



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Summit Academy Akron Elementary (133587) 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 is building capacity in trauma informed educational practices to support their students fully.**
- The school uses of a formal five step process as a system and structure to implement and monitor student achievement.

This plan will benefit from:

- Conducting a root cause analysis of student level data to identify specific grade level trends and literacy instruction challenges (adult implementation data).
- Determining specific instructional needs in relation to the five components of reading (see Ohio's Literacy Plan).
- Ensuring that intensive professional learning on phonemic and phonological awareness is sustained and job-embedded for all teachers throughout the school year.

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,

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: Summit Academy Akron Elementary School

DISTRICT IRN: 133587

DISTRICT ADDRESS:

PLAN COMPLETION DATE: 2503 Leland Ave. Akron, OH 44312

LEAD WRITERS: Dawn Presley (Principal) and Angela Swaino (data coach)

IMPLEMENTATION START DATE:

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation..... 3

- Section 1: Leadership Team Membership 3
- Section 1, Part B: Developing, Monitoring and Communicating the reading Achievement Plan 3

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts 4

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 5

- Section 3, Part A: Analysis of Relevant Learner Performance Data 5
- Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 7

Section 4: Literacy Mission and Vision Statement(s).....10

Section 5: Measurable Learner Performance Goals.....10

Section 6: ActionPlan Map(s)10

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)12

Section 8: Expectations and Supports for learners and Schools.....12

- Section 8, Part A: Strategies to Support Learners12
- Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies13
- Section 8, Part C: Professional Development Plan14

Appendices17

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
Eric Marthaler	Superintendent	2791 Mogadore Rd. Akron, Oh 44312	Eric.marthaler@summitacademies.org
Heather Singer	Director of Curriculum and Instruction	2791 Mogadore Rd. Akron, Oh 44312	Heather.singer@summitacademies.org
Dawn Presley	Principal	2503 Leland Ave. Akron, Oh 44312	Dawn.presley@summitacademies.org
Angela Swaino	Building Data Coach	2503 Leland Ave. Akron, Oh 44312	Angela.swaino@summitacademies.org
Lesha Hazelbaker	Building Instructional Coach	2503 Leland Ave. Akron, Oh 44312	Lesha.hazelbaker@summitacademies.org
Katherine Markovich	Lead Intervention Specialist	2503 Leland Ave. Akron, Oh 44312	Katherine.markovich@summitacademies.org
Faith Carpenter	Primary Teacher	2503 Leland Ave. Akron, Oh 44312	Faith.carpenter@summitacademies.org
Lindsey Durbin	Intermediate Teacher	2503 Leland Ave. Akron, Oh 44312	Lindsey.durbin@summitacademies.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 Leadership Team developed the Reading Achievement Plan by reviewing and analyzing school-wide data, which is noted in section three A and B. Through the analysis of factors contributing to underachievement in reading, the Leadership Team determined Summit Academy Akron Elementary School's students need guidance in phonemic and phonological awareness, fluency and comprehension. The Leadership Team then completed research on evidence-based practices to help find the best practices to meet our students' needs for grades K-5. The Leadership Team will monitor the Reading Achievement Plan through Teacher Based Team (TBT) and Building Leadership Team (BLT) meetings, specifically monitoring the plan during quarterly meetings where we will analyze academic data and monitor the progress of the professional development plan. The Leadership Team will communicate the Reading Achievement Plan with parents through our monthly school-wide newsletter. We will inform all staff of the Reading Achievement Plan during one of our weekly staff meetings, where we will show the data results and the plan to be implemented. The BLT will communicate the plan and the progress of implementation to the District Leadership Team.

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.

We have aligned our Reading Achievement Plan with our improvement plans (Corrective Action Plan and the Performance Accountability Framework 11.6) we have set up through our sponsor, the Educational Service Center of Lake Erie West. Summit Academy Akron Elementary (SAAE) School created three goals for the 2019-2020 that align with reading improvement: 1. SAAE will increase the PI scores from 64.0 in 2018/2019 SY to 64.32 PI in the 2019-2020 school year; 2. SAAE will increase the value-added scores for all students grades 4-5 from a composite score of -3.6 to a -3.5 in ELA and Math; 3. SAAE are going to increase 5% of our second grade students who were not on track in the fall of 2018 to on track in 3rd grade during the fall administration. Utilizing these goals set forth in our CAP and 11.6, we will focus on two overarching objectives to meet our goals:

1. Increase students not on track to on track;
2. Increase student preparation for OST.
 - The first strategy we have to meet our goals for academic performance is to implement and monitor effective assessments for students to drive student achievement. All Summit Academy Schools utilize the same district-wide assessment system (renaissance STAR reading) to monitor both the reading and foundational skill levels of our students. In this system, students are benchmarked three times a year, to determine if they are “on Track” or “Not on Track”. Students in grades K-3 who are “Not on Track” will receive Reading Improvement and Monitoring Plans (RIMP). Students “On Track” but needing additional assistance to stay on track will receive an “Optional RIMP”. RIMPs will be monitored and sent home to parents quarterly.
 - The second strategy is to implement tiered instruction to promote student achievement. In this system, students are benchmarked three times a year, grouping students into instructional ability level groups called Tiers. Students in Tier 1 are at grade level and will receive general instruction in the classroom. Students in Tiers, 2, 3 and 4 are provided additional intervention supports and are progress monitored to ensure the goal and intervention strategy in place is effective as we work towards our school goal. All students receive daily ability level instruction and grade level exposure in reading totaling 120 minutes a day. Students are in small groups during ability level instruction and grade level instruction. We utilize the three-group rotation model.
 - The third strategy is to improve teacher quality. Seventy percent of our teachers are in the Resident Educator Program, in years 1 to 4 of their teacher career. Summit Academy Management strives to retain our teaching staff, providing professional development and support in teaching students with special needs. Through the OIP process, we monitor the student growth measures and OTES scores of our teachers at the BLT and DLT levels. A co-teaching model is used; employing the necessary number of special education teachers to maintain the required ratio of Intervention Specialists to students on IEPs. Summit Academy also provides job embedded professional development by employing a data coach and an instructional coach. All courses are taught by highly qualified teachers.
 - In addition to focusing on academic improvement, we are increasing teacher knowledge of “Trauma Informed Care”. Our students are affected by trauma-related challenges. We find that our students need supports in restorative practices to be successful. We adapt our instruction to include these supports. Our students participate in morning circle 3 days a week to build community within the classroom. Along with restorative practices, we also included a reward system as part of our Applied Behavior Analysis program to keep teachers focused on paying attention to what the students do well and encouraging positive interactions. The reward system and engagement strategies are monitored through observations, walkthroughs, TBTs, and the Implementation and Management/Monitoring tool.
 - Our TBT and BLT meetings will monitor the school goals in relation to the Reading Achievement Plan goals and strategies as teachers analyze district-wide assessment and state ELA testing data. Teachers will make any needed adjustments or accommodations to the ability group and instructional delivery system. The BLT information is then shared with the District Leadership Team (DLT) to provide support at a district level. Completing the Decision Framework is also completed through the collaboration of the BLT and DLT.
 - We utilize classroom reading and writing assessments, district-wide assessments, observations, checklists, and running records as well as work samples to assess our student needs.

