70%	18%	68%	24%
5	100%	81%	22%	73%	22%

The table above shows a strong data in letter names, sight words and nonsense words. School-wide averages show a deficiency with sight word fluency and nonsense word fluency.

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: 70% of K-5 students will demonstrate proficient decoding skills on the phonics inventory.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Students will have additional fluency practice added to Heggerty's instruction	Students will complete a nonsense word of the day lesson.	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher.
Timeline	Weekly coaching	Summer 2019 PD and continuous -Weekly coaching	Quarterly Phonics Inventory Assessment (October, December, February, April)
Lead Person(s)	-Director of Instructional Coaching -Principal -Instructional Coach	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers
Resources Needed	Weekly Coaching Observation and Coaching Conversation Tracker	-Pacing guides for literacy instruction -Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing)	Quarterly Benchmarks/Phonics Inventory Assessment -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans
Specifics of Implementation	-Teachers will receive weekly observations and instructional coaching meetings during planning period -Principals and Instructional Coaches will model instructional strategies in planning meetings and real-time in the classroom -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Instructional Coaches will lead teachers in data dialogue conversations using Phonics Inventory and curricular resources resulting in informed instruction and necessary interventions	-Pacing guides created internally at the district level -Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) -Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings	-For the Fall Benchmark, students will be assessed using the Phonics Inventory. -After students are assessed, the Principal and Instructional coach will provide professional development time to gather data, discuss re-teaching strategies with other teachers, and create their re-teaching plan that will take place alongside the traditional pacing guide

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	All accountable students in grades K-5 reading will demonstrate proficiency on the Phonics Inventory by EOY.	All accountable students in grades K-5 reading will demonstrate proficiency on the Phonics Inventory by EOY.	All accountable students in grades K-5 reading will demonstrate proficiency on the Phonics Inventory by EOY.
Check-in/Review Date	-Weekly coaching meetings	-Weekly coaching meetings	-Weekly coaching meetings -Large implementation checks during November, January, March, May

Goal # _2__ Action Map

Goal Statement: 70% of K-5 students will be at their running record grade-level benchmark.

Grade Level	Beginning of Year	Mid-Year	End of Year
K	Level A	Level B/C	Level D
1	Level D	Level H/I	Level J
2	Level J	Level K/L	Level M
3	Level N	Level N/O	Level P
4	Level Q	Level R	Level S
5	Level S	Level S	Level T

At the beginning of the year our running records data shows:

10% of kindergarten students on track
4% of first grade students on track
15% of second grade students on track
23% of third grade students on track
47% of fourth grade students on track
67% of fifth grade students on track

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a comprehensive, systematic phonemic awareness and phonics/word study program in grades K-3	Teachers will group students based upon running record data and meet with students with guided reading groups daily. Teachers will give quarterly running records assessments for progress monitoring.	Principal will monitor teachers are planning for small group guided reading groups using Jan Richardson's guided reading lesson templates as a model.
Timeline	Weekly coaching	Summer 2019 PD and continuous -Weekly coaching	Quarterly Phonics Inventory Assessment (October, December, February, April)
Lead Person(s)	-Director of Instructional Coaching -Principal -Instructional Coach	-Director of Instructional Coaching -Principal -Instructional Coach -Teachers	-Director of Instructional Coaching -Principal -Instructional Coach

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	-Comprehensive, systematic phonemic awareness and phonics/words study program in grades K-3 -Implementation Professional Development for all staff	-Teachers and Instructional Coach to provide initial screening -Title teachers or classroom teachers implementing comprehension/fluency lessons. -Individual student data tracking log -Instructional Leader to oversee implementation -Instructional coaching time to analyze data and inform instruction/re-teaching	Quarterly Benchmarks/Phonics Inventory Assessment -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans -
Specifics of Implementation	School-wide systematic phonics/word study program -Director of Instructional Coaching to embed into Academic Framework -Director of Instructional Coaching and Instructional Coaches to provide professional development to staff -Weekly check-in through instructional coaching	Instructional Coach and teachers (including title) to make copies of screeners for each student -Instructional Coach and teachers to determine appropriate timing of initial screeners -Instructional Coach and teachers to determine which students need which interventions -Principal and Instructional Coach determine the implementation of materials -TBT teams to discuss progress of students.	-For the Fall Benchmark, students will be assessed using the Phonics Inventory. Using strategic literacy partners, Director of Instructional Coaching will create a professional development session to focus on the five components of reading, with a strong emphasis on foundational reading skills and guided reading -Instructional Coaches to delivery PD to all staff -Instructional Coaches to continue professional development of strategies and implementation of effective literacy plan through job-embedded coaching
Measure of Success	Increase # of students on-track.	Increase # of students on-track.	Increase # of students on-track.
Check-in/Review Date	-Weekly coaching meetings	Quarterly and through progress monitoring and TBT time	-Weekly coaching meetings -Large implementation checks during November, January, March, May -Beginning of year and weekly coaching meetings

