



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 1, 2020

Dear Superintendent,

Thank you for submitting the Summit Academy School for Alternative Learners (133306) 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 contains a description of a formal, five step data analysis that includes weekly building leadership team and teacher-based-team meetings.
- The school identifies the need to complete a comprehensive data analysis at the end of the 2019-2020 school year to identify instructional needs for the 2020-2021 school year. Since the ordered school-building closure, what data can you use to inform instructional moves for the 2020-2021 school year?

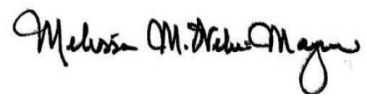
This plan will benefit from:

- A closer examination of student data to determine the systemic reasons for the factors contributing to low student achievement and determining what aspects of those systems challenges can be addressed. For example, disaggregating the AIMSweb and STAR data by the 5 components of reading outlined in Ohio's Plan (linked below): phonemic awareness, phonics, vocabulary fluency and comprehension skills.
- Identification of specific evidence-based practices for implementation in core instruction and intervention.
- Inclusion of an aligned professional development plan that is on-going and job embedded and addresses the gaps identified through the data analysis

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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Summit Academy School For Alternative Learners - Canton

DISTRICT IRN: 133306

DISTRICT ADDRESS: 1620 Market Avenue South Canton Ohio 44707

PLAN COMPLETION DATE: 12-31-2019

LEAD WRITERS: Rob Housel

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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
Rob Housel	School Principal	Canton Elementary	Robert.housel@summitacademies.org
Lisa Merry	IEP Coordinator	Canton Elementary	Lisa.merry@summitacademies.org
Kelly Addressi	Parent	Canton Elementary	Kelly.leas@summitacademies.org
Kristi McDermitt	ELA Coach	Canton Elementary	Kristi.mcdermitt@summitacademies.org
Rose Mogus	Data Coach	Canton Elementary	Rose.mogus@summitacademies.org
Tiffany Biedenbach	School Board President	Canton Elementary	Tiffany.biedenbach@summitacademies.org
Eric Marthaler	Summit Academy Superintendent	Summit Academy Management	Eric.marthaler@summitacademies.org

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

The Leadership Team here at Summit Academy School For Alternative Learners – Canton developed the Reading Achievement Plan by reviewing several avenues of school wide data. These avenues included TBT data, LRC data, Star-Renaissance and AIMSweb data. Through discussion and analysis of the data, the Leadership Team Determined that the areas targeted were power standards determined by our Building Leadership Team. During the FY19 academic calendar year, the Building Leadership determined that the entire school needed a consistent reading curriculum that would go across all grade bands. The Reading Academic coach researched several different types of curriculum to determine the best fit for our students. The plan is to implement the new curriculum, monitor it with STARs Renaissance Data in TBTs and BLTs and make adjustments as needed.

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

We have aligned our reading achievement plan with Performance Accountability Framework known as 11.6. These goals were developed through our Sponsorship with the Lake Erie West ESC. Summit Academy School For Alternative Learners – Canton has developed two goals for the 2019-2020 academic calendar year that align with reading improvement.

- 1. SACAN will increase its Performance Index score an increase of 3% annually. The goal for the 2019-2020 PI score is 55.0 from 53.8 in 2018-2019. These steady increases will show growth in reading achievement.
- 2. SACAN will increase its K-3 literacy score from 16.2% in 2018-2019 to 17.3% in 2019-2020.

- One strategy that will be implemented in increasing scores is the successful implementation of a new reading curriculum that is designed to increase reading achievement in students across all grade bands. This is something that SACAN has not had before. Teachers and administration will monitor the plan by using two outlets. The first monitoring tool will be the OIP process. TBTs and BLTs will collect, review and analyze data to make decisions and adjustments to the curriculum as needed.
- The second monitoring tool will be the state approved vendor of STARs Renaissance. This tool will gather important areas of data related to reading to help guide and monitor student academic progress.
- The communication between all levels of the OIP process (TBT, BLT and DLT) will be critical in determining instructional practices and defining teacher and student needs.

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

K-3 Literacy of on track and not on track scores.

FY- 2017: 42.3%

FY- 2018: 10.0%

FY- 2019: 16.2%

Percent of Students not on track according to past data obtained by the former approved vendor assessment tool Aimsweb and current STARs Renaissance for FY17-FY19

AIMSweb Students not on track for the KRA

FY-17: 68%

FY-18: 92%

FY-19: 88%

Percent of Students Scoring Proficient in ELA:

FY-17

3rd-21.1%

4th-20%

5th-46.2%

6th-33.3%

7th-7.7%

8th-33.3%

FY-18

3rd-18.9%

4th-22.4%

5th-34.5%

6th-14.3%

7th-16.4%

8th-28.5%

FY-19

3rd-17.6%

4th-35.4%

5th-31.6%

6th-16.7%

7th-21.4%

8th-30.8%

Progress FY19

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Yellow			
4th Grade	Yellow			
5th Grade	Yellow			
6th Grade	Green			
7th Grade	Yellow			
8th Grade	Yellow			

Yellow: Students made progress similar to the statewide expectation – evidence

Green: Students made more progress than expected - moderate evidence

(Data compiled from archived LRC on the Ohio Department of Education website)

When analyzing the data from the K-3 Literacy scores, SACAN has seen a drop from since FY17 to FY19. However, since the drop from FY17 to FY19 there has been a slight increase. SACAN has a high number of students that fall into the “not on track” category for K-3 literacy. To correct this moving forward, students in this category will be placed on RIMPS to help monitor progress. Letters will be sent home to parents to ensure that students are getting the necessary interventions to be academically successful. SACAN does have a high mobility rate and the above Progress chart shows that growth of students who have attended SACAN over the past two have shown acceptable expected growth. Most of the students who come to SACAN are two-three years behind in Reading According to AIMSweb and STAR data. SACAN averages approximately 70% of its students categorized as Students With Disabilities (SWD).