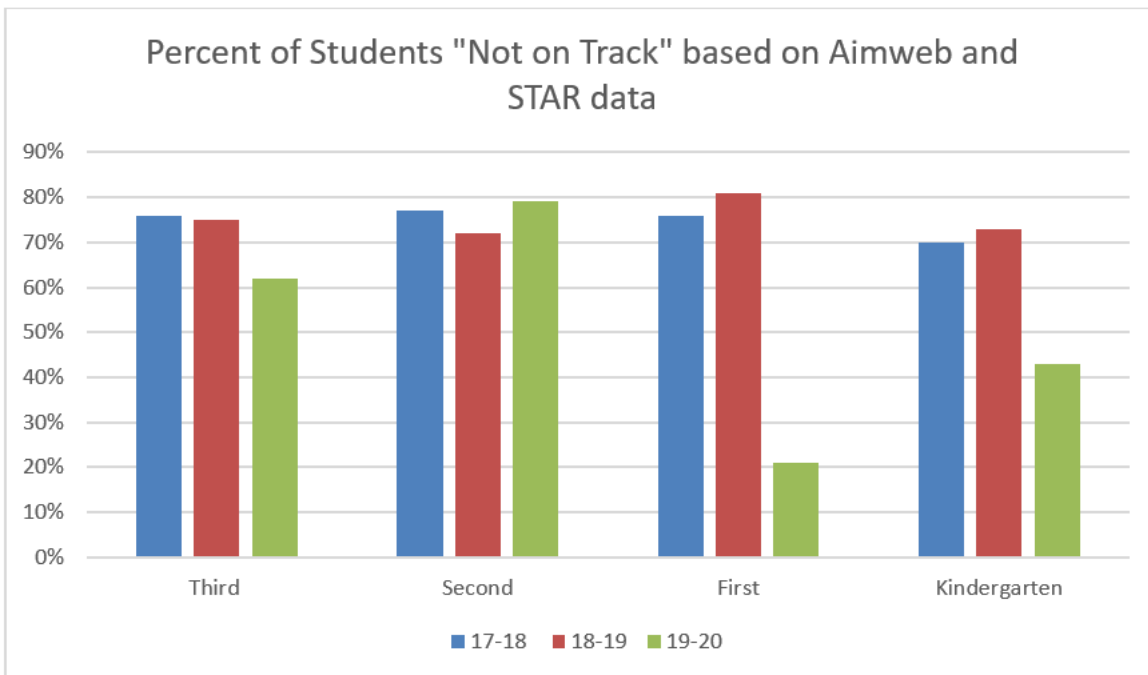
- The communication between TBTs, the BLTs, and the DLT will be a crucial component to aligning the goals and plans in place. This collaboration will be needed to ensure best instructional practices are implemented and both individual student and teacher needs are met. These teams will meet consistently to monitor progress and make changes as they see fit. The common theme in the variety of plans in place is increased student achievement. Adding the Reading Achievement Plan will offer our school an opportunity to reflect on processes and work to implement an effective instruction plan in the best interest of our students' academic success.