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.
STAR data is reviewed and analyzed in Fall, Winter and Spring in screeners. Students are also progress monitored monthly. Administrators and teachers review the data. Data is also reported to DLT by BLTs. Additionally, student reports are shared with parents.

Progress towards our reading goal of students achieving Phonics Inventory proficiency and grade level benchmarks in reading will be monitored with a quarterly assessment and ongoing progress monitoring. The district benchmark assessments will be aligned to the district pacing guide. The building leader and teachers will analyze school growth at each Phonics Inventory administration and report their findings with district level personnel. The analysis will measure trends, strengths and weaknesses, focus areas, and action plans for literacy instruction and intervention. Professional development around using data to reteach and inform instruction will be provided to all staff members and teachers.

Fall 2019 - Phonics Inventory, NWEA MAP

October 2098 - District Benchmark

December 2019- Phonics Inventory, NWEA MAP; District Benchmark

February 2020 - District benchmark

May 2020 - Phonics Inventory, NWEA MAP; District Benchmark optional

The progress will initially be monitored during professional development sessions which have been scheduled around the assessment calendar. During this time, teachers and building leaders will analyze the data from the Phonics Inventory, Benchmarks and NWEA, create a plan for reteaching or potentially determining RTI placement and support for off-track students. The progress will then be continually monitored through BLT and TBT meetings, where teachers will share best instructional practices towards student standard mastery.

Progress towards increasing the K-3 literacy component on the Ohio School Report cards will be measured in Tier 1 by using the Phonics Inventory, built into the systematic phonemic awareness, phonics and word study program being implemented in K-3. Additionally, progress will be monitored through the above benchmark assessments, as well as intervention phonological awareness screenings. The data will be reviewed by teachers during TBT meetings and presented to BLT for support, if needed. Students on RIMPs will be monitored by K-3 teachers and the Instructional Coach and Principal. The Instructional Coach will report progress monitoring quarterly to the Director of instructional Coaching as a check progress monitoring and reading interventions are being provided to students on RIMPs consistently.

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

SECTION 8 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 employed to provide daily standards-based instruction in our school are the gradual release of responsibility, small group differentiation, creating a culture of learning, and integrating a comprehensive phonemic awareness and word study/phonics program.

Gradual Release of Responsibility:

The strategy for the gradual release model of instruction is proven to develop higher order thinking skills to close the achievement gap and move students to proficiency. Starting with the 'I Do' section, wherein the teacher is introducing and modeling a new concept, such as a reading comprehension strategy or blending phonemes, students are given this time to intake and process information. The 'We Do' section is where guided instruction and collaboration between the teacher and the students takes place. This section is also when the teacher gives a check for understanding that ensures students are ready to move on to independent practice and/or small group instruction. The last piece to this model is the 'You Do' section. During this final component, students in our school begin their small group instruction and/or rotations for learning. The 'You Do' section is used for the small group instructional method, with rotations for learning. The best practice of small group instruction, which has proven to close the achievement gap as it intensifies student's opportunities to practice, respond, and obtain feedback, will happen daily. It is in this small group instruction that data-driven instruction is strengthened and gives way for the opportunity for students to boost their learning development in a more personalized format. All strategies and techniques for learning are also reinforced in a deeper regard as students can internalize learning at a higher pace with the more personalized opportunity for practice, response, and feedback.

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.

