



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Monroe Preparatory Academy Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

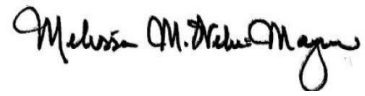
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

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.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

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

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Monroe Preparatory Academy

DISTRICT IRN: 123213

DISTRICT ADDRESS: 328 E. Monroe St. Sandusky, Ohio 44870

PLAN COMPLETION DATE: December 20, 2019, Revised Feb. 11, 2020

LEAD WRITERS: Rachel Blackshire and Jackie Hartsel

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
Rachel Blackshire	Principal	Monroe Preparatory Academy	rblackshire@monroeprep.org
Jackie Hartsel	Academic Advisor	Monroe Preparatory Academy	jhartsel@monroeprep.org
Audrey Simonton	Third grade teacher	Monroe Preparatory Academy	asimonton@monroeprep.org
Sydney Ebersole	First grade teacher	Monroe Preparatory Academy	sebersote@monroeprep.org
Jaime Grznar	Title 1 teacher	Monroe Preparatory Academy	jgrznar@monroeprep.org
Katie Partyka	Special education teacher	Monroe Preparatory Academy	kpartyka@monroeprep.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.

Our schools are faced with the challenge of meeting new academic standards and rigorous state assessments. Middlebury Academy failed to meet the reading indicators in grades 3-8 and earned an F in K-3 Literacy. In order to make rapid improvements, Middlebury Academy will maintain targeted and specific instruction to meet the needs of all students.

After examining the state assessment data and the NWEA MAP data, we are focusing on the following to make improvements:

- Curriculum aligned to the state standards
- Formative and summative assessments aligned to the standards
- Positive Behavior Interventions Supports (PBIS)
- Instructional Planning support
- Response to Intervention (RTI)
- Instructional Monitoring
- Instructional Coaching/Effective Feedback.

Led by the school leader and academic coaches, team members collaborated to establish five basic elements: beliefs, mission, objectives, action steps, and strategies to develop the OIP or the Ohio Improvement Plan. The OIP is a long-range plan or roadmap that drives the actions of every staff member and guides further goal setting for the school and its teachers and most importantly, the students.

The academic coaches, with members of the leadership team and teachers from various grade levels revised the pacing guides to ensure alignment with the Ohio Common Core standards. The teachers continuously create differentiated groups based on recent formative and summative assessment scores. An additional block of time, known as Success, was created in grade level bands, in order to ensure that all students receive instruction according to their instructional level, in small group settings. After school tutoring programs and summer intervention programs also provide another layer of support and intervention. The school leader and academic coach hold bi-weekly meetings with teachers during their planning time. This time is used to look at assessments and ensure that weekly assessments are aligned with daily instructional practices and deconstructed student learning targets.

The RTI model was developed and is being implemented to target student deficits, align our intervention to close the achievement gaps and progress monitor, and strengthen our core instruction. Our system is a MTSS (multi-tiered system of support) that contains a multi-level instructional framework aimed at improving outcomes for ALL students. Within the structure of Wilson Reading, the RTI model provides a prevention system for students at risk for poor learning outcomes

by providing immediate support. Teachers learn through professional development opportunities to match high quality instruction and intervention to student needs.

Led by the school leader and academic coaches, team members collaborated to establish five basic elements: beliefs, mission, objectives, action steps, and strategies to develop the CCIP or the Ohio Improvement Plan. The OIP is a long-range plan or roadmap that drives the actions of every staff member and guides further goal setting for the school and its teachers and most importantly the students.

0% Advanced

Out of 17 students, 71% scored Proficient or above.

Fifth grade results for the spring 2017/2018 administration for the AIR reading assessment are as follows:

23% Limited

46% Basic

0% Proficient

23% Accelerated

8% Advanced

Out of 13 students, 31% scored Proficient or above.

*During the 2018/2019 school year, Monroe Preparatory Academy enrolled grades K-6.

Third grade results for the fall 2018/2019 administration for the AIR reading assessment are as follows:

63% Limited

26% Basic

7% Proficient

4% Accelerated

0% Advanced

Out of 27 students, 11% scored Proficient or higher.

Third grade results for the spring 2018/2019 administration for the AIR reading assessment are as follows:

15% Limited

37% Basic

26% Proficient 15% Accelerated

7% Advanced

Out of 27 students, 48% scored Proficient or higher.

Fourth grade results for the spring 2018/2019 administration for the AIR reading assessment are as follows:

54% Limited

27% Basic

8% Proficient

12% Accelerated

0% Advanced

Out of 26 students, 19% scored Proficient or higher.

Fifth grade results for the spring 2018/2019 administration for the AIR reading assessment are as follows:

11% Limited

54% Basic

18% Proficient

18% Accelerated

0% Advanced

Out of 28 students, 29% scored Proficient or higher.

