May 21, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:
- The plan describes classroom walkthroughs to support classroom instruction.
- The plan utilizes the Ohio Improvement Process as a structure for teacher-based team meetings. This illustrates district plan alignment.

This plan will benefit from:
- Connecting the evidence-based strategies of your Reading Achievement Plan with your action plan map.
- Reviewing Institute of Education Sciences (IES) practice guides and other resources to enhance the understanding of evidence-based strategies within the instructional framework.
- Considering the completion of the Reading Tiered Fidelity Inventory to establish a Multi-Tiered System of Support that addresses the literacy needs of all students.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Southwest Preparatory School

DISTRICT IRN: 016850

DISTRICT ADDRESS: 5555 Little Flower Ave., Cincinnati, Ohio 45239

PLAN COMPLETION DATE: December 20, 2019

LEAD WRITERS:

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Zena Vaughn, Principal, Southwest Preparatory School

Heather Horrocks, K-1 Teacher

CONTENTS

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Karl Perkins	Vice President of Operations	5555 Little Flower Ave Cincinnati, OH 45239	kperkins@edempowerment.com
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Given the need to increase reading achievement, a team of administrators and one teacher were tasked with developing a clear plan of action. Great care was taken in reviewing data and students' academic deficiencies, so that our plan would effectively address students' needs, as well as targeted professional development for teachers. The DLT monitors the reading plan by conducting weekly walkthroughs, reviewing MAP data, and conducting monthly academic team meetings.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

The Southwest Preparatory School Reading Achievement Plan aligns with our school turnaround efforts which is to improve academic achievement overall and to get students reading on track by the third grade. Southwest Preparatory School has adopted the Ohio Improvement Process OIP model and Universal Design for Learning Framework (UDL) to assist with our school turnaround efforts. Within the OIP process we utilize the 5-Step process during our TBT and BLT meetings to analyze data.

We will utilize this process to address our reading achievement plan to make sure we are implementing the plan with fidelity. All decisions made within the Reading Achievement Plan and School Improvement Plan are based on data, and encourage teachers to use multiple data points as they move through the school year. Other ways that growth and learning are encouraged are by providing students with low-level high-interest books. Because we are a data-driven school, using testing data, RIMPs will be created for K-3 students who do not meet the on-track fall MAP requirement.

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

Kindergarten Readiness Assessment

The 2019-2020 School Year Kindergarten Readiness Data:

259 average out of 7 kindergarteners tested in the "Language and Literacy" section, which is "Approaching Readiness".

iReady Diagnostic Data

K-3 evidences 75% of K-3 students needing intervention in Comprehension: Informational Text, Comprehension: Literature and Vocabulary.

2019-2020: K-3 Reading MAP Data (Off Track)

Kindergarten	17%
1st grade	85%
2nd grade	75%
3rd grade	88%

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.

Factors contributing to low reading achievement at SWOP:

o   Ineffective instructional practices

o   Lack of habitual progress monitoring

o   Lack of ongoing, targeted professional development

o   Lack of implementation of data driven instruction

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Vision- To create a culture of high expectations for scholars by providing a college preparatory education, relevant curricula, and a focus on reading achievement. All students are expected to grow 1.5 years in reading. It is also our goal that our scholars will attend a college prep high school and ultimately gain acceptance and graduate from a four-year college. It is our expectation that 100% of the Southwest Ohio Preparatory School graduates will become positive change agents in their local communities while making a contribution to the global society.

Southwest Preparatory provides curriculum that is balanced in the five components of reading:

● Lessons presented using the Gradual Release Model (I do, we do, you do)

● The use of a workshop model for Reading each day for a minimum of 45 minutes

- The use of a workshop model for Writing each day for a minimum of 45 minutes

- Instruction that provides a strong base of foundational skills

    - Systematic, explicit phonics instruction

    - Phonological awareness practice daily in K-1

- Robust vocabulary instruction

- Word Work and Word Study

- Time spent reading connected text to build decoding and comprehension skills

- Time for independent reading

- Opportunities for students to speak about and listen to high-quality, rich literature that supports vocabulary growth

- Opportunities for students to write about literature and shared experiences

- Intentional, high-quality interventions for Tier 2 and Tier 3 needs

- Ongoing professional development for all K-3 staff that includes district-led sessions as well as in-building

coaching and feedback for teachers

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Kindergarten: By the end of Spring '20, kindergarteners will increase from 13% on track in reading to 90% on track, as reported by Reading MAP score.

1st Grade: By the end of Spring '20, 1st graders will increase from 15% on track in reading to 75% on track, as reported by Reading MAP score.