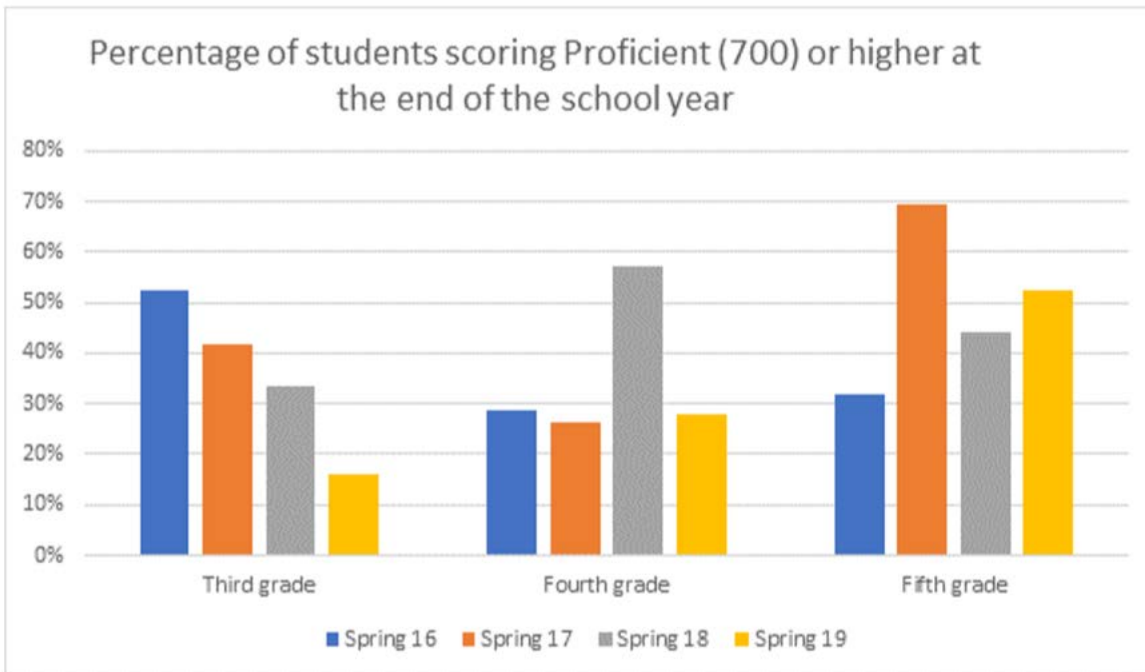
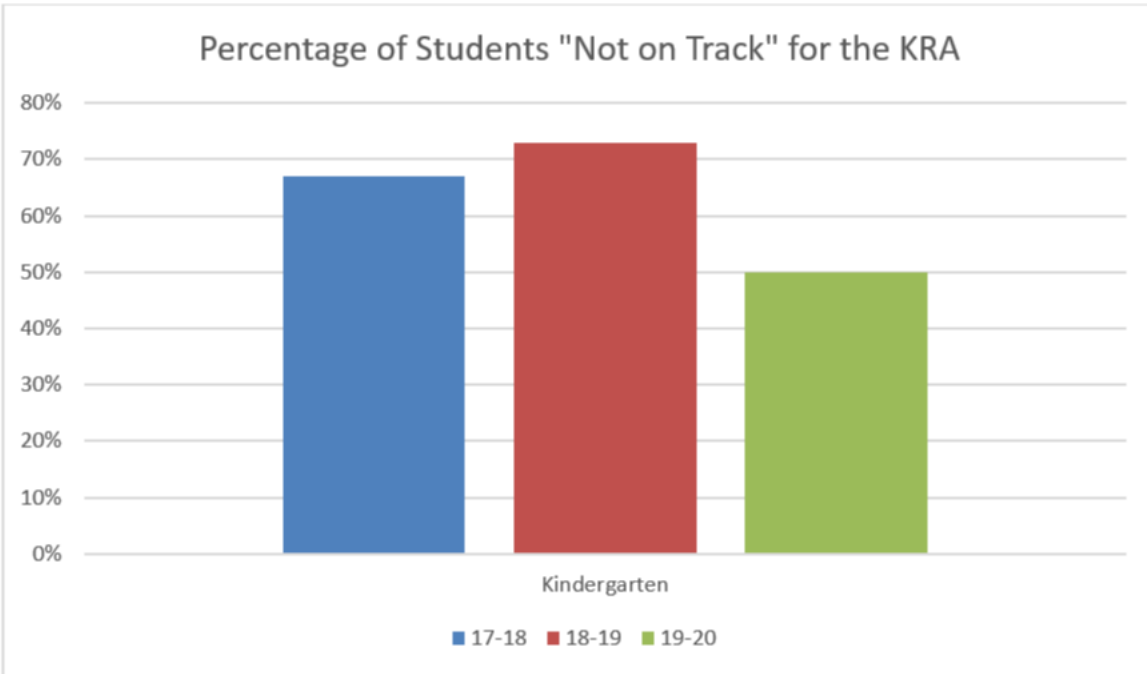
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

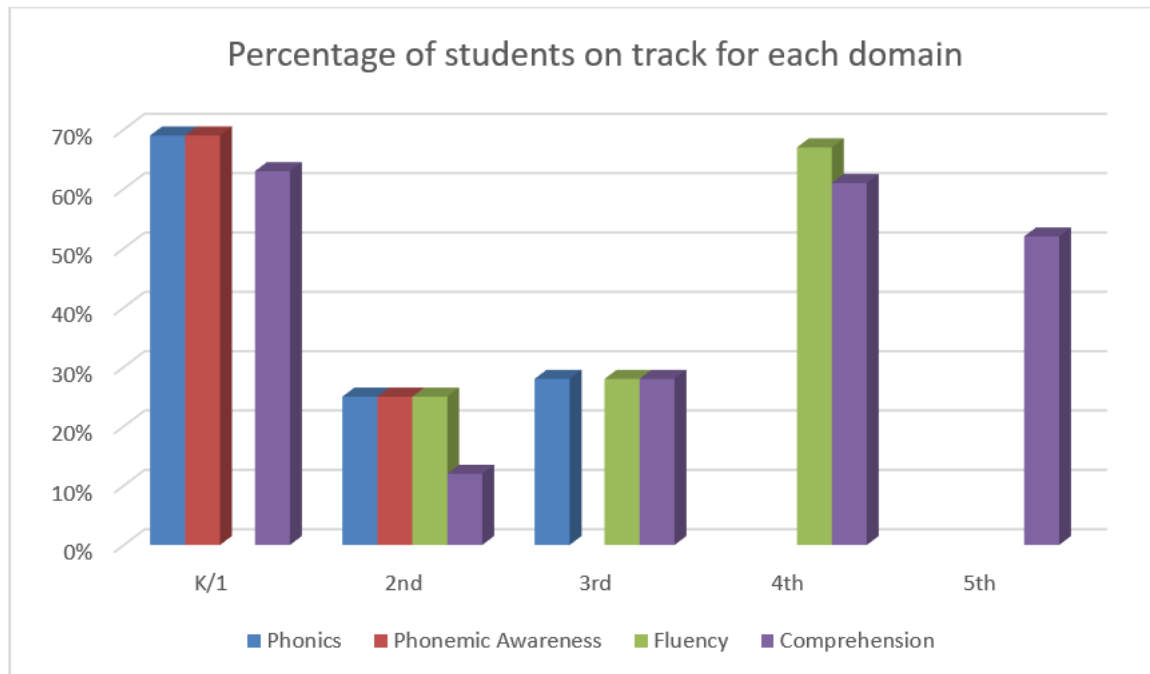
SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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.

