

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the South Side 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' and a long, sweeping tail on the 'r'.

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

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For people who are deaf or hard of hearing,
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READING ACHIEVEMENT PLAN

DISTRICT NAME: South Side Academy

DISTRICT IRN: 012105

DISTRICT ADDRESS: 1400 Oak Hill Ave, Youngstown, OH 44507

PLAN COMPLETION DATE: 12/1/19

LEAD WRITERS:

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Lisa Davis, VP of School Operations

Danielle Artl, Curriculum & Instruction Director

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Angela Ringling	Kindergarten Teacher	South Side	aringling@southsideedu.org
Boles, Nickie	Instructional Aide	South Side	nboles@southsideedu.org
John Scarniench	Intervention Specialist	South Side	jscarniench@southsideedu.org
Groscost, Stephanie	Administrator	South Side	sgroscost@southsideedu.org
Cathy Long	Title I Teacher	South Side	clong@southsideedu.org
Sarah Walsh	4th/5th Grade ELA Teacher	South Side	swalsh@southsideedu.org
Teresa Miglioizzi	Middle School ELA Teacher	South Side	tmiglioizzi@southsideedu.org
Hunchuck, Kristine	Community Engagement Specialist	South Side	khunchuck@southsideedu.org

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

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

The RAP was developed by initially completing a comprehensive review and evaluation of all reading performance data available for our k-8th grade students. Based upon the data, the team then completed a needs assessment using the fishbone model, to determine root causes for the lack of data that supports foundational skill mastery and reading comprehension mastery. The team reviewed the RAP from the 2018-2019 school year and identified the program strengths and identified areas of weakness that must be addressed for the 2019-2020 RAP. The emphasis has been on assessing proper methodology, instructional practices, as well as curricular review while contrasting individual student performance metrics.

Based on the analysis of these findings, the team has developed focused instructional practices to address the deficiencies that have been identified. In order to implement the focused instructional practices, professional development will continue to be ongoing and based upon evidence-based strategies. The professional development will be aligned to the advancing the strengths and remediating the weaknesses as evidenced by walk-through and student data.

The primary responsibility for monitoring the action plan implementation is the school Principal with oversight from the Regional Director and the Director of Curriculum & Instruction (the DLT). Monitoring the plan and student achievement is an integral part of the Reading Achievement Plan and will be used to adapt both instructional strategies and ongoing professional development to meet the targets of the Achievement Plan. The monitoring will include student performance assessment, class assessments and classroom observations to ensure the instructional strategies and professional development are appropriately implemented. Early Literacy meetings will be conducted at least once per month in which the K-3 teachers, principal, and Director of Curriculum & Instruction meet to discuss current student data, instructional practices, and curriculum use. The meetings will be an open forum in which the team will discuss the goals set forth in the RAP and how they are progressing towards the goals with the action steps outlined in the plan.

The plan has been communicated to all instructional staff, parents and other stakeholders through informative meetings and written communication. Quarterly monitoring results of the plan's progress will be communicated in a similar manner, as well as, any changes or adaptations to the plan.

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.

The Reading Achievement Plan is in full alignment with the OIP School Improvement Plan goals and action steps. Much of the content in this reading achievement plan is also addressed in each student's RIMP plan as developed by the goals of the school as well as the staff's analysis of the student diagnostic results. The alignment of the RIMP and the OIP to this plan allows the school to focus on the main strategies which will lead to a more focused, goal-orientated plan for student academic progress. The Reading Achievement Plan's focus on data analysis, instructional enhancement and professional development of instructional staff will lead to an overall improvement in high quality instructional planning and delivery, and student academic results. The concentrated alignment with all school plans that includes a large focus on Early Literacy, will ensure that all stakeholders are focused on the same goals that will lead to overall student literacy proficiency.

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.***

Kindergarten Readiness Assessment (KRA) Data

School Year	% On-Track
15-16	0%
16-17	0%
17-18	41%
18-19	7%
19-20	7%

Based upon data collected from the current and prior school years, it is evident that students entering kindergarten are not demonstrating readiness as they lack the foundational skills that will help them in being successful in kindergarten and beyond. This is a large concern as the instructional staff will begin the school year remediating basic behavior, social, language, and literacy skills in order to move the students to demonstrating readiness for kindergarten. In addition, the teacher will also need to ensure that while they are remediating, they are also ensuring they are meeting the kindergarten standards that will allow them to be successful in future grade levels by moving the students to on-track status. With so many students entering kindergarten not on-track, a close analysis of the programs utilized for Tier 1 instruction will need to be analyzed for their effectiveness in moving students to learning standard mastery and on-track status.

