

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the STEAM Academy of Warrensville Heights 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 district identified the need to provide professional development to teachers on the five components of reading and data driven instruction. This professional development will occur through coaching and formal and informal conversations and will be monitored by the TBTs.
- The district adjusted the reading block to reflect 120 minutes of reading instruction in the five components of reading while identifying that writing needs to be addressed separately.

**This plan will benefit from:**

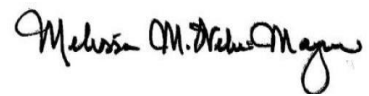
- Conducting a root cause analysis of factors contributing to low student achievement including leadership turnover, professional development issues and teachers' lack of preparation and experience. The root cause analysis should consider which factors can be addressed and changed versus which factors cannot be changed by the district.
- Conducting an analysis examining adult implementation data.
- Reviewing data for reading foundational skills and indicators and how they will use the data to drive instruction.

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).

Please note that House Bill 197 of the 133<sup>rd</sup> 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,



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

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(877) 644-6338  
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# READING ACHIEVEMENT PLAN

DISTRICT NAME: STEAM ACADEMY OF WARRENSVILLE HEIGHTS

DISTRICT IRN: 013147

DISTRICT ADDRESS: 4700 Richmond Road, Warrensville Heights, OH 44118

PLAN COMPLETION DATE: December 29, 2019

LEAD WRITERS: Ms. Susan Shuman, Director of Academics; Dr. Kimberly Taylor,  
Head of School

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
Dr. Kimberly Taylor	Head of School	STEAM Academy of Warrensville	<a href="mailto:ktaylor@streamwarrensville.org">ktaylor@streamwarrensville.org</a>
Ms. Susan Shuman	Director of Academics	STEAM Academy of Warrensville	<a href="mailto:sshuman@streamwarrensville.org">sshuman@streamwarrensville.org</a>
Ms. Carmen Graham	Family Liaison	STEAM Academy of Warrensville	<a href="mailto:cgraham@steamwarrensville.org">cgraham@steamwarrensville.org</a>
Ms. Constance Williams	Intervention Specialist	STEAM Academy of Warrensville	<a href="mailto:cwilliams6@steamwarrensville.org">cwilliams6@steamwarrensville.org</a>
Ms. Courtney Carter	2 <sup>nd</sup> Grade Teacher/RTI Coordinator	STEAM Academy of Warrensville	<a href="mailto:ccarter@steamwarrensville.org">ccarter@steamwarrensville.org</a>

### 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 met to discuss the needs of STEAM Academy relative to literacy as evidenced by data. The team will meet quarterly to reexamine this reading achievement plan and use that data to inform, and when applicable, to adjust our approach in order to most effectively address our needs. Stakeholders will be informed through the district's BLT (building leadership team) and TBTs (teacher based team) at the school level, Title 1 information nights, and with our sponsor, OCCS.

### 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.*

#### **District Literacy Improvement Goals:**

STEAM Academy Literacy Action Plan provides goals specifically created to improve the necessary support and tools needed for the improvement of academic achievement for all of our students. Each goal is outlined with a series of action steps required to guarantee its efficacy and success. The plan speaks to the needs of the entire school district, with specific attention paid to implementation in the school, among all grades, with the hope of improving reading and writing of all students across all content areas. The plan will promote the implementation and value of a literacy program that is coordinated between all grade levels in the district. At the heart of this plan is the intention to actively pursue data analysis to guide and inform the plan in its continuing growth and development. The goals of the District Literacy Action Plan are aligned with the goals and CCIP of Harvard Performance Academy. The alignment is as follows:

**Goal 1: Leadership** By spring, 2020, STEAM Academy will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. \*Maximize our capacity to collaborate as a coordinated school system and instructional leaders.

**Goal 2: Assessment** By fall, 2020, teachers will be trained, and effectively use NWEA data to guide literacy instruction.

