May 5, 2020

Dear Superintendent,

Thank you for submitting the Summit Academy Youngstown (000623) 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 completed a Reading Tiered Fidelity Inventory for Tier 1 instruction and identified a specific need to strengthen implementation of core instruction for all students.
- The school utilizes and continues training on the Ohio Improvement Process to aid in system and instructional decision making. This will ensure that the Literacy plan and the overall school improvement plan will align.

This plan will benefit from:
- Identifying specific professional learning opportunities to support educator knowledge in the five components of reading.
- Developing a plan to evaluate the adult implementation of evidence-based Tier 1 instruction across grade levels.

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Summit Academy Youngstown Elementary

DISTRICT IRN: 000623

DISTRICT ADDRESS: 144 North Schenley Ave. Youngstown, Ohio 44509

PLAN COMPLETION DATE: December 15, 2019

LEAD WRITERS: Adrienne Achenbach, Assistant Principal and Natasha Walski, Literacy Coach

IMPLEMENTATION START DATE:

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Michael Majzun	Principal	Youngstown	Michael.majzun@summitacademies.org
Adrienne Achenbach	Assistant Principal	Youngstown	Adrienne.achenbach@summitacademies.org
Natasha Walski	Literacy Coach	Youngstown	Natasha.walski@summitacademies.org
Gina McAllister	Lead Intervention Specialist	Youngstown	Gina.mcallister@summitacademies.org
Emily Vollnogle	Kindergarten Teacher	Youngstown	Emily.vollnogle@summitacademies.org
Erica Vazquez	Kindergarten Teacher	Youngstown	Erica.hughes@summitacademies.org
Jessica Davis	1st Grade Teacher	Youngstown	Jessica.davis@summitacademies.org
Jennifer Trimble	2nd Grade Teacher	Youngstown	Jessica.kopanic@summitacademies.org
Melissa Anzalone	Intervention Specialist	Youngstown	Melissa.anazlone@summitacademies.org
Christine Frenzel	2nd/3rd Grade Split Teacher	Youngstown	Christine.frenzel@summitacademies.org
Alyssa Rohan	2nd/3rd Grade Split Teacher	Youngstown	Alyssa.rohan@summitacademies.org
Erin Batson	3rd Grade Teacher	Youngstown	Erin.batson@summitacademies.org
Mindi Lombardo	Intervention Specialist	Youngstown	Mindi.lombardo@summitacademies.org
Sarah Colangelo	Title 1 ELA Specialist	Youngstown	Sarah.colangelo@summitacademies.org
Jamie Martin	IEP Coordinator	Youngstown	Jamie.martin@summitacademies.org
Heather Singer	Curriculum Advisor/Management	Akron, OH	Heather.singer@summitacademies.org
Susan Koulianos	SSTR5	Mahoning County ESC	Susan.koulianos@sstr5.org
Jessica Good-Haldi	Parent Teacher Students Together Group Member/Parent	Youngstown	

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.

Our leadership team was formed using every educator that assists our students daily in ensuring that reading is an integral part of our students' academic lives. The foundational leadership team consists of all teachers instructing in grades kindergarten through grade 3, our Title 1 ELA (4-7) specialist, Literacy Academic Coach (K-7), and other administration dedicated to the school's Literacy Mission. The leadership team met several times prior to benchmarking to discuss the necessary steps moving forward. Professional development occurred using outside providers, such as: Amplify Reading, Core Knowledge Language Arts, and the Science of Reading. Based on the Science of Reading research, we now have a better understanding of how to help us find more success with reading growth. Professional Development was provided by our local State Support Team and they assisted us with writing our Reading Achievement Plan that will meet state requirements. Planning included an analysis of students' Ohio state assessments, Renaissance Star Early Literacy/Reading benchmark tests, State Sponsor Goal Document, referred to as 11.6 document, Lexia Core 5/Power-up Reading placement tests, state report card data, OIP goals, Decision Framework, and an analysis of overall student performance. The plan will be shared with stakeholders through professional development training, newsletters, and the school website. This will be provided by the school Principal, Lead Intervention Specialist, and Literacy Coach. The plan will be monitored by the DLT through review of TBT protocols, BLT protocols, lesson plans, progress monitoring schedules, benchmarking data, and Reading Improvement Monitoring Plans.

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.

Summit Academy Youngstown Elementary is a community school designed to educate all students using a therapeutic approach to allow all students the greatest opportunities for success. We currently educate 151 students in grades K-7 with a variety of abilities; 100% are economically disadvantaged and 66% are identified as students with disabilities and receive special education services. Kindergarten through third grade consists of 80 students; 56% are identified as students with disabilities and receive special education services.

