

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 2, 2020

Dear Superintendent,

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

**Strengths of the Reading Achievement Plan:**

- Data is listed and analyzed by grade level;
- The plan has set goals up to grade 8.
- The administration is taking a lead in communicating the plan and progress monitoring the action steps of the goals.

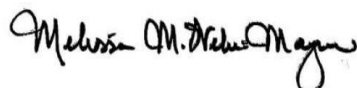
**This plan will benefit from:**

- A deeper analysis into the student performance data in grades K-3;
- Professional development into the 5 components of reading, particularly professional development that explains the difference between phonemic/phonological awareness and phonics;
- The use of the Simple View of Reading model to drive the proposed goal, strategies, and action steps.

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](mailto:readingplans@education.ohio.gov).

Sincerely,



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

25 South Front Street  
Columbus, Ohio 43215  
[education.ohio.gov](http://education.ohio.gov)

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PREPARATORY ACADEMY  
READING ACHIEVEMENT PLAN 2019

**SECTION 1: LEADERSHIP TEAM**

| <b>NAME</b>       | <b>TITLE/ROLE</b>                      | <b>SCHOOL</b>              | <b>EMAIL</b>   |
|-------------------|--|----------------------------|--|
| Jamie Brady       | Regional Vice President/Superintendent | ACCEL SCHOOLS              | <a href="mailto:ibrady@accelschools.com">ibrady@accelschools.com</a>             |
| Zakia McKinney    | Principal                              | Winton Preparatory Academy | <a href="mailto:zakia.mckinney@wintonprep.org">zakia.mckinney@wintonprep.org</a> |
| Kristy Dunaway    | Director Instructional Coaching        | ACCEL SCHOOLS              | <a href="mailto:kdunaway@accelschools.com">kdunaway@accelschools.com</a>         |
| Jessica Garton    | Director, Special Education            | ACCEL SCHOOLS              | <a href="mailto:igarton@accelschools.com">igarton@accelschools.com</a>           |
| Lesley Wilkins    | Director of Professional Learning      | ACCEL SCHOOLS              | <a href="mailto:lwilkins@accelschools.com">lwilkins@accelschools.com</a>         |
| Board President   | James George                           | Winton Preparatory Academy | <a href="mailto:igeorge01@roadrunner.com">igeorge01@roadrunner.com</a>           |
| Leah Donley       | Instructional Coach                    | Winton Preparatory Academy | <a href="mailto:ldonley@acariverside.com">ldonley@acariverside.com</a>           |
| Deborah Ottariano | English/Title Teacher                  | Winton Preparatory Academy | <a href="mailto:dottariano@wintonprep.org">dottariano@wintonprep.org</a>         |

## **SECTION 2: ALIGNMENT BETWEEN RAP AND DISTRICT IMPROVEMENT EFFORTS**

For 2019-2022, Winton Preparatory School Improvement Process and Plan is aligned with the Reading Achievement Plan (RAP) and shows commitment to increasing literacy rates. That commitment to literacy starts with a primary focus to increase the reading growth through several strategies:

1. Through professional development and training focused on modeling to heighten training impact.
2. Through a literacy focus supported by professional development and coaching of standards based instruction.
3. Through using a literacy framework, using data to inform instruction and implementing research based instructional strategies.
4. Through using a strong teacher coaching model, literacy academic framework, pacing guides.
5. In strengthening and revising Tier 1 foundational reading curricular resources.

Moving forward, the RAP plan will be used to inform, make changes in our SIP to keep our district efforts aligned. We will do this via shared leadership responsibility for the RAP and SIP plans. The Principal and Regional Vice President have checks-ins regarding plan progress. The BLT will have check-ins regarding plan progress and the TBT will have check-ins regarding plan progress and what is needed to maintain that progress.

## **SECTION 3A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA**

Learner Performance data for Winton preparatory Academy is attached at the end of this section. The key details and analysis of that data is below.

### Kindergarten:

Testing results for Kindergarten students indicate the following:

For 2016-17, KRA results indicated the on-track/off track student percentage as 27.4% and 72.6%. For 2017-18, KRA results indicated the on-track/off track student percentage as 43.8% and 56.3%

For 2018-19, KRA results indicated the on-track/off track student percentage as 69.2% and 30.8%.

For 2019-20, KRA results indicated that 19.4% of students demonstrated readiness while 80.1% did not.

NWEA 2019-20 scores showed that 19.5% of K scholars are proficient while 80.5 % of students are not.

The Fall 2019-20 Map scores indicated that the lowest performance was in the area of foundational skills

### First Grade:

For 2018-19, results for fall testing reading indicated a 52.2 score, or F, in the area of Reading for first grade students. According to the scores, 83% of students were not proficient while 2.4 % of students' scores fell in the proficient category. According to the 1<-8 Spring Projection report, fall 2019-20, 83.7% of first grade students are not proficient while 16.2% are proficient and higher. The Fall 2019-20 Map Scores indicated that the lowest performance was in the area of Vocabulary use and functions

### Second grade:

According to MAP data, the percentage of student's average and above in 2<sup>nd</sup> grade class is 32% in SY 1920. Literature and information text (42%) appears to be the strongest domain while vocabulary use and functions (36%), foundational skills (28%), language and writing (28%) and are the lowest.