K-3 Diagnostic Data – Percentage of On Track Students

Grade	Test Administered	2017-2018	2018-2019	2019-2020
Kindergarten	Star Early Literacy	0%	12%	7%
1 st	Star Early Literacy	18%	50%	35%
2 nd	Star Reading	18%	21%	21%
3 rd	Star Reading	10%	8%	42%

As evidenced by the data, there is a clear indication that students need more explicit and systematic instruction in foundational skills in reading in order to make progress in their language, word, and reading comprehension skills. Remediation and differentiation will be a large driver for ensuring lower level achievers are being provided with instruction that is aligned to their level and that is rigorous enough that will ensure their progress.

Data collected from the past four years indicate an average of 80.5% of students in grades K-3 remain off track (data collected from school report card “details of measure” from the Early Literacy Grade). This indicates that there is a definite need to address the deficiencies of our K-3rd grade students. Ensuring that they are mastering the foundational skills will help them to strengthen their reading abilities that will guarantee success in future years.

Those students taking the STAR Early Literacy test (k and 1st) will have a breakdown of foundational skills mastery on their diagnostic reports for each administration of the STAR test. It is clear that targeted professional development on

how to analyze the student test results will be critical in ensuring classroom instruction is tailored to meet the students' needs in regards to the early literacy components.

3rd-8th Grade ELA AIR Tests Results (% of indicators met)

Grade	2015-2016	2016-2017	2017-2018	2018-2019
3 rd	12.5%	41.2%	43.8%	27%
4 th	27.3%	21.4%	40%	50%
5 th	23.5%	7%	37.5%	44%
6 th	11.1%	14.3%	0%	15%
7 th	8.3%	15.8%	NC	21%
8 th	12.5%	8.3%	10%	NC

As indicated by the results of proficiency on the state mandated AIR test for English Language Arts, our students are falling behind in meeting the standards for proficiency. While they were some improvements in some grade levels, overall, there is a significant need to address literacy skills.

With an increase to 69.7 for the 18-19 performance index and an overall score of a “B” for gap closing, the school is making improvements, but of a more concerning data point is that the school is still earning an “F” in the Early Literacy Component. The school is falling short of addresses the achievement gaps in our foundational grades, which is such an important factor for future readiness and success in literacy.

With a large portion of our students testing at the limited proficiency level, a deeper analysis of the curriculum alignment to the learning standards will be necessary, as well as an analysis of the programs being used for Tier 1 and 2 instruction. In addition, a focused and systematic process for short-cycle assessments will assist in targeting and differentiating instruction based upon the progress monitoring data after gathered after administration of the short-cycle assessments.

2018-2019 Off Track to On Track Results:

For the 18-19 school year, the school had a goal of moving 50% of students from Off Track to On Track from Fall of 18 to Spring of 19. The table below shows their results:

South Side Academy										
Grade	Total Students		Moved to On	Stayed On	Moved to Off from On	Stayed Off		% Moved to On	% Stayed on	% On Track by End of Year
K	15		14	1	0	0		93%	6%	100%
1	11		4	6	0	1		36%	54%	90%
2	18		1	1	2	14		5%	5%	10%
3	22		1	0	2	19		4%	0%	4%

As the data indicates, the K-3 team had only kindergarten reach the goal of moving at least 50% of students move from off-track to on-track. While 1st grade only had 36% of students move to on-track, 54% of the students in the class were already on-track at the beginning of the school year. The statistics that are of the most concern are those for 2nd and 3rd grade. Both grade levels had ineffective teachers that were provided with on-site coaching and feedback and professional development, but was not successful due to the teachers' ability levels. Using the information provided in the school's Educator Equity Plan, the school will utilize the strategies and action steps aligned in the Educator Equity Plan to address teacher retention issues that are affecting our students' and overall building success as the Kindergarten and 1st grade teacher from 18-19 are no longer teaching at South Side.

2018-2019 1.2 Years' Worth of Growth

An additional goal for the K-3 students was to close the learning gap and achieve 1.2 years' worth of growth. The chart below shows their results:

South Side				
	# Met 1.2 Growth Goal	# Not Met 1.2 Growth Goal	% Met	Avg Class Growth (in yrs)
K	10	5	67%	1.2
1	9	2	82%	1.6
2	1	16	6%	0.3
3	8	13	38%	0.8
4	3	8	27%	0.8
5	6	13	32%	0.9

As the data again indicates, only the kindergarten and 1st grade students were able to achieve the goal from the 18-19 RAP. With staffing changes for the entire K-3 team in the 19-20 school year, we expect different results from last year.

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.

After conducting a root cause analysis for the factors influencing the low reading achievement in our K-8 grade students, the team identified five factors that are the largest issues: Inexperienced teachers, lack of systematic assessment practices, poor teacher preparation in foundational skills instruction, lack of evidence-based curriculum/programs and resources, and a need for additional and continuous professional development.