2nd Grade: By the end of Spring'20, 2nd graders will increase from 25% on track in reading to 75% on track, as reported by Reading MAP score.

3rd Grade: By the end of Spring '20, 3rd graders will increase from 12% on track in reading to 75% on track, as reported by Reading MAP score.

Goal # __1_ Action Map

Goal Statement: By May 2020, 100% of all students will demonstrate academic growth, as indicated by NWEA/MAP assessment data in reading, through effective, research-based instruction, implementation of academic interventions and data driven instruction.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	K-3 teachers will teach (whole group) phonemic awareness daily during the first 15 minutes of literacy block.	Teach students to decode words, analyze word parts, and write and recognize words.	Teachers will work as team to analyze data and plan instruction.
Timeline	Sept '19- May '20	Sept '19- May '20	Sept '19- May '20
Lead Person(s)	K-3 teachers	K-3 teachers	K-3 teachers, principal, Director of Curriculum and Instruction
Resources Needed	Haggerty Resources	Florida Institute of Reading; Intervention Engage NY	Teachers meet in TBT and BLT to review student progress using OIP.
Specifics of Implementation	Teachers will be provided professional development in the implementation of Heggerty guide.	Monthly PD	Monthly TBT and BLT to review data from DIBELS/ progress monitoring
Measure of Success	Monthly progress monitoring, classroom observations	Monthly progress monitoring, classroom observations	Monthly progress monitoring, classroom observations
Check-in/Review Date	Check in review date will be: December, March, May.	Check in review date will be December, March, May.	Check in review date will be December, March, May.

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. 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.

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 MAP

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 MAP 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 – MAP 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.

Phonemic Awareness Assessments – Phonemic Awareness will be taught in each K-3rd grade classroom using the Heggerty, system. 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.

Literacy block consists of 90 minutes standards-based instruction followed by 30 minutes of skill based intervention. Students on RIMP receive 30 minutes of focused intervention that consists of phonemic awareness (Heggerty), phonics, and/or comprehension.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

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

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. With a concentrated plan designed around rigorous instructional practices 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 interventions from the Florida Institute of Reading Research will 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, Heggerty phonics and phonemic lessons 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

The addition of the SuperKids Reading 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 K3 literacy block, students will have daily phonics instruction for at least 20-25 minutes that will be essential in moving our students forward in their word recognition skills. Time dedicated towards each foundational skill was not included in the literacy block in prior years, therefore, we expect to see gains in each component as teachers are responsible for creating lesson plans and interactive activities for each component that will be monitored for rigor by the building administrator and

Curriculum & Instruction Director.

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, 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

Sustained: Southwest Preparatory Academy teachers will receive PD monthly throughout the 2019-2020 school 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 professional development. 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. 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 February 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.

All teachers will receive research based reading strategies according to the results of MAP data and progress monitoring that will pinpoint what gaps are present in students' reading. Teachers will collaborate with the Director of Curriculum and Instruction to plan robust and relevant lesson plans and implementation of instruction. These meetings (TBT's) will consist of primary teachers K-3, principal, and Curriculum and Instruction Director.

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.*

Job-Embedded professional development and feedback will be given by principal and director of curriculum and instruction. Implementation of Elements of Effective Instruction will be evaluated and coached.

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

Data will be reviewed within TBT's and teachers will display data walls in each classroom. Instructional artifacts will be brought to TBT's to engage participants into specific and targeted discussions involving student learning. Teachers will be able to share best practice and gauge whether student work represents grade appropriate, intentional alignment to the standards.

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

Professional development in deconstructing the standards will be provided to teachers at the beginning of the school year. Lesson plans will be monitored by administrator. 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

Heggerty Phonemic Program:

Phonemic Awareness is the understanding the spoken word are made up of

individual sounds, called phonemes. A child who is phonemically aware is able

to isolate sounds, blend and segment sounds, and manipulate sounds in spoken

words. The daily activities in the Heggerty Phonemic Awareness curriculum

provide students with oral and auditory to develop these essential reading skills.

The Heggerty Phonemic Awareness curriculum provides educators with

35 weeks of explicit Phonemic Awareness lessons. The Phonemic awareness

lessons take place within a classroom literacy block and can be part of the tier 1

curriculum for the whole class in Pre-K, Kindergarten, 1st grade, and some 2nd

grade classrooms. 2nd grade classrooms using the curriculum should begin

using the curriculum around week 12-15.

Florida Institute of Reading Research:

http://www.fcrr.org/for-educators/sca.asp

Essential Elements of Effective Instruction:

– 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.