**Goal 3: Instruction** By 2020, all teachers will implement grade appropriate literacy strategies based on data and driven by the SAWH curriculum. All K-3 teachers will participate in district provided curriculum training. They will be coached by the director of academics with additional support provided by the school data coach.

**Goal 4: Professional Development** By 2020, STEAM Academy will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

**Goal 5: Intervention** By 2021, STEAM Academy will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff. \*Expand our RTI model including successful interventions to all classrooms by 2021.

### 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.*

Although overall outcomes at STEAM Academy of Warrensville Heights (SAWH) show upward trends in proficiency and state report card measures, the students of SAWH are not achieving at the same rate as their peers. In the 2018-2019 school year 66.7% of third graders satisfied the Third Grade Reading Guarantee requirements for the state based on the OST, and an additional 13% passed using alternate assessment. Additionally, the percent of students passing the spring reading test has improved from 22% to 50%.

The **Kindergarten Readiness Assessment** data shows a decline in the percentage of incoming students On Track for Kindergarten, with a class number that has more than doubled the entire student body since 2017/2018. Of 43 students assessed 55.8% show 'emerging readiness'. Item analysis indicates students lack background knowledge in rhyming words, identifying beginning sounds and determining word meaning.

SAWH KINDERGARTEN READINESS ASSESSMENT			
School Year	Number of Students	Number On Track	% On Track
2017/2018	21	15	71%
2018/2019	45	5	11%
2019/2020	43	12	29%

Scantron Performance Series was used in 2017 to determine On Track/Not on Track for TGRG requirements in grades K-3. In Fall 2018 Accel Schools adopted NWEA MAP testing and we began using it for the purpose of On Track/Not on Track baseline data. Overall, K-3 data indicates a deficit in Foundational Skills; including Phonological Awareness and Phonics/Word Recognition skills.

The standardized test does not show correlation to the KRA data, rather indicating significantly more students On Track, particularly in kindergarten Fall 2019.

SAWH Fall 2017 On Track/Not on Track- Scantron Performance Series				SAWH Fall 2018 On Track/Not on Track- NWEA MAP				SAWH Fall 2019 On Track/Not on Track- NWEA MAP			
Grade Level	Not on Track	On Track	% On Track	Grade Level	Not on Track	On Track	% On Track	Grade Level	Not on Track	On Track	% On Track
K	7	14	67%	K	36	8	18%	K	14	27	66%
1	6	15	71%	1	15	5	25%	1	26	19	42%
2	7	10	59%	2	8	13	62%	2	15	9	38%
3	17	18	51%	3	19	12	39%	3	8	12	60%

NWEA MAP testing was also used for grades 4-8 to gather baseline data and indicate grade level readiness of reading content standard knowledge and application. Student scores are categorized as Low, Low Average, Average, High Average and High. During the 2018-2019 school year a considerable number of students moved up a level; particularly in grades 5, 6 and 8. Grades 4 and 7 showed little or no gain for the school year. Disaggregation of the data indicates that Low and Low Average students are lacking skills in Informational Text- Key Ideas and Vocabulary Acquisition and Use.

SAWH Fall 2018/2019 4-8 NWEA MAP			SAWH Spring 2018/2019 4-8 NWEA MAP		SAWH Fall 2019/2020 4-8 NWEA MAP		
Grade Level	% Low	% Low Avg	% Low	% Low Avg	Grade Level	% Low	% Low Avg
4	47	21	40	30	4	42	13
5	44	33	30	35	5	22	17
6	53	22	22	26	6	39	30
7	25	42	27	33	7	17	33
8	30	40	11	44	8	42	33

End of year NWEA MAP data shows that 49.8% of all SAWH students met or exceeded the projected growth for the school year. Those same 49.8% met 105.1% of all projected growth. Although the number/percentage of students who met goal is comparatively small; 1<sup>st</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades made significant gains overall.