Data was compiled from the following assessments and reports to determine academic needs of our school in Reading: AIMSweb Plus (for previous year data), Renaissance STAR reading, Kindergarten Readiness Assessment (KRA), Ohio State Test (OST).







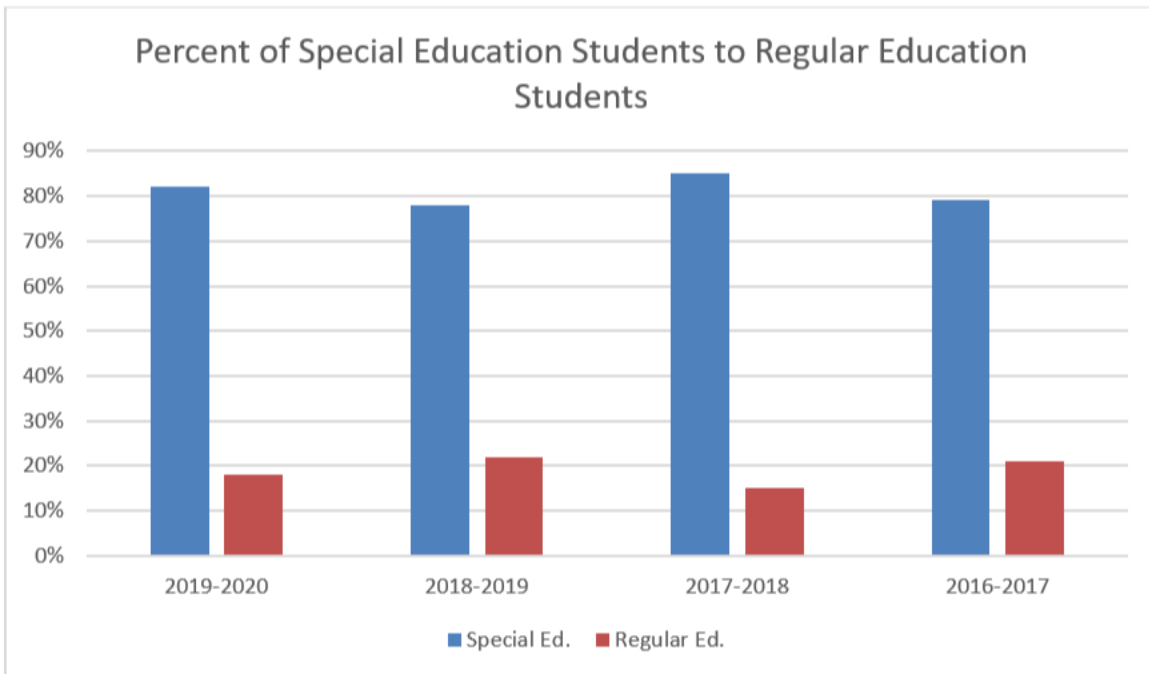
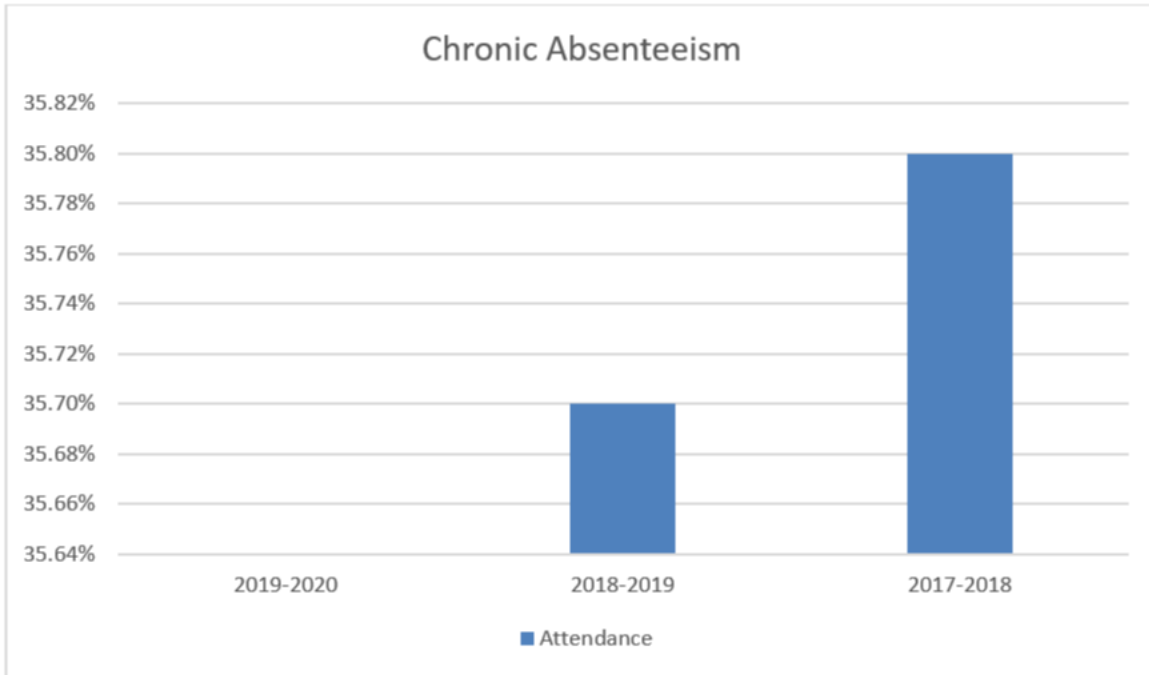
When looking at overall ELA data from the state assessments, students struggle to keep up with the state standards. Taking the average over the past three years, 67% of students remain “Not on Track” after a year of instruction in Kindergarten through 3rd grade. Students continue to struggle in 3rd through 5th grades in reading, based on the OST. Scores averaged over the last four years show that only 29.5% of 3rd graders, 28.5% of 4th graders, and 41% of 5th graders reached proficient in ELA on the state assessments. After looking at district assessments, which are benchmarked three times per year, data shows that students struggle most in the primary grades with phonemic and phonological awareness. The 3rd through 5th graders struggle most with fluency and comprehension. Of the 7 Kindergarten students enrolled for the 2019-2020 school year, two of these students were retained kindergartners. One student was not ready for kindergarten and went back mid year to complete more pre-school before returning as a kindergartener. The second retained student lacked the academic skills and was identified as a student with a disability under the Autism category. Of the remaining 5 students, only three came with some understanding of letter identification. For the older students in grades 3 through 5, Summit Academy Akron Elementary School has a high mobility rate, with the majority of those enrolling in these grades coming to Summit two to three behind academically in Reading, according to STAR data.