Our Reading Achievement Plan (RAP) goal states that by June 2021, we will increase the number of students in grades K-3 that are "on-track" from 6.1% to 11.8% measured by the K-3 Literacy component on the state report card. This goal is aligned to our OIP goal: focused academic improvement as well as all other school improvement initiatives including School Improvement Grant, CCIP, State Sponsor Documentation, and Decision Framework. The strategies we have implemented to monitor progress towards the goal include both student and adult indicators and have been aligned to our Reading Achievement Plan (RAP).

The first OIP strategy is to implement RTI through the Multi-tiered System of Supports (MTSS) framework focusing on overall improvement in tier 1 instruction in accordance to Ohio Learning Standards. All students receive 90 minutes of explicit, systematic reading instruction based on the science of reading and 30 minutes of intervention daily. All students participate in Renaissance Early Literacy or Reading, and math diagnostic assessments three times a year (fall, winter, spring). Assessment results allow teachers to make data-driven instructional decisions based on student needs. Students who are placed in the "intervention" category are progress monitored at least once a month and students who are placed in the "urgent intervention" category are progress monitored bi-weekly allow teachers to determine the effectiveness of the interventions and make timely data-driven decisions.

Our Tier 1 curriculum, Amplify Core Knowledge Language Arts, (CKLA) is research-based from the science of reading and The Simple View of Reading. The three major dimensions of CKLA include: 1) the two-strand approach to instruction in K–2, (2) the language-based and knowledge driven approach to building children's capacity with complex text and vocabulary, (3) the importance of explicit and systematic phonics instruction to build automaticity with the written code. Students who are successful working at the Tier 1 level receive enrichment activities during the intervention time to challenge their needs. Teachers are required to teach Tier 1 curriculum for at least 90 minutes daily. Fidelity of implementation is monitored through TBT, observations, and lesson planning by the literacy coach and administrators.

Students who struggle within Tier 1 instruction receive Tier 2 interventions in addition to the core instruction. Tier 2 interventions include Lexia Core 5 or Lexia Power-Up which provides differentiated literacy instruction for students of all abilities in grades K-7. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Teachers will use this program daily in their classrooms with weekly monitoring by the Literacy coach.

Students that need even more intensive remediation will receive Tier 1 instruction, Tier 2, and Tier 3 interventions that include more intense, individualized instruction within their two-hour ELA block and/or they are pulled for extra assistance outside the two-hour block. Tier 3 interventions include Lexia Core 5 and Lexia Power Up individualized targeted lessons and skill builders and/or CKLA's assessment and remediation guide, based on student needs and deficits in code knowledge. Tier 3 interventions are monitored by the literacy coach and Lead Intervention Specialist.

The second OIP strategy is to improve teacher quality through the deployment and implementation of learning derived from professional development opportunities. Our teaching staff has varying degrees of experience and licensure. The breakdown of our current staff is 31% are in year 1, 28% are in years 2-4, 41% are in years 5-9, and 0% have over 10 years' experience at Summit Academy Youngstown. In addition, 14% are Instructional Assistants, 24% are in the ODE Resident Educator program, 52% have a professional license, and 10% have a substitute or alternative license. With a relatively new staff, it is imperative to build teacher capacity and understand the needs of adult learners. Summit

Academy Youngstown has two academic coaches that use this understanding to engage their colleagues in individual and collective reflective dialogue using evidence (e.g., observations, student work, assessment data) to help make connections to research-based effective practices through lesson planning and TBT meetings. Academic coaches use this information to develop and implement job-embedded ongoing professional development that is pertinent and aligned to the school improvement initiatives. Through the OIP process, we monitor student growth and adult implementation to

provide shared leadership opportunities. 100% of teachers participate in the TBT meetings every other week, but this year we are monitoring the effectiveness and consistency of teacher participation in the TBT process more closely.

The third OIP strategy is to improve collective efficacy to attract and retain teachers. Summit Academy Youngstown is dedicated to creating and fostering an environment of trust and positive collaborative culture to increase teacher collaboration and build collective responsibility and efficacy. The OIP process allows us to seek out current research, share it with colleagues, and apply the research to improve teaching practices, content knowledge, and student learning. Summit Academy Youngstown also believes in the shared leadership model and that teams should share decision-making responsibilities. We are empowering all staff to participate in Action Teams, where teachers take on a leadership role and make schoolwide decisions.

Our TBT, BLT, and DLT will monitor the Reading Achievement Plan goals in relation to the OIP goals and strategies, as we analyze building-wide data. Using our FY20 Decision Framework, it was determined that ELA proficiency was an urgent concern. We will focus on analyzing assessment data from Renaissance Star, curriculum-based assessments, and Lexia Core 5 to make data-informed instructional decisions, implementing effective evidence-based instructional practices based on the Science of Reading and evidence-based classroom management strategies that fit our growing population in order to increase ELA proficiency. Progress monitoring and formative assessment data will be analyzed to determine the effectiveness of the interventions and/or instructional strategies. The communication between TBT's, BLT's, and DLT's is a crucial component to ensure for the alignment of goals to the Reading Achievement Plan the goals and plans in place to the reading improvement plan. This collaboration is needed to ensure best instructional practices are implemented with fidelity.