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

Summit Academy Canton Elementary serves a population of 117 students in grade bands of kindergarten through 8th. Approximately 67% of the students at SACAN are categorized as Students With Disabilities (SWD). Racial demographics include 63% of the students are Caucasian, 28% African American and 9% multi-racial. There are 63% males students and 47% female students at SACAN. This schools academic model is designed to serve Students With Disabilities such as Attention Deficit Hyperactivity Disorder and Autism. SACAN is also categorized as 100% free and reduced lunch services. Almost all of the students that attend SACAN come from a very low socio-economic background. The high number of categorized SWD students is a large contributing factor as to why students struggle with foundational skills as well as fluency and comprehensive deficiencies.

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 School For Alternative Learners – Canton's vision for all students who attend is to acquire knowledge and skills to be successful readers and achieve academically. We will continue to work to improve reading achievement by researching and implementing curriculum that fits our student population, researched based instructional practices that will make material meaningful and easy to process and provide professional development opportunities to our high qualified teachers that will lead to increased effectiveness in student reading achievement

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 3 from 17.6% to 19.5% as measured by state-wide testing.

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 4 from 35.7% to 36.7% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 5 from 31.6% to 33.2% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 6 from 16.7% to 18.2% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 7 from 21.4% to 23.3% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 8 from 30.8% to 32.9% as measured by state-wide testing

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:

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 3 from 17.6% to 19.5% as measured by state-wide testing.

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 4 from 35.7% to 36.7% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 5 from 31.6% to 33.2% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 6 from 16.7% to 18.2% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 7 from 21.4% to 23.3% as measured by state-wide testing

By summer of 2020, we will increase the percentage of students performing in the proficient range in grade 8 from 30.8% to 32.9% as measured by state-wide testing

Evidence-Based Strategy or Strategies:

1. Job-Embedded Professional Development from Roz Teaches and Scholastic
2. Train teachers in the best practices in the areas of ELA as it relates to the new Scholastic curriculum
3. Establish an engaging and motivating context in which to teach reading comprehension to students.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Coach Hired	Professional Development Training June & August 2019	Coaching and Monitoring through Lesson plans and walkthroughs.
Timeline	Hire Coach by July 2019	Training Schedule set in June 2019	Walkthroughs BLT monthly TBT weekly Progress monitoring with STARs Renaissance

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Rob Housel – School Principal	Rose Mogus – Data Coach	Rob Housel Principal Rose Mogus Data Coach
Resources Needed	Grant funding for coach salary Funding for new Scholastic curriculum	Funding for training in new curriculum	Funding for evidence based strategies and professional development of evidence based strategies
Specifics of Implementation	Professional Development	PD provided from Scholastic and Roz Teaches.	Coach will reinforce evidence based strategies and adult practices by going to trainings, provide trainings, provided structured feedback and analyzing walkthrough data at TBT and BLT
Measure of Success	Progress monitoring done by Data Coach	Increase state-wide scores in the area of reading	Increase state-wide scores in the area of reading
Check-in/Review Date	June 2020	FY20	FY20

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 School For Alternative Learners – Canton will monitor student progress using the vendor approved monitor tool, STARs Renaissance. These benchmarks will occur three times a year. One in the fall, one in the winter and one in the spring. The BLT will review and do an analysis of the data to help drive adult practices moving forward using the OIP process. TBT will meet weekly to gather data and discuss strengths and weaknesses that will help drive adult instructional practices, The ELA coach and the Data coach will monitor school wide data and ensure professional development meets the needs of the teaching staff.

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.

Phillip B. Gough and William Turner in their research article “Decoding, Reading and Reading Disability” published in January 1986 proposed a simple but effective reading model of decoding language and language comprehension equals reading comprehension. Our data shows that most of our students struggle with decoding and reading comprehension. This is all due to a lack of foundational skills and language 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:

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

Summit Academy School For Alternative Learners – Canton will continue to use the OIP process and analyze data to make informed decisions regarding reading success of our students. In TBTs and BLTs the groups will identify and discuss strengths and weaknesses and determine appropriate course of action regarding adult practices and professional development avenues for building needs. This process is always ongoing and dynamic. Coaches will review data and provide feedback to instructional staff in the areas of strengths and weaknesses and provide strategies to improve on areas of weakness. Coaches will also attend TBT meetings and provide help and leadership in analyze data, identifying strengths and weaknesses and provide discussion on adult practices moving forward.

At the end of the academic calendar year, the BLT will analyze all of the data, identify areas of strengths and weaknesses and make adjustments to the plan using data to make informed decisions using the OIP process.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

APPENDICES

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

N/A