Sixth grade results for the spring 2018/2019 administration for the AIR reading assessment are as follows:

63% Limited

21% Basic

5% Proficient

5% Accelerated

5% Advanced

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

There are a variety of factors that we believe are contributing to low reading achievement at Monroe Preparatory Academy. Our student population is of low socio-economic status; we have 100% qualification of free breakfasts and lunches. We have issues of chronic absences and tardiness. We have implemented, grab-n-go 'breakfasts' to take to the classroom after the start of the school day, so that students are present during as much instruction time as possible. We have also implemented classroom attendance incentives.

We believe that there is a lack of adequate literacy in many homes of our student populations due to the low education levels in the homes and the limited time constraints of our working families, as this is an area that is high in the service working industry. We have been working on a programming that invites families to come to and engage with our school. Our literacy team has devised ideas for future programming to promote literacy at times when parents are invited into the school such as our parent breakfasts. We'd like to highlight literacy beginning this school year by hosting a 'Book Project' night in which all of our classrooms would make culminating projects highlighting their classroom's chosen book.

We also have a high Special Education Population, many of whom have disabilities in the area of reading. Our staff is currently working on professional development in the area of UDL, which will give students more opportunities to access instruction in ways that are proactively taking into consideration of various learning preferences.

We believe that negative, disruptive and off-task behaviors may be negatively impacting our reading achievement. Our staff is currently working on professional development and implementing school-wide Positive Behavioral Interventions and Supports (PBIS). We do have a PBIS committee that meets twice a month.

We have a high population of students that enter school, in kindergarten, that do not demonstrate language and literacy readiness. Currently our staff is working on more professional development specifically targeting early phonics and fluency.

Inconsistent instructional strategies and a high population of newly certified, (RESA) teachers may also be contributing to our reading achievement. We are working on more collaboration of data driven instruction via consistent weekly TBT meetings.

We also believe that our rapid increase in student population our first three years in operation; as well as high student mobility of our student population may also be a factor impacting to our reading achievement.

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.

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.

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.

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](#).

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.

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: All grade levels will increase the percentage of students who test proficient by 7% annually as measured by the spring state English/language arts state assessment and/or the local district reading assessment, NWEA.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Staff teams will meet during common times once per week	Staff will analyze and record student data	Staff will implement data driven instructional plans to ensure student growth
Timeline	Immediate and Ongoing	Immediate and Ongoing	100% implementation by June 2021
Lead Person(s)	Rachel Blackshire Jackie Hartsel	Rachel Blackshire Jackie Hartsel	Rachel Blackshire Jackie Hartsel
Resources Needed	<ul style="list-style-type: none"> Professional development Team leaders Common TBT times 	<ul style="list-style-type: none"> Professional development Team leaders Common TBT times Work sessions to revise and improve curriculum guides and pacing maps 	<ul style="list-style-type: none"> Planning tools/professional development
Specifics of Implementation	Teachers will analyze and record data on a weekly (short cycle assessments, district assessments, RIMP data	Teacher leaders will ensure that TBT meetings are done with fidelity	<ul style="list-style-type: none"> Weekly deadlines CSLT review

	Action Step 1	Action Step 2	Action Step 3
	tracking, and informal classroom assessments)		
Measure of Success	Weekly meetings done with fidelity	TBT documentation will include data collected during that time frame	Monthly review by CSLT shows 100% fidelity of meetings and data collection practices
Check-in/Review Date	Weekly meetings	Weekly meetings	Monthly review by CSLT

Goal # 2 Action Map

Goal Statement: To increase students' writing proficiency through the use of rubrics, exemplar student examples and through the use of Deer reviews.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers will train in the writing process	Teachers will implement routine writing procedures such as daily extended response questions	Teachers will create writing rubrics Teachers will use exemplary student examples Teachers will utilize peer reviews (feedback)
Timeline	100% implementation by June 2021	Immediate and Ongoing	100% implementation by June 2021
Lead Person(s)	Rachel Blackshire Jackie Hartsel	Rachel Blackshire Jackie Hartsel Teacher leaders	Rachel Blackshire Jackie Hartsel CSLT team members
Resources Needed	Professional Development Training materials planning and monitoring tools	Teacher leaders Classroom materials for daily use	Teacher work sessions *common writing rubrics and checklists
Specifics of Implementation	Professional development creating common writing rubrics and checklists creating common schoolwide writing routines and procedures	weekly TBT teams will analyze formal assessment data weekly TBT teams will discuss informal classroom assessments and discuss exemplary student examples/criteria	CSLT will review formal assessment data *CSLT will review teacher leaders' feedback
Measure of Success	professional development days school-wide writing practices writing rubrics and checklists	weekly TBT documentation of ideas and data collections observable writing engagement and practices evidenced via walk throughs and observations	Review of formalized assessment data

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Annual review of PD	Weekly TBT check-ins	periodical (at least quarterly) CSLT checkins

Goal # 3 Action Map

Goal Statement: To increase instructional practices in the area of phonics and fluency.

Evidence-Based Strategy or Strategies:

Leaders will report information to CSLT meetings, and school administration will report to other stakeholders such as sponsor, management company, and report to ODE as required.