Inexperienced Teachers: Community schools, in general, have a difficult time hiring teachers that are highly qualified as well as experienced in their content areas. This holds true for South Side Academy. While we ensure that our teachers are highly qualified, most of our teachers come to us as recent college graduates with minimal experience in urban districts with a lack of knowledge in teaching foundational literacy. A lack of consistency then exists within and across grade levels which in turn, leads to gaps in teaching reliability and structure across the k-3 grade bands. This inherently effects the progress of our students. In recent years, the school has struggled to maintain a consistent K-3 staff that will assist in creating consistency.

Assessment Practices: Phonemic Awareness assessments are given to our Kindergarten and 1st grade students, and fluency assessments are given to students in grades K-5, but we recognize that a more consistent and structured plan for short-cycle assessments that includes phonics, vocabulary, and reading comprehension is critical in ensuring students are meeting grade-level benchmarks. Also, utilizing the data from the assessments is important in identifying and addressing weaknesses and gaps. Teachers are not fluent in collecting, analyzing, and applying data results to drive instruction and meet the needs of individual students.

Teacher Preparation: After analyzing the data and conferencing with the RAP Team, it was indicated that teachers are often unprepared to teach the five foundational skills in their literacy block. This can stem from lack of training in their college programs, lack of professional development provided by the school, as well as not effectively preparing the materials necessary to successfully teach these skills, most noticeably, phonics.

Evidence-Based Program/Curriculum: An evidence based phonics curriculum is still in need for the k-3. While the school did receive and implement Super Kids for Phonics, it was not found to be effective in our classrooms as there was not the expected increase in phonics fluency on a quarterly basis. We recognize the need to implement a systematic and explicit phonics program as well as an evidence-based reading comprehension program that aligns to the learning standards.

Professional Development: A root cause that the team found to be a large indicator of student and teacher achievement was professional development. Additional professional development, namely in phonics, vocabulary, and reading comprehension, as well as continuous professional development in these areas is of a high focus. Too many times, a program is implemented without effective professional development for the teachers and it is not routine – a more continuous cycle of professional development is needed to ensure that the teachers are growing in their knowledge and implementation of the program. Rigorous professional development in instructional practices to ensure mastery in the foundational skills is needed throughout the school year in order to realize progress for our students. With a more transient staffing issue, the school will continue to provide professional development to ensure continuity with the programs being implemented in the classroom and to ensure no gaps are occurring in lesson delivery in the foundational skills.

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](#).

A Vision for Literacy

Our mission at Southside Academy is to create a community in which reading, writing, speaking, listening, and thinking serve as the foundation for life-long learning.

Learning to read and write is one of life's most important achievements. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future economic success and a rewarding life. Therefore, as educators, we must commit to ensure that every child is achieving in all essential areas that comprise the foundations of literacy mastery.

To ensure quality learning for all young children, all teachers need a foundational knowledge about literacy learning, and they need to apply that knowledge with sensitivity and skill in daily reading and writing instruction. A focused concentration on evidence-based practice, and a blend of direct instruction and small group learning will lead to instructional effectiveness and student mastery.

The principal's challenge is to ensure that teachers have knowledge of current literacy best practices and access to the tools and resources needed to incorporate them. They need to have a working knowledge of literacy and the latest research findings about learning. The principal needs to ensure a high quality instructional system (K-5) supported by strong literacy frameworks, that is systematic and explicit. This includes the opportunity for peer coaching, classroom visitations, and video reviews, professional development, and an increased focus on literacy mastery in the classroom with an emphasis on the Simple View of Reading (Gough and Tunmer, 1986).

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

60% of students scoring off-track in grades K-3 will move from Off-Track to On-Track status from Fall of 2019 to Spring of 2020 using the 40th percentile from the STAR Assessment as the on-track benchmark.

Goal 2

In the spring of 2020, 80% of students in Kindergarten and grade 1 will meet or exceed targets in the 76 – 100 subdomain score range for Phonics and Phonemic Awareness as measured by STARs early literacy report (Score Distribution Report) for phonemic awareness and phonics.

Goal 3

In the spring of 2020, 50% of students in grades K- 3rd grade will have obtained 1.2 years' worth of growth as measured by the grade equivalency data point on the STAR.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # 1 Action Map

Goal Statement: 60% of students scoring off-track in grades k-3 will move from off track to on track status from Fall of 2019 to Spring of 2020 using the 40th percentile (from STAR Assessment) as the on-track benchmark.