In compliance with the Third Grade Reading Guarantee (TGRG) and improvement of the reading capabilities in our school, students who are "not on track" after the fall screener and/or diagnostic assessments are identified and placed on a Reading Improvement and Monitoring Plan (RIMP). The RIMP allows teachers and parents to work together to understand the student's reading deficiencies and ensure students are receiving intensive, systematic, and explicit reading interventions that are targeted to the student's identified reading deficiencies. Tier 2 students are placed on an optional RIMP as a proactive measure to address their reading deficiencies and monitor progress, to ensure that these students do not fall further behind. Currently, we have 80% of our K-3 students on a Reading Improvement and Monitoring Plan. The TGRG team meets quarterly to monitor and analyze progress, reflect on the effectiveness of the interventions, and make changes as needed. Adding a reading achievement plan has offered our school the opportunity to reflect on and adjust systems we have had in place to implement a more focused and streamlined instructional plan to ensure success for all students.

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

SECTION 3, PART A: ANALYSIS OF RELEVENT 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.

Summit Academy Youngstown Elementary currently serves 151 students in grade K-7. Data was analyzed from the 2018-2019 school year, as well as a current benchmarking analysis from this school year. An analysis of benchmarking assessments of all students in grades K-1 shows: 15% are early emergent readers, 45% late emergent readers, 24% transitional readers, and 15% probable readers. In grades 2-3, 85% are reading below grade-level and 15% are reading on or above grade-level. We have 80% of our K-3 students not on track to meet the TGRG requirements and they are all placed on Reading Improvement and Monitoring Plans to assist with more structured reading instruction. According to our K-5 benchmarking data, 89% of our students are working below grade-level,11% are working at grade-level, and 0% working above grade-level. In grades K-5, 61% of our students are receiving Special Education services for their disabilities. In grades 6-7, 84% of our students are receiving Special Education services for their disabilities.

In grades 6-7, we assessed the students using Lexia Power-up placement testing and found the following break-down of deficits: Word Study (decoding) 63% at the K-2 foundational level, 30% working at the intermediate level, and 7% working at the 6-8 middle school level. Grammar: 71% are working at the K-2 foundational level, 29% are working at the 3-5 intermediate level, and 0% at the 6-8 middle school level. Comprehension: 34% working at the K-2 foundational level, 67% working at the 3-5 intermediate level, and 0% working at the 6-8 middle school level.

Kindergarten data for FY20 shows that 68% of our current kindergarten students do not have the necessary preschool skills when entering kindergarten for the first time. We have 78% of our kindergarten students are on a Reading

Improvement Monitoring Plan because they are not on track for the TGRG based on the Kindergarten Readiness Assessment given in September.

Our past data is summarized as follows: In 2016-2017, 38% of our 3rd graders were proficient on their State assessment.

In 2017-2018, 24% of our 3rd graders were proficient. In 2018-2019, 21.7% of our 3rd graders were proficient. In 2018-2019, our state ELA test results for grades 4-7 are as followed: Grade 4-proficient (10.7%), Grade 5-proficient (26.3%), Grade 6- proficient (17.4%), and Grade 7-proficient (32.4%).

The two main root causes we have identified are that many of our learners "start behind, stay behind" and that our staff is not implementing effective instructional practices with fidelity. Because of these root causes, we further analyzed our Renaissance Star data and found that 76% of our students are still learning how to read and 24% of our students are reading to learn. Also, we currently have 8% of our students reading on grade-level. Our data is showing that the overall gap that needs addressed immediately is word recognition and language comprehension in all grades K-7. Word recognition is dealing with decoding-sounds, letters, and then words; as language comprehension is background knowledge, vocabulary, sentences, connections, and the gist of what they are reading. We completed the first administration of the Reading Tiered Fidelity Inventory (R-TFI) and focused on the Tier 1 section only. Based on the Tier 1 School-wide Reading Model domain with corresponding subscale items, we measured a total of 54%. The subscale scores showed the following measurements: Teams (40%), Implementation (67%), Resources (75%), and Evaluation

(40%). Based on this data, we decided that our plan is to strengthen our Tier 1 instruction, but also instruct the different tiers of learning within each of our classrooms with fidelity. This critical piece will assist us in ensuring that we can begin to close our academic achievement gap in reading.

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.