Student achievement will be monitored through bi-weekly short cycle assessments, NWEA MAP testing, DIBELS progress monitoring and State grade level AIR testings. Findings will be analyzed and reported via TBT meetings, and CSLT meetings.

Other factors for review such as PBIS data, RTI progress and findings, and attendance will be monitored regularly by classroom teachers and presented to CSLT team to analyze information and to track and report findings.

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.

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.

Monroe Preparatory Academy is currently working on increasing our teaching staffs knowledge of UDL, teaching the writing process and phonics and fluency instruction through comprehensive book studies, in-house professional development and by sending a portion of the teaching staff to attend various workshops that align with our goals. Staff members are required to share the knowledge they gain from these professional development workshops with the rest of the Monroe Preparatory staff members.

Teaching teams are required to meet on a weekly basis to analyze and record student progress via TBT meetings. Teaching teams are required to communicate ideas of instructional practices and implement a variety of current best practices that actively engage all types of learners. Our goal at Monroe Preparatory Academy is to drive instruction practices that are geared towards meeting students at their individual level of learning and scaffolding their continued achievement towards the next level.

Monroe Preparatory Academy plan for achieving this lofty goal is to use a combination of teaching practices and progress monitoring and interventions to ensure that all students are successful. Teachers are required to gather data from standards taught via short-cycle assessments that occur on a bi-weekly basis. Teachers are also required to analyze data from other assessment areas such MAP scores, DIBELS progress monitoring and State AIR testing results in order to group students into smaller groupings to target specific learning goals.

Teachers will use both formal and informal monitoring of students to guide them in determining individual students that should be referred to the PBIS committee or those that need to be entered into the RTI process.

Monroe Preparatory Academy's teaching staff has just started to utilize UDL strategies to proactively plan effective differentiated instruction for all students this school year. In addition to our regular instruction and curriculum, we have started to use Heggerty in the kindergarten and first grade classrooms as a supplemental tier 1 phonemic curriculum that we hope will strengthen the overall phonemic fluency of our youngest readers. MPA uses Dibels to track the progress of our RIMP students in kindergarten through fourth grade. MPA also uses NWEA/MAP testing to track the growth of all of

our students; MAP uses standardized scoring methods to set forth individualized targeted goals for students. Staff use data obtained from Dibels and MAP to measure students' growth and to assess weaknesses in areas of reading. Staff employ the use of leveled small group instruction for tier 2 and/or more individualize instruction for tier 3 RIMP students. Effective, researched based strategies are employed to monitor our tier 2 and 3 students on RIMPs. Additionally, targeted small group and individual instruction are supplemented with the use of leveled literacy interventions of Fountas and Pinnell. As part of MPA's Reading Achievement Plan, we will continue to seek out professional development opportunities for staff in the aforementioned areas, so we can continue to strengthen our methods and increase student achievement.

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.*

PBIS and creating a positive school climate 8/1 2/19

Interpreting and using NWEA/MAP and DIBELS data 8/1 5/19

UDL in the Classroom; collaboration effort in conjunction with SST2 based upon Katie Novak's UDL principles 8/15/19

Balanced literacy instruction 8/16/19

T BT training overview 8/19/19

The inclusive classroom; SPED and RTI 8/20/19

Using assessment data to differentiate and drive instruction 9/20/19

PBIS tier 2 presented by SST2 9/20/19

UDL: expressing and assessing knowledge 1 1/8/19

Differentiation: small group instruction, RTI and promoting independent learners 11/8/19

UDL: descriptive feedback and incorporating formal and standardized assessments 1/17/20

Balanced instruction and formative instructional practices 3/13/20

The following dates represent professional development training for our special education staff members:

Ongoing SPED training 8/7/19, 8/8/19, 11/5/19, 1/7/20, 2/5/20

Individually scheduled professional development workshops as follows:

- Visible learning, maximizing impact on learning 12/9/19 (scheduled for our 5th grade teacher, Janine Dubois)
- Coaching for Literacy Achievement 1/23/20 (scheduled for our Director of Academics, Jackie Hartsel)
- Proactive lesson planning for all learners 1/30/20 & 3/12/20 (scheduled for our 2/3 teacher, Jessica Howard, and our 4th grade teacher, Amie Smarr)
- Phonological Awareness: Why and How we teach it, including Heggerty 2/3/20 (scheduled for our kindergarten teacher, Lisa Hauke)
- PBIS teaching social emotional skills 2/10/20 (scheduled for our Title I/PBIS Lead, Jennifer Hribar)

The intent of these individualized professional development trainings is to increase the knowledge base and implementation strategies of all of our teaching staff members by having these individual staff members bring back and share what they learn with all of Monroe Preparatory staff. Monroe Preparatory Academy 328 E. Monroe St. Sandusky, Ohio 44870

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.

APPENDICES

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

CSLT - Charter School Leadership Teams

CSS - Charter School Specialists (our Sponsor)

DIBELS - Dynamic Indicators of Basic Literacy Skills Assessment

PBIS - Positive Behavior Interventions and Support

RIMP - Reading Improvement and Monitoring Plan

TBT - Teacher Based Teams