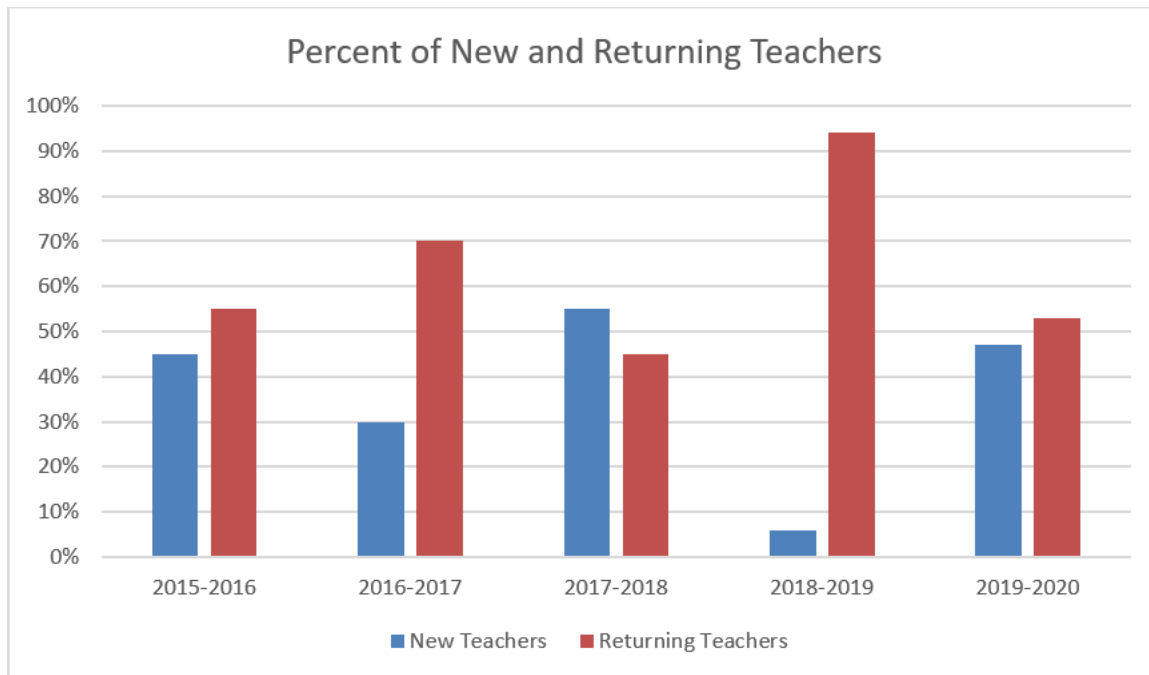
SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

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

Summit Academy Akron Elementary School currently serves 109 students in Kindergarten through 5th grade in an urban setting. Since 2014, we have averaged 83% of our students categorized as Students with Disabilities (SWD). This year, the student population is made up of 82% students with disabilities and 99% economically disadvantaged. Racial demographics are as follows: 62% Caucasian, 24% African America, 14% multi-racial. There are 55.5% males and 44.5% females in our school. Summit Academy Schools serve primarily students with Attention Deficit Hyperactivity Disorder and Autism, with 40% of our students identified with a disability under the Other Health Impairment or Autism category. Summit Academy also has a high student mobility rate. Since the beginning of the 2019-2020 school year, there have been 5 students withdrawn and 4 new enrollees. Data has shown that of the newly enrolled students, a majority of those students are two to three years behind academically in Reading.

In addition, data was examined for teacher retention and special education information.





The above graphs show a high turnover rate of teachers, along with a high special education population. Data shows there is a correlation, but lower wages, urban setting, and the high demand of paperwork and compliance in special education programming also contributes to the high teacher turnover.

Data was then reviewed for the above factors and how it impacts student performance. The team considered the curriculum use for the Kindergarten students and those that struggle with the Phonemic and Phonological Awareness to see why students are still struggling in these areas after a year of instruction. Data indicated that although the school implemented a research-based program proven to work with special needs students, there is no consistency in staffing; and therefore, new staff need to be trained in the program. According to walk-through data, the program is not being implemented with fidelity and professional development on the program is needed. With regard to vocabulary, fluency, and reading comprehension for the older students, data shows that the teacher turnover rate has also impacted the implementation of the curriculum and structure which is used for ELA. Professional Development in this area is also needed for all staff.

As mentioned above, 82% of students at Summit Academy Akron Elementary School have been identified as having a disability. This high percentage gives some understanding as to why students are struggling with foundational skills as well as fluency and comprehension deficits. These students require interventions that are systematic in nature and implemented multiple times per week to see success.