Evidence-Based Strategy or Strategies: Explicit Instruction using Gradual Release Model for Foundational Skills Literacy

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The school will continue to use the EEI/Gradual Release method of instructional planning and delivery.	Teacher-Based-Teams will be fully implemented weekly to facilitate data discussions and instructional planning to ensure student progress and mastery of learning standards.	On-going Professional Development aligned to teacher walk-throughs, student data, evidence based strategies to support the foundational skill classroom.
Timeline	August 2019 – Ongoing	August 2019 – Ongoing	August 2019 – Ongoing
Lead Person(s)	Principal	Principal, Teacher Leaders	Principal, Curriculum & Instruction Director, Principal, local SST/ESC
Resources Needed	Professional Development for training teachers in EEI/Gradual Release Ohio's Learning Standards McGraw Hill Wonders Curriculum Professional Development on Higher-Order Thinking Skills (Blooms) and instructional practices	Professional Development on TBT's PD on deconstructing standards, testing blueprints, and short cycle assessments PD on analyzing data and using data to make informed instructional decisions	Early Literacy Programs Phonemic Awareness resources Phonics Program and resources – Fountas and Pinnell Training Calendar (SST/ESC)
Specifics of Implementation	Prof. Development given by Director of Curriculum & Instruction Administrator will: 1. Ensure teachers have adequate planning time allocated to planning high quality lessons 2. Conduct formal and informal observations and walk-throughs focusing on instructional delivery 3. Provide ongoing feedback (written and verbal) 4. Provide coaching to 1 st and 2 nd year teachers and those new to the EEI instructional method. 5. PD on effective explicit instruction with student supports and differentiation 6. Short-Cycle Assessments for standards mastery - Provide PD on creating short-cycle assessments, and collecting, organizing, and analyzing data, as well as	Prof. Development given by Director of Curriculum and Instruction on testing blueprints, deconstructing standards, and short cycle assessments (August 2019 Administrator will: 1. Provide ongoing TBT training as well as attend TBT meetings 2. Monitor the fidelity of the 5-step process 3. Provide consistent feedback and training on data targets and student growth measures 4. Monitor data discussions and deconstruction of standards in TBT meetings and address achievement and growth in getting past opinion through use of data and evidence-based practices. Teachers will: 1. Create short-cycle assessments based upon learning standards.	Professional Development on Phonics and Phonemic Awareness given by Director of Curriculum and Instruction (August 2019 initial training) Principal will: 1. Weekly walk-throughs to analyze effectiveness of implementation 2. Provide PD on how to utilize data to address gaps in student learning, as well as gaps in teacher lesson delivery using explicit instruction and Ph.Awareness and Phonics program. Provide PD on reading strategies that promote student comprehension and retention. 3. Provide consistent feedback on instructional strategies utilized in the classroom. 4. Ensure each classroom is equipped with the necessary curricula that supports the successful implementation of a reading system.

	Action Step 1	Action Step 2	Action Step 3
	<p>how to implement use of data into instruction and small groups.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Assess, plan, teach, assess, and then adjust and remediate. 2. Utilize STAR data to drive instruction and to provide intensive remediation as necessary. Utilize data to organize small groups and tailor instruction to meet gaps in student learning. 3. Create and analyze short-cycle assessments in TBT meetings. 	<ol style="list-style-type: none"> 2. Collect data on student achievement from assessments 3. Create a classroom data board in which students take accountability over their progress 4. Communicate w/students one-on-one about data and discuss goals for next administration of assessment 5. Collaborate and incorporate a variety of differentiation strategies to address diversity in student mastery and achievement levels 	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Explicitly model and teach the strategies presented 2. Incorporate a variety of skills that allows each student to be successful by engaging the student in hands-on materials and activities that strengthen both language and reading comprehension and decoding. 3. Embed daily vocabulary instruction into daily lessons 4. Implement a variety of differentiated techniques to address weaknesses in Decoding and Language Comprehension by using the Simple View of Reading methodology.
Measure of Success	<p>State/Federal mandated test results</p> <p>STAR Assessments</p> <p>Informal and Formal Observations</p> <p>Lesson plans/Walkthroughs</p> <p>Progress Monitoring Spreadsheet to assess student progress on standards mastery using short-cycle assessments</p>	<p>Lesson Plans/Walkthroughs</p> <p>Progress Monitoring results</p> <p>Data Walk Throughs</p> <p>TBT Progress notes</p> <p>STAR Data</p>	<p>Progress Monitoring Results</p> <p>Classroom observations/walk-throughs</p> <p>Decoding Surveys</p> <p>Phonemic Awareness assessment results</p> <p>STAR Data</p> <p>Teacher Interviews</p>
Check-in/Review Date	<p>Quarterly</p> <p>Short-Cycle Assessments = Biweekly</p>	<p>Quarterly</p>	<p>Monthly</p>

Goal # 2 Action Map

Goal Statement: In the spring of 2019, 80% of students in Kindergarten and grade 1 will meet or exceed targets in the 76 – 100 subdomain score range for Phonics and Phonemic Awareness as measured by STARs early literacy report (Score Distribution Report) for phonemic awareness and phonics.