A factor that contributes to our low reading achievement is the high percentage of students with special needs. We currently educate 151 students in grades K-7 with a variety of abilities. 66% are identified as students with disabilities and receive special education services. They have been diagnosed with one (or more) of the following disabilities: Other Health Impairment-minor (ADD/ADHD), Emotional Disturbance (ED), Visual or Hearing Impairment, Autism, Specific

Learning Disability, Intellectual Disability, or Traumatic Brain Disorder. Many of our students have ADHD, ED, and/or Autism. Students with these types of disabilities usually have executive functioning issues. Executive functioning disorders involve chronic issues with completing daily tasks, such as having problems organizing materials, setting schedules, focusing, planning, shifting between tasks, sustaining effort, managing frustration, using working memory and accessing recall. Since our students come in with a varying degree of needs, we have adopted the co-teaching model with a smaller class size to ensure all students' needs are met. We have full-time related service providers including speech, occupational therapy, and physical therapy on staff that provide pull out and push in services. We also have a full-time behavior specialist that can provide individual and group counseling as well as push in assistance as needed. We also have implemented a therapeutic martial arts program specially designed to enhance the physical, emotional, and social growth of all students. The goals of this therapeutic approach are to increase self-esteem, self-confidence, self-respect, and respect for others through the fundamentals of Martial Arts.

Another contributing factor to our low reading achievement is our socio-economic status. 100% of our students receive free and reduced lunch and fall into the economically disadvantaged category. Poverty affects children on several levels, including physical, social-emotional and cognitive. According to the National Institute of Health, "the stresses of poverty lead to impaired learning ability in children from impoverished backgrounds." Children living in poverty exhibit lower executive function (impulse control, emotional regulation, attention management, task prioritization, working memory, etc.) because their energy is focused on basic survival functions

(https://borgenproject.org/what-is-the-relationship-between-poverty-and-learning/, 2019). Since our students come in with these stressors, we know the importance of educating the whole child and have implemented a school-wide PBIS system that is aligned to the Leader in Me principals. We implemented, The Leader in Me, an evidence-based, comprehensive-school improvement model to empower students with the leadership and life skills they need to thrive in the 21st century, in 2017. We have many students that enter kindergarten never having any experience with preschool or how to learn in a school environment. They come to us lacking alphabetic principles (such as identifying letters or recognizing the difference between a letter or a number) and phonemic awareness. Research shows that children who live in poverty are exposed to up to 30 million fewer words than children that come from more affluent families and areas. The lack of exposure to vocabulary during these formative years has an adverse effect on the development of early reading skills, including phonemic awareness, phonics, vocabulary, and comprehension. The underlying philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary

are essential to comprehension. To be child-centered and research-based, CKLA is designed around the following four principles of instruction: explicit instruction in the code is necessary for automatic and effortless decoding, background knowledge is essential to strong comprehension, vocabulary learning is most efficient when it is contextualized, content-based, and constant, and the connection between oral and written language must be supported.

Another contributing factor to our low reading achievement is high teacher turn-over rate. We have 63% of our teachers that have less than 5 years teaching experience. Research shows that high teacher turnover rates in schools negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, inexperienced, and underprepared teachers

(https://learningpolicyinstitute.org/blog/why-addressing-teacher-turnover-matters, 2019). Teachers who leave our building state, that they leave to pursue better financial opportunities, sometimes for other community schools with the same demographic. We have tried to give staff incentives to stay such as, performance-based bonuses and stipends to work Extended Learning Opportunities- like Saturday morning tutoring. However, we cannot compete with other districts' pay scales. Our Tier 1 curriculum, CKLA, is grounded in research and based on the simple view of reading that includes completed lesson plans, pacing, and questioning techniques to ensure explicit, science-based reading instruction is occurring. CKLA is a supportive program that provides everything new teachers need, but there is no script and teachers are expected to take ownership of the program as they acquire experience teaching it. As a research-based and educator-informed program, CKLA reflects what we know about good teaching. Good teaching requires being intentional about the content you want to teach and, at the same time, responsive to the needs, ideas, and questions of your students on a moment-by-moment basis. CKLA lessons provide a detailed roadmap to what to teach, freeing teachers to focus on their students. Each CKLA classroom is unique. CKLA lessons are also designed to support all teachers. As such, the materials are sufficiently detailed for teachers who are new to teaching or new to teaching language arts in a way that is done within CKLA. This supportive lesson structure cannot, and was never designed to replace good teaching. Good teaching will make the activities and lessons come alive in ways that are specific to the classroom, teacher, and students.

Looking at the contributing factors and systems we have already implemented, it is evident that our root cause of the low reading achievement is the lack of consistency and fidelity of Tier 1 instruction. This is evident in our TBT, BLT, and DLT data analysis. Based on this data analysis, we need to provide ongoing professional development to build our teacher's capacity using MTSS (Multi-tiered Support System). Our hope is that by increasing our teacher's capacity, we will increase the achievement of our students as well.