The Reading Tiered Fidelity Inventory (R-TFI) provided by Michigan's Integrated Behavior and Learning Support Initiative was completed with the Community School Leadership Team. The results are below:

	Category: Tier 1	Category: Tier 2	Category: Tier 3	Factor Effectiveness:
Factor: Teams	50%	50%	63%	54%
Factor: Intervention Implementation	50%	38%	67%	52%
Factor: Resources	67%	50%	0%	39%
Factor: Evaluation	40%	50%	38%	43%
Category Effectiveness:	52%	47%	42%	

The R-TFI shows a need to ensure that personnel implementing intensive reading intervention plans are trained by individuals who have expertise and demonstrated success with the intervention components. This supports the findings that Summit Academy Akron Elementary School staff need to receive intensive professional development to implement the phonemic and phonological awareness program with fidelity. It was also noted that staff needs professional development in a balanced literacy model specific to their grade level needs as students struggle with fluency and comprehension as well. The R-TFI also noted a need to set up decision rules to maintain, adapt, modify and improve support for students receiving intensive reading interventions. In addition, it was evident from the R-TFI that the school needs a person to provide instructional coaching, analyze data to monitor the health of the School-Wide Reading Model and the Tier 2 and 3 Reading Interventions, to ensure teachers are collecting progress-monitoring data, and to provide the teachers with implementation supports of the reading programs.

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](#).

Vision Statement:

Summit Academy Akron Elementary School's vision is for all students, Kindergarten through 5th grade, to acquire knowledge and skills to be successful readers, regardless of economic status or disability. We will work to improve reading achievement through evidence-based practices implemented by highly qualified teachers.

Mission Statement:

The mission of the Local Literacy Team of Summit Academy Akron Elementary School is to seek out evidence-based instructional practices and provide the following to all staff in order to ensure student reading success:

1. Coaching to provide assistance with data analysis, instructional support, feedback and training in the four literacy components which were identified in section 3.
2. Professional development training provided by experts in their field in evidence-based practices that focuses on phonics, phonemic awareness, fluency, and comprehension.
3. All teachers trained in the above practices to ensure alignment across the curriculum for reading strategies.

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.

By spring 2020, we will increase the percentage of learners obtaining proficient on the Reading Ohio State Test in grades 3 through 5 from the average of 33% to 40%.

By spring 2020, we will increase the number of students (K-3) in Tier 1 for Phonics from an average of 41% to 50%, as measured by district-wide testing.

By spring 2020, we will increase the number of students (K-2) in Tier 1 for Phonemic Awareness from an average of 47% to 55%, as measured by district-wide testing.

By spring of 2020, we will increase the number of students (2-4) in Tier 1 for Oral Reading Fluency from an average of 40% to 45%, as measured by district-wide testing.

By spring of 2020, we will increase the number of students (K-5) in Tier 1 for Reading Comprehension from 43% to 50%.

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:

Overarching Goal Statement: By spring 2020, we will increase the percentage of learners obtaining proficient on the Reading Ohio State Test in grades 3 through 5 from the average of 33% to 40%.

Sub-goals:

By spring 2020, we will increase the number of students (K-3) in Tier 1 for Phonics from an average of 41% to 50%, as measured by district-wide testing.

By spring 2020, we will increase the number of students (K-2) in Tier 1 for Phonemic Awareness from an average of 47% to 55%, as measured by district-wide testing.

By spring of 2020, we will increase the number of students (2-4) in Tier 1 for Oral Reading Fluency from an average of 40% to 45%, as measured by district-wide testing.

By spring of 2020, we will increase the number of students (K-5) in Tier 1 for Reading Comprehension from 43% to 50%.

Evidence-Based Strategy or Strategies:

1. Job-Embedded Professional Development
2. Develop awareness of the segments of sounds in speech and how they link to letters
3. Teach students to decode words, analyze word parts, and write and recognize words
4. Ensure that each student reads connected texts every day to support reading accuracy, fluency and comprehension.
5. Teach students how to use reading comprehension strategies
6. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content
7. Establish an engaging and motivating context in which to teach reading comprehension

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Coach Hired	Professional Development Training	Coaching and Monitoring
Timeline	July 1, 2019	Set schedule for following year's training by June 30 of each year	*Ongoing, *weekly walk-throughs *reports to BLT each month including adult implementation and data from benchmarking and progress monitoring
Lead Person(s)	Dawn Presley, Principal	Angela Swaino, Data Coach	*Dawn Presley, Principal *Angela Swaino, Data Coach
Resources Needed	Funding for Coach	Funding for Training, time in schedule for PD	Funding for Coach, evidence-based reading materials
Specifics of Implementation	Professional Development Training	PD provided 6 times the first school year (3 in the fall, 3 in the spring), and 2 times each subsequent year (fall and spring)	Coach will reinforce evidence-based practices staff learn about in trainings, provide feedback, analyze classroom and school-wide data
Measure of Success	Data Coach in place by June prior to the 2019-2020 school year	Increase in reading test scores on state and district-wide assessments	Increase in reading test scores on state and district-wide assessments
Check-in/Review Date	June 2020	June 2019, June 2020	June 2019, June 2020

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.

Summit Academy Akron Elementary School will monitor student progress toward our goals at several levels. Students will complete district-wide benchmark testing three times per year. In addition, we will use progress monitoring tools and running records to check phonemic and phonological awareness, fluency, and comprehension. The TBT will meet weekly to discuss progress, analyze data, and offer possible changes in areas improvements are needed. This information will be forwarded to the BLT and DLT for further discussion and suggestions for improvement. Additionally, the Instructional Coach and Data Coach will consistently monitor teacher implementation of literacy strategies, completing observations and walkthroughs weekly, along with reviewing of lesson plans. The Literacy Coach will discuss these observations with the BLT to ensure successful implementation has occurred. The Instructional Coach and Data Coach will also monitor school-wide data to ensure professional development training meets the needs of the building.

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.

It is the intention of Summit Academy Akron Elementary School to work towards increasing student success in reading by employing the following four strategies:

1. Evidence-based practices to increase phonics and phonemic awareness
2. Evidence-based practices to increase fluency and comprehension
3. Employment of an Instructional Coach and Data Coach to assist teachers in the implementation of best practices in reading and to assist in analyzing data to inform instruction
4. Professional development in the above evidence-based practices from individuals who have expertise and demonstrated success with the practices and intervention programs.