Evidence-Based Strategy or Strategies: Fountas and Pinnell, Heggerty curriculum supplements using Explicit Instruction techniques using research by Anita Archer.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Teach students academic language skills, implementing the use of daily vocabulary instruction</p>	<p>Develop awareness of the segments of sounds and speech and how they link to letters</p>	<p>Using a high-quality phonemic awareness and phonics curriculum and resources, students will be placed in flexibly skill groups to increase mastery and progression</p>
Timeline	<p>December 2019– Ongoing</p>	<p>December 2018 – Ongoing</p>	<p>December 2018 – Ongoing</p>
Lead Person(s)	<p>Principal, Teacher Leader</p>	<p>Principal, Teacher Leader</p>	<p>Principal, Teacher Leader</p>
Resources Needed	<p>Professional Development on Vocabulary Instruction – based upon Marzano’s strategies and research/techniques by Anita Archer</p>	<p>Training on analyzing Early Literacy data</p> <p>Early Literacy STAR data results</p> <p>Formal/Informal assessments</p> <p>Decoding Surveys</p>	<p>PD on Phonics and Phonemic Awareness instruction and best practices utilizing the Fountas and Pinnell Reading Program</p>

	Action Step 1	Action Step 2	Action Step 3
	Formal and Informal Classroom Assessments for vocabulary retention	Phonics and Phonemic Awareness Programs	Early Literacy STAR data results Decoding Surveys Phonemic Awareness Assessments
Specifics of Implementation	Teachers will: 1. Utilize assessment tools to frequently restructure skill groups 2. Engage students in conversations that support the use of academic vocabulary 3. Implement best practices of vocabulary instructions using Marzano’s strategies 4. Explicitly engage students in vocabulary instruction 5. Incorporate a variety of differentiation strategies and techniques in order to address the differences in vocabulary proficiency	Teachers will: 1. Explicitly teach students to recognize and manipulate segments of sound in speech. 2. Explicitly teach students letter-sound relations. 3. Use word building activities and other activities to link students’ knowledge of letter-sound relationships with phonemic awareness. 4. Incorporate a variety of differentiation strategies and techniques in order to address the differences in students’ abilities to decode and manipulate sounds.	Director of Curriculum & Instruction will research and implement phonics program and provide necessary training. Principal will: 1. Observe teachers on a weekly basis during literacy block – provide constructive feedback to ensure programs are implemented w/fidelity and includes rigorous instruction Teachers will: 1. Integrate complexity, breadth, and depth in content, process, and product. 2. Utilize a variety of levels of questioning and activities using depth of knowledge in all flexible groups. 3. Use auditory, visual, tactile, and kinesthetic representations to teach phonemic awareness. 4. Access high-quality professional learning to use phonological awareness and phonics curriculum resources with fidelity 5. Implement the use of the Superkids Reading Program to enhance students mastery of foundational skills 6. Teachers will continue to use the Heggerty Phonemic Awareness Curriculum (15 minutes per day).
Measure of Success	Lesson plans Walkthroughs, informal and formal observations Progress monitoring results (STARS and Decoding Surveys) Weekly TBT Minutes	Weekly TBT minutes Walkthroughs, informal and formal observations Progress monitoring (STARS and decoding surveys)	Training and Evaluation data Teacher and student interviews STAR data and Decoding Surveys STAR data results Observations of students during phonics and phonemic awareness instruction (level of engagement, ability to manipulate materials and produce letter sounds and names by using them)
Check-in/Review Date	Quarterly	Quarterly	Monthly

Goal # 3 Action Map

Goal Statement: In the spring of 2020, 50% of students in grades K- 3rd grade will have obtained 1.2 years' worth of growth as measured by the grade equivalency data point on the STAR.

Evidence-Based Strategy or Strategies: Explicit Instruction using Fountas and Pinnell Phonics program for students in grades k-3 and reading comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize words	Ensure that students read connected text every day to support accuracy, fluency, comprehension, and vocabulary.	Students will be placed in flexible skill groups with an increase in the level of rigor that will allow them to master the pace and skills that are congruent to their needs with a focus on words and connected text
Timeline	September 2019 – Ongoing	December 2019 – Ongoing	December 2018 – Ongoing
Lead Person(s)	K-3 rd Grade Teachers	K-3 rd Grade Teachers	K-3 rd Grade Teachers
Resources Needed	STAR data Formal/informal assessments Phonics Program Phonics Surveys	STAR data Formal/Informal Assessments Marzano's Vocabulary Strategies Phonics Program Connected Text Passages Training on fluency w/connected text	STAR data Formal/Informal Assessments Phonics/Phonemic Awareness Programs Connected Text passages Implementation of Marzano's vocabulary strategies
Specifics of Implementation	<p>Teachers will: Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce recognizable pronunciation Instruct students in common sound-spelling patterns Teach students to recognize common word parts Have students read decodable words in isolation and in text Teach regular and irregular high-frequency words that that students can recognize them efficiently Introduce non-decodable words that are essential to the meaning of the text as whole words.</p> <p>Principal will: Conduct daily walk-throughs of each K-3rd grade classroom during reading block</p>	<p>Teachers will: Apply practices that focus on automaticity at the letter, word, and text level in order to reduce the readers' cognitive load and increase reading comprehension Employ the use of timed repeated readings (at least 3 times per week) Graph and analyze the data with the addition of individual student conferences As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification Teach students to self-monitor their understanding of the text and to self-correct word reading errors Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression</p> <p>Principal will:</p>	<p>Teachers will: Integrate complexity, breadth and depth in content, process, and product. Utilize a variety of levels of questioning and activities using depth of knowledge in all flexible groupings Use auditory, visual, tactile, and kinesthetic representations to teach words and connected text Incorporate a variety of differentiation strategies and techniques in order to address the differences in student learning and to address students' preferred learning styles.</p> <p>Principal will: Provide ongoing Professional Development tailored to differentiation techniques and strategies Review lesson plans and delivery to ensure questioning and activities include higher-order thinking skills</p>