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: Summit Academy Youngstown believes that reading proficiency changes lives and restores hope.

Mission: Summit Academy Youngstown believes every child can learn the knowledge and skills to read on grade level by implementing evidence-based language and literacy practices, materials, and interventions based on the scientific research of the **Simple View of Reading** (Gough & Tunmer,1986).

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Overarching Goal: By June 2021, we will increase the number of students in grades K-3 reaching "on-track" status from 6.1% to 11.8% as measured by the K-3 Literacy component on the state report card.

Sub-goals:

By June 2021, we will increase the number of probable readers in grades K and 1 from 15% to 25%, measured by the Renaissance Star Early Literacy assessment.

By June 2021, we will increase the number of students in grades 2 and 3 reading on or above grade level from 15% to 25%, measured by the Renaissance Star Reading assessment.

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 Action Map

Overarching Goal:

Goal Statement: By June 2021, we will increase the number of students in grades K-3 reaching "on-track" status from 6.1% to 11.8% as measured by the K-3 Literacy component on the state report card.

Evidence-Based Strategy or Strategies: Response To Intervention (RTI), Using Multi-tiered Systems of Support (MTSS)

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Reconfigure the Building Leadership Team members to ensure that the reading MTSS model will be successfully implemented	Building Leadership Team will be fully trained in MTSS and Scientifically Based Reading Research, and how these align with information included in federal and state legislation (third grade reading guarantee, ESSA, etc)	Building Leadership Team will create an Installation & Implementation Plan and Fidelity checklists to monitor the effectiveness of implementation of the reading MTSS model
Timeline	School year 2019-2020	School year 2019-2020	School year 2019-2020
Lead Person(s)	Building Leadership Team	Building Leadership Team	Building Leadership Team
Resources Needed	Building Leadership Team self-assessment, schedule, BLT Operating Procedures Packet; agenda, meeting minutes, and pre-meeting documents; communication plan	Core Knowledge Language Arts curriculum/OH Standards/Simple View of Reading Research/MTSS Research/Webinars/Outside Providers/Funds to pay for a trainer to train	Installation & Implementation Plan, fidelity checklists, Renaissance Star data, Core Knowledge Language Arts curriculum/OH Standards/ BLT protocols/ reading instruction audit
Specifics of Implementation	• Review and create a new schedule • Re-define roles, norms, policies, and procedures • Create agenda template, meeting minutes protocols, and pre-meeting documents • Develop a communication plan • Complete the School Leadership Team Self Assessment to ensure the team is prepared for effective and efficient team meetings and pre-meeting documents; communication plan	• Review components of integrated MTSS model • Provide an overview of the data systems, and practices that address the reading components of an MTSS model • Define Scientifically Based Reading Research and how to address the needs of struggling students • Outline the Tier 1 systems that will be installed within the school and across grade levels • Develop rationales to address various levels of buy-in for Scientifically Based Reading Research and	• Complete the Reading Instruction Audit • Establish an iInstallation and Implementation Plan for daily reading instruction and administration of universal screening assessments (Star) and progress monitoring schedules dependent on student needs • Prioritize the core reading curriculum resources and assessments that must be used to strengthen instructional routines • Prioritize all students regardless of disability to

	Action Step 1	Action Step 2	Action Step 3
		that data, systems, and practices to support its implementation by addressing 1. the importance of the work 2. confidence that it can be successfully implemented to demonstrate improved outcomes for students	participate in daily reading instruction • Create fidelity checklists that aligns to the Installation & Implementation Plans • Determine and seek out professional learning opportunities dependent on staff needs
Measure of Success	RTF-I data Building Leadership Team self-assessment Products: schedule, BLT Operating Procedures Packet; agenda, meeting minutes,	RTF-I data BLT Protocols	RTF-I data Instruction Audit FIdelity Checklist Products: Installation & Implementation Plan
Check-in/Review Date	Bi-Annually	Annually	Monthly

Sub Goal # 1 Action Map

Goal Statement: By June 2021, we will increase the number of probable readers in grades K and 1 from 15% to 25%, measured using the STARS Early Literacy assessment.

Evidence-Based Strategy or Strategies: Building Teacher Capacity with high-quality professional development

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten, first grade, and title teachers will participate in professional learning to deepen their understanding of MTSS and Scientifically Based Reading Research, and how these align with information included in federal and state legislation (third grade reading guarantee, ESSA, etc).	All teachers will use Renaissance Star Reading assessments to adjust instruction and intervention based on the data collected from progress monitoring. The Internal Facilitator will guide staff through data analysis and the 5-step process.	High-quality use of research and evidence-based curriculum and Code Intervention CKLA resource materials.
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	Teachers in Grades K and /Academic Coaches/Principals/Internal Facilitator	Teachers in Grades K and 1/Academic Coaches/Principals/Internal Facilitator	Teachers in Grades K and 1/Academic Coaches/Principals/Internal Facilitator
Resources Needed	Core Knowledge Language Arts curriculum/OH Standards/Simple View of Reading	Renaissance Star Early Literacy assessments/OH Standards/TBT protocols and procedures/IAT (Intervention Assistance Team) protocols and procedures	Lexia Core 5/Chromebooks/CKLA materials & Remediation Guide/Reading Improvement & Monitoring Plans