### Third Grade:

According to building results from Ohio Testing in 2016-17, only 12.5 % of students were proficient in English Language Arts. In 2017-18, only 9.3% were proficient in English Language Arts. According to building results from Ohio State Testing in 2019-20, 15.1% of students scored average or higher in Reading. Students struggled in all five areas with Informational Text and Literary text being the lowest domains areas.

According to MAP data, 2017-18, only 6-7% of third grade students scored average or higher in Reading.

Twenty-four percent (24%) of students scored average to high in the domain of Literary Text (Language, Craft, and Structure). The specific Reading domains in which students had the lowest score was in the area of Informational text — key ideas and details, and literary text. In these domains, only 13% of students scored average or higher. The overall performance standards indicate the students lack the basic skills in the area of language and literacy (K), foundational skills, language and writing (2<sup>nd</sup> grade), informational text — key ideas and details and literary text (3<sup>rd</sup> grade) required to be proficient in reading.

### Fourth and Fifth grades:

Only 12% of fourth graders and 13% of fifth grade students scored average above in reading according to NWEA data. Fourth and fifth graders scored lowest for informational text, both language, craft and structure and key ideas and details as measured by NWEA.

### Sixth Grade:

Only 14% of sixth graders scored average or above in reading according to NWEA data. Sixth graders scored lowest in Key Ideas and Details in both informational and literature text as measured by NWEA.

Seventh Grade:

Only 25% of seventh graders scored average or above in reading according to NWEA data. Seventh graders scored lowest for Informational Text, both key ideas and details and language, craft and structure as measured by NWEA.

Eighth Grade:

Only 26% of eighth graders scored average or above in reading according to NWEA data. Eighth graders scored low for all sub domains of informational text and literature as measured by NWEA.

Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 24    |
| Mean RIT   | 135.1 |
| Median RIT   | 136   |
| Standard Deviation                                 | 11.1  |
| District Grade Level Mean RIT                      | 142.9 |
| Students At or Above District Grade Level Mean RIT | 4     |
| Norm Grade Level Mean RIT                          | 151.3 |
| Students At or Above Norm Grade Level Mean RIT     | 1     |

|   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| Overall Performance   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 20              | 83% | 1                   | 4%  | 2                 | 8%  | 1                   | 4% | 0               | 0% | 133-135-137               | 136        | 11.1    |
| Goal Area   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| Language and Writing  | 18              | 75% | 4                   | 17% | 1                 | 4%  | 1                   | 4% | 0               | 0% | 134-136-137               | 135        | 8.8     |
| Literature and Informational  | 13              | 54% | 7                   | 29% | 3                 | 13% | 1                   | 4% | 0               | 0% | 136-138-140               | 139        | 11.4    |
| Foundational Skills   | 15              | 65% | 5                   | 22% | 2                 | 9%  | 0                   | 0% | 1               | 4% | 131-134-137               | 133        | 12.9    |
| Vocabulary Use and Functions  | 14              | 58% | 5                   | 21% | 5                 | 21% | 0                   | 0% | 0               | 0% | 132-135-138               | 136        | 13.2    |

Explanatory Notes

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**Reading**

**Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 19    |
| Mean RIT   | 136.7 |
| Median RIT   | 135   |
| Standard Deviation                                 | 7.8   |
| District Grade Level Mean RIT                      | 142.9 |
| Students At or Above District Grade Level Mean RIT | 5     |
| Norm Grade Level Mean RIT                          | 151.3 |
| Students At or Above Norm Grade Level Mean RIT     | 1     |

| Overall Performance  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| <b>Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017</b> | 14              | 74% | 3                   | 16% | 2                 | 11% | 0                   | 0% | 0               | 0% | 135-137-139               | 135        | 7.8     |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| <b>Language and Writing</b>  | 15              | 79% | 2                   | 11% | 1                 | 5%  | 1                   | 5% | 0               | 0% | 132-134-136               | 133        | 9.5     |
| <b>Literature and Informational</b>  | 9               | 47% | 4                   | 21% | 5                 | 26% | 1                   | 5% | 0               | 0% | 140-142-144               | 142        | 9       |
| <b>Foundational Skills</b>   | 16              | 84% | 1                   | 5%  | 2                 | 11% | 0                   | 0% | 0               | 0% | 129-131-134               | 133        | 11.2    |
| <b>Vocabulary Use and Functions</b>  | 10              | 53% | 3                   | 16% | 5                 | 26% | 1                   | 5% | 0               | 0% | 137-140-142               | 139        | 9.4     |

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**Class: English Language Arts Gr 1 1A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