2018-2019 Percentage of students who met or exceeded expected growth/ Percentage of projected growth met NWEA MAP					
Grade	Percentage of students who met or exceeded expected growth	Percentage of projected growth met	Grade	Percentage of students who met or exceeded expected growth	Percentage of projected growth met
<b>K</b>	37.4	73.8	5	50.0	88.8
<b>1</b>	69.4	188.0	6	80.0	168.6
<b>2</b>	31.3	66.8	7	63.6	107.5
<b>3</b>	35.3	88.6	8	33.3	85.0
<b>4</b>	47.1	79.0	SAWH Total	<b>49.8%</b>	<b>105.1%</b>

Due to the transitory nature of the students of SAWH, the accuracy of data comparison across school years is minimal.

SAWH Attendance Trends			
School Year	2017-2018	2018-2019	2019-2020
Attendance %	91.9	86.6	90.03
Mobility %		30.3	

Ohio State Test data shows increases in student achievement at grades 3 and 6, while showing marked decreases in grades 4 and 5. OST data does not indicate definitive strengths or weaknesses. Using other data, we can assume that scores are indicative of deficits in the areas of Informational Text and Vocabulary Acquisition.

SAWH 2017 OST Results		SAWH 2018 OST Results		SAWH 2019 TGRG Results	
Grade Level	% Proficient	Grade Level	% Proficient	Grade Level	% Proficient
3	22.6	3	37.0	3	15%
4	52.9	4	31.3		% Met TGRG
5	56.3	5	31.6	3	50%
6	10.0	6	45.0	50% of students have satisfied the requirements of TGRG. A significant increase from the two previous years.	
7	NC	7	38.5		
8	NC	8	NC		



### 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.*

There are several factors that we believe contributed to the low reading achievement of students at SAWH.

Lack of structure, consistent building leadership and high staff turnover are the primary factors that impacted our students' academic performance.. Without targeted professional development and intentional planning, the building was in decline. In order to intentionally guide all of our teachers, we first added a Director of Academics for the 2017-2018 school. The previous Head of School resigned at the end of 2018, With the hiring of a new Head of School and a high staff turnover throughout 2018-2019, the level of instability presented several challenges. Now, mid-way through 2019-2020, the school culture and climate are finally stabilizing. Instructional coaching, "intentional" data based teaching, and creating a climate of academic support are primary areas of focus.

Other factors that contributed to the reading performance of some students. Most immediately, school attendance was at 86.6% overall in 2018-2019, chronic attendance issues, which affected 24% of students last year, is closely correlated with lower student achievement. These factors along with the transitory nature of our students (30%) is decidedly a contributing factor. From the 2017-2018 school year to present, 233 students have withdrawn from STEAM Academy. Based on family feedback, the primary reason for leaving STEAM is due to family relocation. On the other hand, 52 students enrolled at SAWH after September 2019 for the 2019/2020 school year.

Additionally, we experienced a high influx of SPED students which necessitated the need for adjustments to our SPED program, relative to staff, structure and training. To address those needs, SAWH is now working closely with ACCEL and our state support team to address gaps in our processes and to provide much needed training to classroom teaches. In Additional professional supports and staff may be necessary to support those students who struggle in reading.

Similarly, the level of preparation for regular classroom teachers is not adequate to meet the reading needs of students. According the 2019 Local Report Card, 0% of teachers in the 18-19 school year had at least a master's degree. Also 33% of teachers were considered "inexperienced" teachers. The number is higher this year; with the teacher turnover that we have experienced. The lack of teaching staff with superior qualifications and the lack of adequate professional development support for those teachers with at least a bachelor's degree contributed to the reading performance of the school. A need for more targeted use of Title funds for professional development and tutoring support provides a final contributing factor

### 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](#).*

#### **Mission Statement:**

STEAM Academy is a learning community which values high expectations for both academics and behavior. Our school staff embraces students, families, and communities to build and develop well-rounded individuals who are independent critical thinkers and intrinsically motivated to be life-long learners. We believe that all children can learn as we seek to make a difference in the lives of our students.