	Action Step 1	Action Step 2	Action Step 3
		Conduct Professional Development on data tracking and using data to drive instruction	
Measure of Success	Lesson plans Walkthroughs and Observations Progress monitoring results using STARS and decoding and phonemic awareness assessments) Students gains Weekly TBT meetings	TBT meeting minutes Walkthroughs and observations Progress monitoring results using STARS	Walkthroughs and observations Progress monitoring results using STAR assessments and classroom assessments
Check-in/Review Date	Monthly	Monthly	Monthly

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.

Monitoring progress is a critical component for ensuring that the goals outlined in this plan are implemented effectively, competently, and with fidelity. When the school makes student learning the ultimate test of teaching, teaching improves to produce better learning. The basic question: are our students learning? Is going to drive the initiative for establishing a high quality of instruction with a concentrated focus on the amount of instruction as well as what is being taught. In addition, a centralized focus on Ohio's Learning Standards, and the correct alignment of curricula resources that support student development in the targeted areas will ensure that the goals of this plan are met and exceeded.

Four key principles are essential in the evaluation of progress:

- **Assessment:** Implementing rigorous assessments that provide meaningful data.
- **Analysis:** Examining the results of assessments to identify the causes of both strengths and shortcomings.
- **Action:** Teaching effectively what students most need to learn.
- **Culture:** Creating an environment in which data-driven instruction can thrive.

These four key principals will serve as the core to monitoring progress and ensuring the correct data is being monitored, measured, and reported.

Classroom Walkthroughs – The Principal will conduct daily and/or weekly classroom visits to observe formative instructional practices and pedagogical strategies which align with the goal of increasing literacy. Teachers would be expected to have flexible groupings based on assessment data, and implement various ways to check for understanding during the lesson delivery. The purpose of walk-throughs is that classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the school has adopted. For example, the principal might want to know whether teachers are able to put into practice the phonics and phonemic awareness system that is being implemented. In theory, before visiting classrooms, observers decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences. The goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

On Site Coaching and Mentoring – The Principal and Curriculum & Instruction Director will attend 100% of TBT Meetings to ensure fidelity in the process and to assist in modeling HOW a TBT meeting should be conducted and

how to analyze data to make data driven decisions. In addition to weekly walk-throughs, all teachers will receive tailored feedback and goals that address the weaknesses found to exist in the classroom. This will ensure each teacher is provided with coaching that is aligned to their needs in their instruction. Classroom observations will be conducted for a minimum of 30 minutes for each K-3 teacher each week, and the observations will be conducted during the ELA block to ensure all programs and practices are being implemented and they are rigorous in their delivery of instruction.

Instructional Delivery – Teachers will use the Essential Effective Elements of Instruction (EEEI) as a model of instruction which includes the following: anticipatory set, objective, purpose, input, modeling, guided practice, checking for understanding (ongoing), closure and independent practice. This model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teacher and students, to independent practice and application by the learner. This method of lesson presentation allows accountability of the student to take ownership over their learning. This method also provides the teacher with an effective manner in which to scaffold student learning while also facilitating small group instruction during independent practice for students displaying weaknesses in the Big Ideas of Reading.

Diagnostic Testing – Diagnostic testing provides the teachers and school personnel with in-depth information about a student's strengths and weaknesses in key skill areas. These assessments serve as a follow-up for gathering additional data for planning instruction for students who struggle with a specified reading skill. The district will administer the STAR Reading Test three times per school year. Teachers and school personnel will analyze the data to drive instruction and to analyze areas in which the most intensive remediation is needed.

Formative Assessments/Analysis of Data – Interim assessments will be utilized to determine the progress in closing the achievement gap, addressing the reading trajectory gaps, and determining the specificity of reading deficits. These interim assessments will drive unit planning, lesson planning, teaching, in-the-moment assessment and follow-up, and finally improved year-end results. The STAR assessment measures not only fluency, decoding, and basic comprehension, but also provides measurement data in skill sets within each sub-domain of reading. This type of data provides each teacher with the student score ranges and areas that the student needs the most work in. This assessment data will also be used to identify trends for the purpose of reviewing and re-teaching.