- Fisher, D., "Effective Use of the Gradual Release of Responsibility Model." Macmillan McGraw-Hill. 2008
- Fisher, D. and N. Frey, "Implementing a School-wide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45
- Lloyd, S. L., "Using Comprehension Strategies as a Springboard for Student Talk," Journal of Adolescent and Adult Literacy, 48, 2004, pp. 114-124
- Kong, A. and P. D. Pearson, "The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners," Research in the Teaching of English, 38, 2003, pp. 85- 124

Small Group Differentiated Instruction:

The Center for Development and Learning suggests that 30 years of research supports Small Group Differentiated Instruction is a proven method to increase student outcomes. Differentiated Instruction is the ability to match instruction to meet the different needs of learners in each classroom. The range of instructional need in our classrooms is large, and to meet the different needs of learners in each classroom, we need to plan for Small Group, Differentiated Instruction (Florida Center for Reading Research). We utilize Small Group Differentiated Instruction in all content areas, not only reading. Our Academic Framework suggests teachers utilize the Gradual Release Model of Responsibility in whole group instruction, and then uses informal assessments, data from other assessments, and flexible grouping to choose small group participants. Teachers will utilize this sacred small group time to monitor and track student growth in the five components of reading instruction. Our School has also chosen updated foundational reading curricular resources to match our Academic Framework to support this instructional strategy.

Research presented: ESSA (III) promising evidence from at least 1 well-designed and well-implemented correlation study with statistical controls for selection bias.

- Foorman, Barbara R.; Torgesen, Joseph, "Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children." Learning Disabilities: Research & Practice, v16 n4, 2001, pp. 203-212 (Attachment #2, pg. 74)
- Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. "The role of instruction in learning to read: Preventing reading failure in at-risk children." Journal of Educational Psychology, 90, 1998, pp. 37-55 (Attachment #2, pg. 84)

Creating a Culture of Learning:

According to Doug Lemov in Teach Like A Champion 2.0, A Culture of Error recommends that teachers establish an environment where in students feel safe making errors; even further, that students are compelled to discuss mistakes and enthusiastically search for solutions. Students are comfortable with the idea that they will make mistakes as they learn to solve complex problems and respond not with defensiveness but openness. Teachers honor and praise this process saying things like "I'm so glad you made that mistake; it's going to help me to help you." Once errors are comfortably exposed, teacher and students study them to learn from them - Why did so many of us not understand what Orwell meant in the passage? The benefits are not just feel-good. If the primary job of the teacher is to recognize the difference between "I taught it" and "they learned it," that difference is ten times harder to recognize and fix if students try to hide their mistakes. Efficient learning requires comfort with mistakes.

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.

- The primary source of research is the book "Mindset: The New Psychology of Success" by Carol Dweck. While the book has not been attached, a research study from 2007 in which Ms. Dweck was a contributor is attached, as well as a 2015 article by Ms. Dweck in which she discusses the ongoing research being conducted regarding her strategies.
- Blackwell, S., Trzesniewskim K., Dweck, C. "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention" Child Development, January/February 2007, Volume 78, Number 1, pp. 246 – 263 (Attachment #2, pg. 103)

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

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

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 evidenced based assessment of the scientific research literature on reading and its implications for reading instruction." (NIH Publication No. 004769). Washington, DC: U.S. Government Printing Office.
- Gambrell, L.B., & Mazzoni, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, (Eds.), Best Practices in Literacy Instruction (pp. 11–21). New York: Guilford Press

Establishing a Culture of Error/Learning environment allows students to feel safe in making mistakes, promotes a growth mind-set, and can allow students to better track their own learning. Teachers often feel as if they have "taught" the materials, but through a culture of learning, students can prove to teachers that they've learned the material. A culture of learning classroom can lead students to search for solutions, enhance their speaking and listening skills, and create a safe learning community for the class. There are clear reading gaps in many of the students in our school, so being able to talk opening about reaching their goals will help increase student awareness and willingness to learn. The learning environment is one of the many touch points that instructional coaches will focus on during the job-embedded coaching.

SECTION 8 PART 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.*

These four evidence-based strategies that are being implemented will improve the strategies that have been utilized in previous years. Lincoln Park Academy will provide a solid cohesive Tier 1 implementation plan and secondary resources to help raise achievement for all students.