#### **Vision Statement:**

Our educational approach has five principles at its core. These principles provide a strong foundation for learning and include:

- 1) Personalized Student Achievement Plan for all scholars,
- 2) High expectations for student achievement,
- 3) Safe and secure learning environment,
- 4) Integrated technology to advance achievement,
- 5) Collaborative relationships with parents and community members.

**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.*

**Goal 1: Leadership** By spring, 2020, STEAM Academy will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. \*Maximize our capacity to collaborate as a coordinated school system and instructional leaders.

**Goal 2: Assessment** By fall, 2020, teachers will be trained, and effectively use NWEA data to guide literacy instruction.

**Goal 3: Instruction** By spring, 2020, all teachers will implement grade appropriate literacy strategies based on data and driven by the SAWH curriculum. All K-3 teachers will participate in district provided curriculum training. They will be coached by the director of academics with additional support provided by the school data coach.

**Goal 4: Professional Development** By 2020, STEAM Academy will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

**Goal 5: Intervention** By 2021, STEAM Academy will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff. \*Expand our RTI model including successful interventions to all classrooms by 2021.

**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: Leadership** By spring, 2020, STEAM Academy will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. \*Maximize our capacity to collaborate as a coordinated school system and instructional leaders.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Write a comprehensive literacy plan for grades K-8	Implementation of District Literacy Plan by each classroom	Monitoring of District Literacy Plan
Timeline	February, 2020	Present to 2021	Present to 2021
Lead Person(s)	Head of School Director of Academics	Head of School Director of Academics	BLT
Resources Needed	Collaboration time, meeting space	Collaboration time, meeting space	time
Specifics of Implementation	The Literacy team will meet in order to discuss the literacy plan, collect information and create the reading achievement plan	Using grade level goals, school and grade level teams will implement strategies to meet common goals weekly using the OIP 5-Step process data tracking form. Literacy teams will meet a minimum of four times per year and send	BLT will support grade level and literacy teams, attend literacy meetings, respond to support needed, and collect measures of success. The team will also plan Literacy Meeting as needed to review progress and attain goals.

	Action Step 1	Action Step 2	Action Step 3
		measures of success to BLT quarterly. Training will be provided on the 5-Step process and analyzing student data. The 5-Step process is monitored by the BLT. Coaching and action steps are fluid between the TBTs and BLTs	Training will be provided at the beginning of the year and during a PLC day on the 5-Step process and analyzing student data. The 5-Step process will be monitored by the BLT. Coaching and action steps are fluid between the TBTs, BLTs.
Measure of Success	completed and submitted reading achievement plan	agendas, meeting dates and reported outcomes and state outcomes	collect data from grade-level and building teams, and state assessments
Check-in/Review Date	Completed and submitted reading achievement plan December 2019.	Quarterly	Quarterly

**Goal # 2 Action Map**

**Goal Statement: Assessment** By fall, 2020, teachers will be trained, and effectively use NWEA data to guide literacy instruction

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Create a comprehensive literacy assessment calendar.	Write and implement a grade level and school Literacy Assessment Plan.	Monitoring of completion of plan.
Timeline	Completed by December 2019.	Present - 2020	Present - 2020
Lead Person(s)	STEAM Academy Literacy subcommittee	Head of School Building Leadership Team	Building Leadership Team
Resources Needed	Collaboration time	Collaboration time	Time Literacy assessment data
Specifics of Implementation	The subcommittee will meet, collect information regarding current assessments utilizing data from 3 year trend and create assessment calendar.	Literacy Data Teams will meet a minimum of four times per year to articulate plan and send measures of success to Literacy Leadership Team quarterly. Teachers and building administrators will administer NWEA assessment three times a year (September, January, and May) to all students. Teachers and building administrators will administer state assessments as prescribed by the state to applicable students. Kindergarten teachers will administer the KRA to all kindergarten students within state	The Building Leadership Team will support grade level and building based Literacy Data Teams, attend literacy data meetings, and collect measures of success documentation. The team will also plan Literacy Data meetings as needed to review progress and attain stated goals