Oral Reading Fluency – STARS Data – Beginning in 2nd grade, students will be assessed on their reading fluency ensuring that accuracy, automaticity, and prosody are all being measured. A systematic practice of assessing fluency based upon diagraph sounds, words with blends and digraphs, and moving to multisyllabic words in connected text will allow for a progressive approach in graphing student progress and addressing deficiencies in decoding. Timed repeated readings will be utilized a minimum of three times per week in which the student previews the material to be read, teacher and student review student graph and set goal for the session, the student reads for 1 minute and the instructor listens and records. After the student has completed the reading, the teacher provides constructive feedback, calculates score, and graphs data. These running records will serve as an indicator as to an individual student's growth.

Teacher-Based Team-Meetings - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework that will be utilized by the school. Fidelity to the 5-step process is essential in moving forward with explicit expectations for adults regarding instruction that benefits students. Teacher-based Team-Meetings will be utilized for most, if not all, of the goals that have been established in this plan, as instruction and student data results are of a critical importance of identifying, collecting, analyzing and effectively using relevant data to identify student weaknesses and differentiated learning needs. The TBT meetings will address the importance of disaggregating data by subgroup to understand and address gaps between students based on race, poverty, and identified disability. Data discussed at the TBT meetings will be used to continuously monitor student progress against performance targets and school goals, strategies, and actions.

Decoding Surveys – Decoding surveys will be utilized in grades 1st through 3rd grade to detect when students are having word-level reading difficulties, and pinpoint their specific decoding weaknesses. The best solution to the problem of reading failure is to allocate resources for early identification and prevention (Torgesen, 1998). With this in mind, the school is prepared to implement preventive efforts in order to ensure that students in kindergarten and 1st

grade are making progress and maintain normal growth. The routine administration of the decoding surveys will help to identify students who need the extra help before they realize failure.

Phonemic Awareness Assessments – Phonemic Awareness will be taught in each K-3rd grade classroom using the Heggerty, “The Skills that they Need to Help Them Succeed” program. Phonemic Awareness assessments will be given on a quarterly timeline, and interventions will be provided to those students who are not making the expected gains for their grade level, which may include Tier 2 services. Curriculum implementation aides will be utilized to ensure that teachers are implementing the program with fidelity and strategies that will ensure student mastery and growth in Phonemic Awareness.

Lesson Plans – The principal will evaluate teacher lesson plans on a weekly basis to ensure that data is used to inform instruction. The lesson plans should also indicate the students assigned to flexible groups and the targeted areas of focus. Feedback from the principal will be notated in lesson plans to ensure that teachers are cognizant of the expectations. Through classroom observations, implementation of the feedback will be observed and expanded upon.

Professional Development – Principals and teachers will participate in professional development opportunities on a quarterly basis which will focus on data analysis and formative instructional practices through Battelle for Kids and other modes of workshops. In addition, Principals and lead teachers will be participating in focused professional development to ensure the strategies will be implemented within their buildings with fidelity. A strong emphasis and professional development on The Simple View of Reading will be presented to the staff so that the staff is educated and more cognizant about the formula and its implications for future student success and failure based upon the student’s personal variables in regards to their decoding and language comprehension skills. Professional development is a critical component for training the k-3 staff on the Phonemic Awareness and Phonics program that will be implemented into the reading system. Since a phonics and phonemic awareness must follow a specified sequence, the proper and rigorous training of the staff will be essential in ensuring the reading system is being implemented with fidelity. Principal will seek out training opportunities from the local State Support Team in regards to Phonics, Phonemic Awareness, and vocabulary to ensure teachers are being provided with rigorous training in these areas.

Engaging Stakeholders – Parents will be notified students’ reading goals during parent-teacher conferences. Parents will be notified of student progress through interim reports sent home. Reports will be required to be signed and submitted to teachers. Parents will be encouraged to support their students through positive feedback. Literacy Nights and other events centered upon fluency in reading and comprehension will be implemented throughout the school year to increase parent knowledge and engagement in their child’s reading skills and to teach our parents how they can assist in helping their child at home to be better readers.

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.

Based upon our diagnostic and interim testing data, as well as formal and informal testing data, our K-3 students are lacking the fundamentals in foundational skills as well as a lesson delivery framework that will deliver the best form of rigorous instruction. With a concentrated plan designed around rigorous instructional practices and explicit instruction, and strategies for implementing foundational skills literacy, our K-3 students will make continued progress to ensure that they are mastering these essential skills. With the addition of Fountas and Pinnell for Phonics to ensure consistency in lesson delivery for phonics instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and mastery in phonics skills. Using Scarborough's research to spearhead our literacy initiatives, we recognize that word recognition and its components needs to be at the forefront of our literacy program in order to make gains in language comprehension, and together, to make improvements in our K-3 students' reading comprehension skills. Many of our students have Reading and Improvement Monitoring Plans that have phonics as a component in which students need additional support, therefore, the phonics program will ensure that these additional supports are being met and that the students are receiving supplemental differentiation to master word recognition to help support their language comprehension.