	Action Step 1	Action Step 2	Action Step 3
	Research/Webinars/Outside Providers/Funds to pay for a trainer to train		
Specifics of Implementation	K, 1, and title teachers will acquire knowledge, skills, and abilities of Scientifically-based reading research and MTSS so they understand how to address the wide-range of reading needs in their classroom by attending webinars and professional development training by outside providers, State Support Team, and/or academic coaches. K, 1, and title teachers will participate in embedded and ongoing PD with academic coaches.	Teachers will assess students using Renaissance Star universal screening 3 times a year and progress monitor, according to data analysis of student needs. Teachers will participate in TBT meetings, guided by the Internal Facilitator to determine evidence-based practices and/or interventions based on student needs. All students are benchmarked 3x per year (September, January, May) Tier 2 and 3 students are progress monitored in the area of their greatest deficit. Tier 2 students are progress monitored monthly at grade level. Tier 3 students are given a survey level of assessment that determines their instructional level. These students are then progress monitored bi-monthly at their instructional level. When these students meet their goal, they are then moved up to the next grade level and a new goal is set. If the student does not meet their goal, instruction/intervention will need to be adjusted. To determine the adjustments needed for each student, teachers will meet with instructional coaches and with their TBT to identify the necessary instructional changes. The Internal Facilitator will determine staff-based professional development needs to ensure fidelity and implementation of the plan is carried out.	After the students have been assessed using Renaissance Star, the teachers will create plans for intervention. Individualized data-based intervention using **Lexia Core 5, CKLA remediation** lessons in code interventions, and Reading Improvement & and Monitoring Plans.
Measure of Success	Sign-in sheets/Exit Tickets PD Certificates	1. STAR reports 2. TBT protocols 3. TBT meeting agendas Reading Improvements and Monitoring Plans	1. Lesson plans 2. Walkthrough data 3. Reading Improvements and 4. Monitoring Plans
Check-in/Review Date	Quarterly	Quarterly check-in Bi-weekly TBT meetings	Quarterly

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.

Progress toward goals will be monitored and measured by collecting and analyzing adult implementation and student performance data.

Student Performance Data:

1. Renaissance Star Early Literacy and Reading diagnostic universal screening scores (fall, winter, spring)
2. Renaissance Star Progress Monitoring Data
3. Lexia Core 5 & Power-Up data
4. Classroom Based Assessments/CKLA Remediation Lessons
5. Reading Improvement Plans
6. State Testing Data (fall and spring)
7. State Report Card Data

Adult Implementation Data:

1. BLT Self Assessment
2. Reading Tiered Fidelity Inventory
3. Reading Instruction Audit
4. Fidelity Checklists, observations and walkthroughs
5. TBT/BLT Protocols
6. Lesson Plans & Curriculum Maps
7. High-Quality Professional Development

All students participate in Renaissance Star diagnostic screening three times a year (fall, winter, spring) and data is analyzed by the BLT and TBT to make instructional decisions. Students are placed into categories: at/above benchmark, on watch, intervention, or urgent intervention based on the scores of the screener. Teachers assign students an individualized goal and progress monitor progress towards goal at least bi-weekly. While collecting the progress monitoring data at the right frequency provides us the data, it is critical that it is analyzed and acted upon. Teachers also use classroom based assessments in their classroom to include: daily formative assessments, curriculum summative assessments at the end of each unit, CKLA beginning, middle, and end of year assessment, and progress data from daily Lexia Core 5 interventions. Teachers will meet bi-weekly during TBT's to review progress monitoring and classroom based assessment data to determine if there are children that are ready to move to the next skill, if there are students who are not responding and may need another approach, and if there are students who require more time on the focus skill. This information is reported to the BLT through TBT/BLT protocols.

Data from Renaissance Star Reading, Renaissance Star Early Literacy, and state assessments (Kindergarten Readiness Assessment KRA, or screener) is analyzed to determine which students are on track or not on track in grades K-3.

Students that fall into the category of "not on track" are placed on a Reading Improvement & Monitoring Plan (RIMP) that is developed by the K-3 teachers, with support from the Lead Intervention Specialist, Assistant Principal, Literacy Coach, and Title 1 teachers. The plans are based on the students' deficiencies and interventions that will support them in closing their achievement gaps. Student progress towards RIMP goals is measured and monitored by progress monitoring, classroom based assessment data, and work samples. This progress is analyzed by teachers at least monthly during TBT's to drive instruction and intervention in the classroom. Progress toward RIMP goals is reported to and analyzed by the BLT quarterly through TBT/BLT protocols and RIMP's.