	Action Step 1	Action Step 2	Action Step 3
		required time lines. Teachers and building administrators will have data folders for each student that include results from grade-level appropriate assessments such as NWEA MAP and AIR state assessments. Teachers and students will have data walls to track NWEA MAP data three times a year	
Measure of Success	Document: District Assessment Calendar	agendas, data meeting dates, and reported outcomes through the Literacy assessments; district and state assessments data analysis	collected data from grade-level
Check-in/Review Date	January, 2020	Quarterly	Quarterly

### Goal # 3 Action Map

**Goal Statement:** Instruction By spring, 2020, all teachers will implement grade appropriate literacy strategies based on data and driven by the SAWH curriculum.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Ensure school curriculum is aligned to the OH Curriculum Frameworks for ELA and Literacy	Standardize literacy instruction K to 5 with explicit and systematic instruction of: Phonemic awareness, Phonics, Fluency, Vocab, Comprehension and Writing	Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice
Timeline	January 2020 – ongoing throughout 2021 school year	Begin in January, 2020 and ongoing through 2021	Begin in February 2020 and ongoing through 2021
Lead Person(s)	Director of Academics Literacy Team members	DoA Teachers Literacy coaches - SST 3	Classroom teachers, Coaches, SpEd Teachers, Title 1 Teachers, Title Coordinator
Resources Needed	OH Curriculum Framework, collaboration time, training	time for and facilitation of PD, consistent K-5 reading/writing materials	scope and sequence, professional development, differentiated materials, planning time
Specifics of Implementation	curriculum committee meetings, completion of curriculum maps, maps disseminated to all stakeholders for	provide at least a 120 minute block for core literacy instruction, provide PD to teachers in the five components of reading and	implement a systematic tiered model of instruction, provide PD opportunities on differentiated instruction and interventions

	Action Step 1	Action Step 2	Action Step 3
	implementation, collaboration and training – ESC (SST 3)	data driven instruction	
Measure of Success	standards are clearly visible, verbalized, and referenced to enhance student understanding of expectations	feedback from PD, student data from formative and summative assessments, observable evidence in classrooms (walk-through form with post-analysis and conference used as a coaching tool), an increase in student writing across all content area that reflects student knowledge and understanding of the content	student data, formative and summative assessments, student engagement, observable evidence in classrooms.
Check-in/Review Date	quarterly check-ins from January, 2020-2021	following professional development days; Quarterly 2020-2021	Quarterly Check-ins from September 2020-2021

#### Goal # 4 Action Map

**Goal Statement: Professional Development** By 2020, STEAM Academy will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement

#### Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Solicit PD needs and requests	Develop a catalog and calendar of PD Offerings	Implement and monitor a consistent cycle of PD based on the needs, especially, literacy needs
Timeline	January, 2020	May, 2020	2020-2021
Lead Person(s)	Head of School Director of Academics Members of BLT	Head of School Director of Academics Members of BLT	Head of School Director of Academics Members of BLT
Resources Needed	List of PD needs Time	Calendar Catalog Time Resources	Presenters PD budget Time
Specifics of Implementation	Head of School, Director of Academics and members of BLT will analyze data for trends and identify needs	Share calendar with stakeholders: Principals and building leaders, Write course offerings, Solicit providers – internal and external providers with stakeholders input, Assign PD courses	Collect data, reflect on and assess information to develop new cycle of PD based on the needs of teachers and school goals.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Completed list of PD needs Catalog	Catalog and calendar	· Changes in classroom instruction · Improved student achievement · Improved climate & culture in buildings
Check-in/Review Date	January, 2020	May, 2020	Quarterly, 2020-2021