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

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

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

The implementation of the Fountas and Pinnell Phonics Program will equip our teachers with a systematic and explicit program for the teaching of phonics. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K-3 literacy block, students will have daily phonics instruction for at least 25-30 minutes that will be essential in moving our students forward in their letter sound and letter and word recognition skills. The program lacked a significant program that would provide our students with the essential instruction necessary to become proficient in phonics, thus leading to ready readers and success in future grades.

As needed, teachers will differentiate their instruction based upon phonics assessments, and students will also be progress monitored as to their individual gains in phonics. The interactive games that are provided with the reading program will also provide teachers with data as to how well their students are mastering the skills. Data meetings for the K-3 team, as well as building administrator, will assist in providing the teachers with data analysis strategies and tools that will allow the teachers to design activities tailored towards student mastery. These data meetings will ensure that the teachers are using student data to drive instruction and to progress monitor the success of each individual student. Typically, in previous years, Teacher-Based Team-Meetings have served as the driver in data based instruction, but knowing that our teachers need more time with each other to strategize and meet as professionals to analyze specific data aligned to foundational skills literacy, the data meetings have been created and initiated moving forward. This allows the teachers to focus on specific student achievement in order to align instruction to assist in ensuring rigorous student improvement. Teachers will have the opportunity during this time to work towards assembling or adjusting flexible skills groups using the progress monitoring data collected.

With the new understanding of the importance of the three tiers of vocabulary, our teachers will begin to direct teach vocabulary in their literacy block. Based upon diagnostic results, it is evident that our students are entering kindergarten with minimal exposure to rich vocabulary, and our students in grades 1st-3rd are not retaining and mastering Tier 1 and 2 vocabulary. Using Marzano's six-step process for teaching academic vocabulary, and Anita Archer's lesson delivery framework, teachers will have a procedure for teaching vocabulary for Tier 1 and 2 vocabulary. This will assist our students in developing their language and vocabulary skills that will in turn,

ensure that they are making grade-level progress in their language comprehension. Combined with word recognition and a more powered approach to the teaching of vocabulary, our students will make the gains needed in reading comprehension. Prior to this reading plan, teachers were not focusing a portion of their reading instruction on the teaching of vocabulary. With the addition of this critical component, our students will begin the process of understanding and mastering critical academic vocabulary that will assist in overall reading comprehension.

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.

Professional Development Plan

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

To ensure that K-3 teachers are provided with opportunities that encourage collaboration and the sharing of resources while practicing learned strategies, a few of the professional development training sessions will take place throughout the school year to serve as more mini-lesson pd's. For example, the use of implementing higher-order thinking skills through the use of Blooms Taxonomy training (all K-8 teachers), Deconstructing Standards training (all K-8 teachers), and instructional practices for teaching phonics and phonemic awareness (K-3 teachers) will all be provided through sustained professional development. These trainings will be held once per academic quarter, by the Director of Curriculum & Instruction and the building administrator, and will allow for the sharing of resources and strategies across grade-level bands.

Intensive: Focused on a discreet concept, practice or program.

The foundation for lesson delivery is Essential Elements of Effective Instruction, also known as the Gradual Release Model (or explicit instruction). Training for this practice is delivered prior to August of the new school year, and is also provided to new teachers that are hired once the school year starts. This training, provided by the Curriculum & Instruction Director, encompasses 3-days and includes time for teacher practice and lesson planning. This professional development is provided to all instructional staff at the school.

In addition, the implementation and training of Short-Cycle Assessments will be given to all instructional staff in August of 2019 and will continue to be reviewed during TBT meetings to ensure that correct implementation and analysis of student results. Short-Cycle Assessments will be utilized to track standards mastery progress of the students and to allow for grade-bands and different content areas to collaborate on common literacy standards.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

The implementation of Data Meetings for grades K-3 will involve K-3 teachers and the building administrator, and will focus solely on looking at student data to ensure foundational skills mastery. These data meetings will also serve as a collaborative time to discuss trends across grade-levels, strengths and areas of need experienced with the phonics program, and logistics relating to the literacy block. The data meetings will also allow for teachers to demonstrate their understanding of word recognition practices and strategies that assist in student proficiency.

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

The professional development training sessions that are job-embedded consist of all of the training events that we have and will implement at South Side Academy. All professional development is tailored towards effective instructional practices that will ensure student growth and mastery and can be immediately applied to the classroom.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

The K-3 Data Meetings are data driven and allow the teachers to discuss real-time data and develop strategies on how they will address individual student results.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

The professional development for the Essential Elements of Instruction is the main driver for instructionally-focused professional development. Ongoing training, observations, and feedback are provided on a weekly basis by the building administrator and Curriculum & Instruction Director, including the review of lesson plans as well as lesson delivery.

APPENDICES

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