State testing data and line item analysis is monitored and analyzed by the BLT twice a year (after fall and spring scores released) and School Report Card once a year to measure progress towards goals, the effectiveness of the plan, and any adjustments of the plan that may be needed to close the achievement gap. The BLT then reports their findings to the TBT for teachers to make data informed instructional decisions.

It is critical to not only look at student data but to monitor and analyze adult indicator data to close the achievement gap. The Building Leadership Team will complete a self-assessment twice a year (fall, spring) to measure areas of strength and weaknesses within the leadership team. This data will then be reported to the DLT to determine areas of professional learning to strengthen the team. The BLT will also complete the Reading Tiered Fidelity Inventory annually to monitor and measure progress made towards implementing an effective school-wide Reading Model and determine next steps to ensure continuous improvement. This will be reported with the DLT and TBT annually.

The BLT will conduct the Reading Instruction Audit annually to ensure all the systems are in place for every student to receive high-quality evidence-based language and literacy tiered instruction. This data will be monitored to make adjustments to our implementation plan as needed and communicated with the DLT and TBT annually.

Using the data from the BLT Self-Assessment, Reading Instruction Audit, and RTF-I, fidelity checklists will be created to monitor and measure the progress and effectiveness of implementation. Fidelity checklists will be used during administrative observations and walkthroughs, at least monthly. Immediate feedback will be given to the teacher being observed and data from the observation, walkthrough, and fidelity checklists will be communicated with BLT monthly.

Professional learning is a huge component of making progress towards our goals. Sign in sheets and schoolwide professional development logs will monitor participation and attendance at professional learning opportunities documented by the Local Professional Development Committee representative. The effectiveness of professional development will be measured utilizing staff surveys and exit tickets at the end of each session. The most critical aspect of professional learning is to ensure that it is being implemented effectively in the classroom. This will be monitored by administrative observations and walkthroughs (at least monthly); lesson plans (weekly) and curriculum maps (at least monthly). We will ensure that MTSS is being implemented using the strategies we receive during our high-quality professional development. Data from these pieces will help the BLT determine the type of embedded professional development needed, dependent on individual teacher needs, that will be delivered by the academic coaches. This data will be reported through TBT protocols quarterly.

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.

Using Ohio's Evidence-Based Clearinghouse and aligning our expectations with ESSA (Every Student Succeeds Act), our plan will be infused systematically with the evidence-based strategies of RTI using MTSS (Multi-Tiered System of Supports) and building teacher capacity through high quality professional development. Using both of these strategies, we will support the learners in receiving high-quality evidence-based language and literacy tiered instruction. By implementing these strategies, we will be supporting our students in grades K-3 to identify deficits sooner and pinpoint appropriate instruction in order to increase their reading capacity. We screen students 3 times a year to identify students at risk for future reading failure. Students whose screening scores indicate potential difficulties with learning to read are provided with more intensive reading interventions and are placed on a Reading Improvement & Monitoring plan in grades K-3. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. Using these evidence-based strategies of RTI infused with MTSS and building Teacher Capacity, we can support our tiered learners, both adult and student, meet their academic needs and grow them appropriately.

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.*

Using MTSS and building upon teacher capacity with high-quality professional development, supports the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systematic method to evaluate the effectiveness of our Reading Achievement Plan components and provides multi-tiered supports for effective instructional design and delivery.

Improving our literacy skills in the primary grades serves as the foundation in our goal to academically foster student academic growth. We will be placing an emphasis on what our data is showing about our overall gap. Our gap is word recognition and language comprehension in all grades K-7; however, we will be focusing on grades K-3 first. Word recognition is dealing with decoding-sounds, letters, and then words; as language comprehension is background knowledge, vocabulary, sentences, connections, and the gist of what they are reading. Core Knowledge Language Arts curriculum, embedded with Simple View of Reading, will be our driving force to assist our students with their deficits. We are in our second full year of implementation; however, teacher turnover plays a significant role and we will be starting fresh with many teachers. The plan will include many opportunities for professional development and coaching. These monthly sessions will provide us a way to increase knowledge, provide feedback, and ensure that teachers are implementing the evidence-based practices.

The OIP 5 step process assures that evidence-based strategies implemented are effective, will show progress, and will improve upon strategies utilized during the two prior consecutive school years. This 5-step process is used during both TBTs and BLTs. Each TBT is responsible for analyzing students' strengths and weaknesses, implementing effective changes in the classroom, providing consistent implementation, and collecting and analyzing post assessment data. Through this process teachers and intervention specialists make changes to their instruction and progress monitoring goals or intervention strategies utilized. The BLT provides the TBT with additional recommendations for effectiveness. Once the action steps from the RAP are put into place, the BLT and TBTs, will be responsible for checking the effectiveness of the actions steps and making changes accordingly.