**Goal # 5 Action Map**

**Goal Statement: Intervention** By 2021, STEAM Academy will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Identify current interventions used with students on Reading Improvement and Monitoring Plans (RIMPs)	Develop goals to provide intervention services for students on Reading Improvement and Monitoring Plans (RIMPs)	Maintain a professional development plan to train teachers and reading specialists on identified interventions for students on Reading Improvement and Monitoring Plans (RIMPs)
Timeline	December, 2019	January, 2020	May, 2020
Lead Person(s)	Head of School Director of Academics	Head of School Director of Academics Members of BLT	Head of School Director of Academics Members of BLT
Resources Needed	N/A	N/A	Training materials
Specifics of Implementation	Create spread sheet identifying current interventions used add position of Data Coach to monitor trends	BLT identify interventions to implement based on student need, increase oversight and accountability of DoA , create guidelines for entry and exit into tier 1, 2 or 3 of RTI, implement use of various data tracking tools such as MAP data walls, data folders, etc	Identify areas of need and provided training and support tailored to those specific areas with targeted coaching by director of academics.
Measure of Success	Develop spreadsheet identifying interventions	Crete a timeline and proposal for implementation.	Monitor use of interventions identified in RIMPs and analyze student data

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January, 2020	May, 2020	Annually for budgetary purposes.

## 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.*

**Assessment:** The district will collect data on all Kindergarten - 8 students following the assessment calendar.

**Reporting Methods:** The Literacy Leadership Team will provide monthly updates at STEAM's monthly BLT Meetings.

**Committee:** The Literacy Leadership Team will share its progress at staff meetings and professional development opportunities. It is the intention of the Literacy Team to share its progress using digital newsletters and the district's website. TBT meetings occur weekly (the five literacy components will be addressed at least once a month) and reports will be submitted to the BLT each week. The BLT will review each TBT's reports on a monthly basis.

## 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.*

**School Expectations for strategies to support all students:**

- \*120 minutes of core reading instruction daily
- \*Small group instruction \*Reduced Student/Teacher Ratios- class sizes are the average of 18:1
- \*Extended school day - classes are from 8am-4pm daily
- \*Direct phonics instruction given in grades K-3
- \*Students on Reading Improvement and Monitoring Plans are given individualized plans to meet each learner's individual's needs. \*NWEA MAP data is analyzed to determine core needs for instruction and tiered intervention in the areas of vocabulary acquisition and use, literature, and informational text, foundational skills, and language and writing.

**Evidenced-Based Strategies:**

The five major components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) are embedded within our research based curriculum which includes: (Within the parentheses below, each piece of curriculum is identified by its instructional purpose. (core, supplemental, and used with students on RIMPs)

**Phonics-** HMH Journeys and Connections (core, used with students on RIMPs), Readworks (supplemental, used with students on RIMPs), Learning without Tears' program Handwriting without Tears (core), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), and Edmentum's Exact Path/Study Island (supplemental, used with students on RIMPs).

**Phonemic Awareness-** Phonemic Awareness: Michael Heggerty, Ed. D, and Improving Morphemic Awareness, Sandra 4-8, (supplemental, used with students on RIMPs), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), and Edmentum's Exact Path/Study Island.

**Vocabulary-** Journeys and Connections (core, used with students on RIMPs) , Readworks , Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Exact Path/Study Island (supplemental, used with students on RIMPs), and Time for Kids (supplemental, used for students with RIMPs).

**Fluency-** - Journeys and Connections (core, used with students on RIMPs) & Readworks (supplemental, used with students on RIMPs), Time for Kids (supplemental, used for students with RIMPs).

**Comprehension-** - Journeys and Connections (core, used with students on RIMPs), Readworks (supplemental, used with students on RIMPs), and Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core) , Edmentum's Exact Path/Study Island (supplemental, used for students on RIMPs, and Time for Kids (supplemental, used for kids on RIMPs).