Philip B. Gough and William E. Tunmer, in their research article “Decoding, Reading, and Reading Disability” published January 1986, proposed a simple reading model that states the product of decoding and language comprehension equals reading comprehension. If either decoding or language comprehension are weak, students will subsequently struggle with reading comprehension. Data has shown that our younger students struggle with decoding skills, both in phonemic and phonological awareness. In later grades, students struggle with reading fluently (due to a lack of foundational skills) and comprehending text. The latter is due to a lack of foundational skills (decoding) and/or language comprehension.

To counteract the deficits our students possess, we look to evidence-based research to provide insight into instruction and interventions that will help improve our student’s abilities in phonemic awareness, phonics, fluency and comprehension. In Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, a practice guide on the What Works Clearinghouse website, recommendations are made to support students with difficulty in phonemic awareness and phonics. Evidence is strong and shows positive effects for the following recommendations: develop awareness of the segments of sounds in speech and how they link to letters; and teach students to decode words, analyze word parts, and write and recognize words. In addition, in the What Works Clearinghouse practice guide, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, the following recommendation has strong evidence for positive outcomes: provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

Summit Academy Akron Elementary School currently implements small group tiered instruction, based on benchmarking scores from our district-wide assessments. A phonics-based program which employs the recommendations above is used to instruct our students in Kindergarten through 2nd grade. For those students who struggle in these grades as well through 5th grade, they receive additional intervention time with intensive instruction in the program. It was found that although the program is successful for students with disabilities, it is a systematic program that if not implemented with fidelity, fails to be successful. Due to the high turnover rate of Summit Academy staff, it is necessary to provide the new staff with professional development training by experts on the program (one area that we also saw lacking when looking at the R-TFI rubric).

Conventional literacy shows that there are five components of reading that need addressed in Kindergarten through 5th grade: phonemic awareness, phonics, fluency, vocabulary and comprehension. We have addressed the phonemic awareness and phonics above, but our students also struggle with fluency and comprehension as well. Florida Literacy

and Reading Excellence Center provides a report entitled, “Balanced Reading Instruction in K-3 Classrooms” authored by Vicky Zygoris-Coe, Ph.D. in 2001. It states in the report:

“In summary, Snow et al. (1998) found that for children to be good readers, they must be taught:

- phonemic awareness skills-the ability to manipulate the sounds that make up the spoken language
- phonics skills- the understanding that there are relationships between letters and sounds;
- the ability to read fluently with accuracy, speed, and expression; and
- the application of reading comprehension strategies to strengthen understanding and enjoyment of what they read.”

In addition to the phonemic awareness and phonics skills Summit Academy addresses through a program that meets the above recommendations, we need to address fluency and reading comprehension for our students in order to make them good readers. Also in the practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, it shows moderate evidence for the recommendation to “ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.” What Works Clearinghouse also provides the practice guide Improving Reading Comprehension in Kindergarten Through 3rd Grade which provides the following recommendations with strong evidence of positive outcomes: “teach students how to use reading comprehension strategies”. Moderate evidence is given for the following recommendations: “teach students to identify and use the text’s organizational structure to comprehend, learn and remember content”; and “establish an engaging and motivating context in which to teach reading comprehension”. Although teachers receive instruction in this area from their universities and our staff, intervention ideas and ideas for incorporating these recommendations on a daily basis would assist our teachers to be stronger in teaching comprehension and fluency strategies. Our new staff need additional training on interventions for guided instruction and interventions for when students continue to falter with comprehension.

To address our third area, the need for an Instructional Coach and Data Coach, we look at the results of our R-TFI results. According to the R-TFI, we found that we need a person to provide instructional coaching, analyze data to monitor the health of the school-wide reading model and the Tier 2 and 3 reading interventions, to ensure teachers are collecting progress-monitoring data, and to provide teachers with implementation supports of the reading programs. This person would also attend all of the professional development training we provide to our teachers on phonics, phonemic awareness, fluency and comprehension. They will help sustain the training that is provided to all new staff hired.

Lastly, strong professional development, provided by experts in their field and in the programs that incorporate the above five reading components, is needed for our school. “Reviewing the evidence on how teacher professional development affects student achievement” journal article published by REL Southwest, is considered a strong (Tier 1) evidence sample because the article systematically reviews research from nine well-developed studies that include quasi-experimental studies and randomized controlled trials. The article explores how professional development intervention for teachers improves student achievement outcomes, further support it being a strong (Tier 1) evidence sample. With the ability to provide professional development, instructional coaches can lead coaching cycles that center around our student literacy needs and will strengthen low performing literacy scores in Renaissance Star.

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.*

At Summit Academy Akron Elementary School, teachers will analyze data from district-wide assessments that are given three times per year and will discuss the strengths and weaknesses of students, prioritizing the students’ needs and group students accordingly in the classrooms during instruction. Interventions and instruction will be tiered based on the data. The DLT will work with the BLT and the Reading Achievement Plan Leadership Team to decide on a provider for professional development training in the four literacy areas that were shown to be weak at Summit Academy Akron Elementary School. After each professional development training, we will have staff complete a survey to gauge how effective and helpful the training was in teaching instructional strategies and interventions for phonics, phonemic awareness, fluency and comprehension. Our Instructional and Data Coach will meet with the teachers to support the implementation of best practices during instruction and intervention times. Our BLT will monitor adult implementation of instructional practices through walk-throughs conducted by BLT members, collaboration with Instructional and Data Coaches, and reviewing TBT reports. Lesson plans will be reviewed by coaches to ensure best practices are being employed in the classrooms and to provide ideas for lessons. Coaching will be provided through modeling, observations and immediate feedback, and help analyzing data.