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.

nsert 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.

Summit Academy Youngstown Elementary School works with State Support Team 5 and our school sponsor, Lake Erie

West, to support the OIP 5 step process with fidelity. Our TBT's and BLT's will play a key role in the Reading

Achievement Plan, using the 5 step process to analyze reading data and determine intervention strategies needed.

1. Implementation of all instructional materials, reading programs and evidence-based strategies are supported with professional development provided as follows;

    Our principals, instructional coaches, and special education team work with building staff on RIMPs and Core Knowledge Language Arts curriculum implementation on a consistent basis, providing feedback, instructional strategies, and lesson plan feedback to teachers throughout the school year. New and returning teachers receive professional development on all reading programs prior to the start of the school year and throughout by the administrative staff. The instructional coach also receives professional development opportunities from the district curriculum and outside providers.

    - Staff is given opportunities to collaborate across grade levels and do peer observations with the principal or instructional coaches.
    - Additional professional development needed for the instructional programs or strategies are provided by vendors and coordinate with our federal programs administrator and curriculum director.

2. Implementation in the use and interpretation of screening, diagnostic and curriculum based progress monitoring assessments will be supported with professional development of new and returning teachers on Renaissance Star Learning prior to the start of the school year provided by the instructional coaches and district curriculum administrators. On-going professional development occurs through-out the year through webinars, coaching sessions, and one-on-one instruction.

3. Job-embedded opportunities will occur through consistent observations and feedback provided by the literacy coach. The instructional coaches will also model instructional strategies for differentiation in the classroom as needed.

4. Individualized and differentiated opportunities for professional growth will be provided as indicated by review of student data, OTES teacher observations, Professional Growth Plans, and TBT data. Teachers are encouraged to also actively seek out professional development opportunities that they feel would help them better meet the needs of their students.

    - Professional development will be tracked by the teachers and the Local Professional Development Committee building representative. Teachers will be surveyed annually to rate their needs, areas of concerns and strengths as well PD effectiveness.

APPENDICES

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

- **CKLA:** Core Knowledge Language Arts (CKLA) is the core curriculum program utilized in grades K to 5. CKLA provides instructional materials focused on reading, writing, listening and speaking. CKLA also provides cross curriculum materials, addressing vocabulary and skills in history, geography, and science. Students and teachers are provided with both print and online resources for effective instruction.

https://www.coreknowledge.org/curriculum/language-arts/

- **Lexia Core 5:** The Lexia Core 5 reading program is a research proven program that provides systematic, explicit, and personalized reading instruction. Students in grades K to 5 are provided with instructional activities that target individualized skill gaps. Teachers are provided with student specific data points and instructional resources. https://www.lexialearning.com/products/core5
- **Lexia Power Up:** The Lexia PowerUp Literacy program is the counterpart of Lexia Core 5 and is focused on struggling students in grades 6 through 12. As with Core 5, this program address gaps in fundamental literacy skills and increases higher-order thinking. The activities provided are age-appropriate yet meet the varying foundational skills needed. Teachers are also provided with resources and tools to help students with reading proficiency. https://www.lexialearning.com/products/powerup
- **Installation and Implementation Plan:** The plan will be created during the BLT meeting in January and February. We have attached the format and process we will be using in order to achieve the plan with fidelity.
- **Fidelity Checklist:** A fidelity checklist will be created using the results of the Reading Instruction Audit by the BLT and used as a tool for monthly administrative walkthroughs and observations to monitor effectiveness of implementation and collect adult indicator data.
- **Reading Instruction Audit:** Audit be completed in January by the BLT to ensure all systems are in place. See attached checklist.
- **Code Intervention CKLA resource materials:** See attached CKLA program guide.
- **Intervention Assistance Team (IAT)**:
  - Students who are not performing at the expected level are discussed in Intervention Assistance Team (IAT) meetings which occur at minimum twice monthly. This team consists of the IEP Coordinator, Intervention Specialists, General Education Teachers and related services staff (as appropriate) who work with the students to be discussed. TBT meetings oftentimes overlap in content, as instructional practices are discussed during TBT meetings.
- **OIP 5 step Process:**
  - Teacher Based Teams (TBT)/bi-weekly meetings/40 minutes each/All teaching staff within the building
  - Building Level Team (BLT)/monthly meetings/60 minutes each/Members are administration, title teacher, and one teacher from each grade K-3.
  - District Level Team (DLT) meet three times each year in the fall, winter, and spring. The DLT consists of all building principals and assistant principals, building instructional coaches, superintendent, curriculum department, federal programs department, and regional directors.