The below strategies will be used in classrooms to meet student's specific needs. These strategies include Marzano strategies which will support the growth of our students on reading improvement and monitoring plans.

**\*activating prior knowledge** - Students are unable to understand what they are reading without thinking about what they already know. Students will develop their schema (previous experiences, knowledge, emotions, and understanding) to understand how it has an effect on their learning. Students will be taught to use their schema to help develop their reading skills.

**\*questioning** - Teaching students to ask questions while reading will allow them to understand the text better. We will teach our students to ask questions before, during, and after reading. Our students will be taught to use questions to increase comprehension.

**\*making inferences**- Students will be taught to draw conclusions about what they read. Teaching students to make inferences will allow them to understand the deeper meaning of the text being read. We will teach students to take what they already know (schema) and combine it with what's in the text to form inferences about deeper meanings or ideas in the reading.

**\*visualizing** - Students will be taught to create mental images of what they read in the text. Research shows that when readers create mental images in their head while reading, the level of engagement increases.

**\*determining importance**- Students will be taught to determine the important information in the text. They will determine the purpose for reading the information, this will guide them in determining the important information. It will be important for students to filter the important from the non-important information. Determining this will allow students to better answer questions and comprehend the information

**\*summarize and synthesize information** - Students will be taught to sift through all of the information in a text to provide the most important ideas and a general idea of what was read. Students will be taught to take what was read and combine with previous knowledge. Students will then form their own opinion about the information read.

## 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.*

### **STEAM Academy Expectations:**

STEAM Academy will ensure the proposed strategies in the Literacy Action Plan are effective by: 1. Communicating consistently during TBT and BLT meetings using the OIP process, that literacy is a priority, Kindergarten-8, at each grade level and in all content areas every day. 2. Administrating of assessments such as the NWEA-MAP three times a year, Short Cycle assessments, and state mandated tests. 3. Implementation and monitoring of reading program and literacy strategies by professional development opportunities and monitoring through lesson plans and teacher learning walks. 4. Utilization of completed teacher surveys after professional development with analysis of the data to drive future professional development opportunities.

STEAM Academy will ensure the proposed strategies will show progress on the Reading Achievement Plan by having data teams analyze NWEA-MAP, Short Cycle assessments, and state testing results to ensure that reading strategies are showing progress.

STEAM Academy will ensure the proposed strategies will improve upon strategies utilized during the two prior consecutive school years by: 1. Evaluating staff schedules to maximize effective use of staff to achieve literacy goals by implementing change in these schedules. 2. Ensuring the sustainment and monitoring of the mandated reading program and literacy strategies that were implemented the last two consecutive years. 3. Analysis of NWEA-MAP, Short Cycle assessments, and state testing results. 4. Sustaining consistent building literacy teams and continuing literacy discussions as outlined in this plan by monitoring of TBTs and BLT notes and communications. 5. Will perform an annual needs-assessment to identify the schools target areas and goals needed and how they connect with current data trends. 6. Adult indicators linked to prior school years are examined annually when updating and adjusting action steps as indicated in the Reading Achievement Plans goals.



## 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.*

### **Supports:**

The leadership team of STEAM Academy will arrange for the necessary training, and resources for all new interventions and assessments as called for by the Literacy Action Plan.

The Director of Academics will conduct individual weekly academic conferences with each teacher in order to address their needs, to monitor their progress and to coach relevant staff members through the process of addressing any areas in need of refinement or reinforcing.

A professional development calendar will be developed to allow for grade level Literacy Team meetings and other needs as called for by the Literacy Action Plan.

Teachers were provided the opportunity to have a variety of different trainings including trainings in tiered interventions, the five major components of reading, individualized specific training from

Academic and curriculum coaches provide embedded training to teachers throughout the school year.

During TBTs and cross-curricular meetings, time to review strategies based on the five components of reading are completed and monitored.

Formal and informal conversations are encouraged among peers to get advice on strategies and improving practices within the classroom

## APPENDICES

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