At the end of the school year, the Reading Achievement Plan Leadership Team will review the data from district-wide and state assessments to see if the professional development, both through expert training and job-embedded coaching, was successful. The team will decide on training that is needed for the following year and will target teachers who received “Developing” on their Ohio Teacher Evaluation System Final Summative Rating. In addition, we will look at teachers who also scored “Ineffective” or “Developing” on any portion of the Formal Observation Rubric, providing support to improve their instruction. We will also take a look at the Ohio Improvement Process and modify our goals and action steps to reflect our needs for the following year.

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.

Template Part A

LEA Name: Summit Academy Akron Elementary School
IRN or ODE/ODJFS License Number: 133587
Professional Development Contact Name/Phone: Dawn Presley/330-253-7441 Email: dawn.presley@summitacademies.org
Goal: By spring 2020, we will increase the percentage of learners obtaining proficient on the Reading Ohio State Test in grades 3 through 5 from the average of 33% to 40%. Sub-goals: By spring 2020, we will increase the number of students (K-3) in Tier 1 for Phonics from an average of 41% to 50%, as measured by district-wide testing. By spring 2020, we will increase the number of students (K-2) in Tier 1 for Phonemic Awareness from an average of 47% to 55%, as measured by district-wide testing. By spring of 2020, we will increase the number of students (2-4) in Tier 1 for Oral Reading Fluency from an average of 40% to 45%, as measured by district-wide testing. By spring of 2020, we will increase the number of students (K-5) in Tier 1 for Reading Comprehension from 43% to 50%. Evidence-Based Practice or Intervention: 1. Job-Embedded Professional Development 2. Develop awareness of the segments of sounds in speech and how they link to letters 3. Teach students to decode words, analyze word parts, and write and recognize words 4. Ensure that each student reads connected texts every day to support reading accuracy, fluency and comprehension. 5. Teach students how to use reading comprehension strategies 6. Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content 7. Establish an engaging and motivating context in which to teach 8. reading comprehension

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Training on Phonemic and Phonological Awareness	Fall 2019 to Spring 2020		X			X	X
2. Training on Fluency and Comprehension Strategies	Fall 2019 to Spring 2020		X			X	X
3. Literacy Coaching	Ongoing	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1. Training Provider	1. Teaching staff to increase their knowledge of providing phonemic and phonological awareness instruction						
2. Training Provider	2. Teaching staff to increase their knowledge of fluency and comprehension strategies						
3. Funding for hiring Coach	3. Job-embedded professional development including modeling, support on implementing strategies and interventions, and data analysis						

Professional Development Plan Template Part B

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.

Starting with the 2019-2020 school year, we will plan three 1-day trainings on a program that incorporate the recommendations for phonics and phonemic awareness for our grades Kindergarten through 5th grade teachers. We will also have three 1-day trainings which will focus on comprehension and fluency skills for grades Kindergarten through 5 teachers. The reason that all grade level teachers will receive these trainings is that we do have some students who are working above grade level and need to be challenged. This will allow teachers in the early grades to work with students on comprehension and fluency if they have mastered phonics and phonemic awareness. This also allows for teachers in the higher grades to provide interventions to students who continue to struggle with phonics and phonemic awareness, as some of our students come to us 2-3 years behind academically.

With regard to job-embedded professional development, we recently hired a Data Coach and created an Instructional Coach position. The coaches will attend the trainings, provide ongoing support to the teachers with their lesson planning, implementation of lessons, and analyzing data. During the second and third year, 1-day follow up trainings will be implemented in the fall and then again in the spring. The Instructional and Data Coaches will continue to provide support, feedback and help in analyzing data.

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.

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

We will have training on a phonics-based program that incorporates the recommendations outlined in 8A. In addition, a program that focuses on fluency and comprehension instruction will be addressed utilizing recommendations from 8A.

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 K-5 will receive the instruction to allow for across the curriculum and across grade-level implementation. Coaches and support staff will also receive training in order to assist the programs.

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.

BLT staff will complete walk-throughs and provide feedback to staff. Coaches will observe and provide feedback to teachers. Coaches will review lesson plans and provide ideas to implement effective instruction. Coaches will also assist teachers in analyzing data to adjust instruction as needed for the different tiers in the classroom.

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

Benchmarking will occur in September to determine needs of the students. Teachers will analyze the data and the Reading Achievement Plan Leadership Team will prioritize the needs for professional development. Surveys will be completed after each training to gauge teacher's understanding of the content and effectiveness of the trainings. BLT members will complete walk-throughs and look at adult implementation. Coaches will provide feedback on lesson plans, provide support to teachers on implementation of evidence-based strategies, and assist in analyzing data from progress monitoring and benchmarking.

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

The professional development training we are seeking will address evidence-based strategies for phonics, phonemic awareness, fluency and comprehension. The strategies will be used with Tier 1 students in the early grades and used as interventions in the latter grades. Additional strategies will be sought for interventions for students who do not grasp the concepts.

APPENDICES

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

Croft, A., Cogshall, J.G., Dolan, M., Powers, E. and Killion, J. (2010). Job-Embedded Professional Development: What it is, Who is Responsible, and How to Get it Done Well. Washington D.C.: National Comprehensive Center for Teacher Quality, Mid-Atlantic Comprehensive Center, National Staff Development Council. Retrieved from <https://www.gtlcenter.org/>.

Foorman, B., Coyne, M., Denton, C.A., Dimino, J., Hayes, L., Justice, L., Lewis, W., and Wagner, R. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: A Practice Guide (NCEE #2016-4008). Washington D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Ohio Department of Education. (2018). Ohio's Plan to Raise Literacy Achievement: Birth through Grade 12. Retrieved from: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Litearcy-Achievement.pdf.aspx?lang=en-US>

Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., and Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide (NCEE#2010-4038). Washington D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

St. Martin, K., Nantais, M., Harms, A., and Huth, E. (2017). Reading Tiered Fidelity Inventory (Elementary-Level Edition). Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.

Zygouris-Coe, V. (2001). Balanced Reading Instruction in K-3 Classrooms. Orlando, FL.: Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. Retrieved from <http://flare.ucf.edu>.