Using a research-based strategy such as gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate the skills being presented before being assessed for mastery. The "I Do" portion of gradual release utilizes simple, concrete, explicit instruction through modeling that provides students the comfort of learning. Similar to riding a bike, a teacher will model the parts of the bike and exactly how to ride it, possibly using a think-aloud strategy to do so. The "We Do" section of gradual release allows the students hands-on practice, with scaffolded assistance and questioning from the teacher. This would be like putting a student on a bike, but holding on to the seat or handlebars as they learn how to ride. Finally, the "You Do" portion allows students to apply the learning to new situations, using what they've learned. Now is when the teacher lets go of the bike, and the student is able to pedal freely. In the case that a student falls of the bike, or struggles with the skills, the teacher can always go back to either portion of the model for a re-teaching opportunity. To ensure the strategy is implemented, we have built the academic framework and lesson plan structure around gradual release theory.

In combination with the gradual release of responsibility, teachers are utilizing small group instruction differentiated instruction as a time to help close reading gaps and stretch on grade-level students. Historically, in small groups teachers have worked primarily on the reading standard and have neglected the other reading components, especially phonics. Moving forward, teachers will work towards implementing a Guided Reading template by Jan Richardson, which allows them to work with sight words, phonics skills, reading standards, and more during each small group session, based on performance data from classwork, benchmark assessments, and the foundational reading program. Additionally, teachers will be using the data from the reading benchmark assessments and the RTI phonological awareness screeners and 12-point progress monitors to inform instruction and reteach skills not mastered. The job-embedded teacher coaching model allows coaches and teachers to touch base more regularly to review data and pivot in real-time if students are not achieving mastery goals.

Teachers and Instructional Coaches have received further training in the phonics instruction program properly trained in foundational reading instruction. Although an attempt has been made to improve foundational reading instruction through the pacing guides, it is still missing the mark in being a comprehensive phonics/word study program. To support the implementation, instructional coaches will work directly with the professional development and coaching of the 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.

The Principal will begin professional development by participating in a multi-week Summer Institute that includes climate and culture, mission and vision, academic framework, effective instruction, foundational reading instruction, five components of effective literacy instruction, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA MAP, and district-created benchmark assessments, research-based instructional practices, and coaching best practices, all directed toward turn-around in schools. The Principal professional development plan continues by offering ongoing monthly, professional development sessions for more intense development of skills and strategies. The Principal also receives differentiated support from an Executive Leadership Coach and Superintendent throughout the year.

Instructional Coaches will participate in a multi-week Summer Institute that includes academic framework, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA Map, and district-created benchmarks, research-based instructional practices, book studies, professional development and coaching best practices. ACCEL School's Instructional Coaching team will be provided ongoing professional development around the support of academic framework, curricular resources, district-created pacing guides, data analysis and research-based instructional practices including guided reading differentiated small group instruction. The Instructional Coaches will participate in ongoing monthly professional development with the Director of Instructional Coaching, weekly team calls, and weekly

individualized professional check-ins that focus on specific building needs. The school will have at least a part-time Instructional Coach that is supported by the Director of Instructional Coaching.

Teachers will participate in an onboarding orientation presented by the Principal and Instructional Coach that includes a 7 to 9-day Summer Institute of professional development planned to initiate staff to the school's core academic beliefs. This professional development will include the academic framework, model curriculum, implementation of content and curricular resources, utilizing pacing guides, foundational learning professional development, data analysis from Ohio State tests, NWEA MAP and benchmark assessments to guide instruction, and the above mentioned research-based instructional practices for the classroom. The emphasis on foundational reading instruction will remain a through line to instructional PD during the course of the year, to ensure proper implementation of the strategies. Any new staff member hired after the start of school, will be linked with the Instructional Coach and Principal to receive professional development on the School's theory of action through the onboarding process. Professional development will continue at the building level through preset professional development days on the school's yearly calendar.

In addition to the Summer Institute and school year professional development days, teachers will receive individual weekly classroom observations, receive high-impact feedback, and participate in weekly coaching meetings with the Instructional Coach and/or Principal, which allow for differentiated professional development in real-time on the job. The coaching meetings are intended to develop strong instructional practices, ensure a culture of learning, using data to inform and differentiate instruction, and monitoring fidelity to academic framework and curricular resources for each individual teacher.

APPENDICES

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