**Mathematics**

**Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary   |       |
|---|-------|
| <b>Total Students With Valid Growth Test Scores</b>       | 21    |
| <b>Mean RIT</b>   | 150.6 |
| <b>Median RIT</b>   | 152   |
| <b>Standard Deviation</b>                                 | 16.3  |
| <b>District Grade Level Mean RIT</b>                      | 157.5 |
| <b>Students At or Above District Grade Level Mean RIT</b> | 8     |
| <b>Norm Grade Level Mean RIT</b>                          | 173.8 |
| <b>Students At or Above Norm Grade Level Mean RIT</b>     | 1     |

| Overall Performance   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |     | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %   | count           | %  |                           |            |         |
| <b>Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017</b> | 15              | 71% | 5                   | 24% | 0                 | 0%  | 1                   | 5%  | 0               | 0% | 147-151-154               | 152        | 16.3    |
| <b>Goal Area</b>  |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| <b>Number and Operations</b>  | 17              | 81% | 3                   | 14% | 0                 | 0%  | 0                   | 0%  | 1               | 5% | 145-149-152               | 153        | 16.2    |
| <b>Geometry</b>   | 14              | 67% | 4                   | 19% | 1                 | 5%  | 2                   | 10% | 0               | 0% | 145-150-154               | 151        | 20      |
| <b>Operations and Algebraic Thinking</b>                                  | 13              | 62% | 2                   | 10% | 4                 | 19% | 1                   | 5%  | 1               | 5% | 150-155-159               | 154        | 20.1    |
| <b>Measurement and Data</b>   | 17              | 81% | 3                   | 14% | 1                 | 5%  | 0                   | 0%  | 0               | 0% | 146-149-152               | 152        | 14.7    |

**Explanatory Notes**

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# Class Report

**Class: English Language Arts Gr 1 1C**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Mathematics

**Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 22    |
| Mean RIT   | 153.3 |
| Median RIT   | 155.5 |
| Standard Deviation                                 | 17.5  |
| District Grade Level Mean RIT                      | 157.5 |
| Students At or Above District Grade Level Mean RIT | 10    |
| Norm Grade Level Mean RIT                          | 173.8 |
| Students At or Above Norm Grade Level Mean RIT     | 2     |

| Overall Performance  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |     | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %   | count           | %  |                           |            |         |
| Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017 | 15              | 68% | 2                   | 9%  | 4                 | 18% | 1                   | 5%  | 0               | 0% | 150-153-157               | 156        | 17.5    |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| Number and Operations  | 16              | 73% | 2                   | 9%  | 3                 | 14% | 1                   | 5%  | 0               | 0% | 146-150-154               | 148        | 16.6    |
| Geometry   | 13              | 59% | 6                   | 27% | 1                 | 5%  | 2                   | 9%  | 0               | 0% | 149-153-157               | 154        | 18.3    |
| Operations and Algebraic Thinking                                  | 12              | 55% | 1                   | 5%  | 2                 | 9%  | 7                   | 32% | 0               | 0% | 153-158-163               | 160        | 22.8    |
| Measurement and Data   | 15              | 68% | 3                   | 14% | 4                 | 18% | 0                   | 0%  | 0               | 0% | 149-153-157               | 154        | 17.3    |

### Explanatory Notes

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# Class Report

**Class: English Language Arts Gr 2 2A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Reading

**Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 19    |
| Mean RIT   | 167.8 |
| Median RIT   | 171   |
| Standard Deviation                                 | 15.2  |
| District Grade Level Mean RIT                      | 171.6 |
| Students At or Above District Grade Level Mean RIT | 9     |
| Norm Grade Level Mean RIT                          | 184.2 |
| Students At or Above Norm Grade Level Mean RIT     | 3     |

| Overall Performance   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |    | Mean RIT (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|----|------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %  |                        |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 10           | 53% | 5                | 26% | 2              | 11% | 2                | 11% | 0            | 0% | 164-168-171            | 171        | 15.2    |
| <b>Goal Area</b>  |              |     |                  |     |                |     |                  |     |              |    |                        |            |         |
| Language and Writing  | 11           | 58% | 6                | 32% | 1              | 5%  | 1                | 5%  | 0            | 0% | 162-166-169            | 168        | 15.6    |
| Literature and Informational  | 13           | 68% | 4                | 21% | 1              | 5%  | 1                | 5%  | 0            | 0% | 164-167-170            | 169        | 13.6    |
| Foundational Skills   | 12           | 63% | 1                | 5%  | 3              | 16% | 2                | 11% | 1            | 5% | 163-168-172            | 164        | 19.3    |
| Vocabulary Use and Functions  | 10           | 53% | 4                | 21% | 2              | 11% | 2                | 11% | 1            | 5% | 167-171-175            | 170        | 18.1    |

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# Class Report

**Class: English Language Arts Gr 2 2B**

Term Rostered: Winter 2019-2020  
 Term Tested: Winter 2019-2020  
 District: ACCEL Schools  
 School: Winton Preparatory Academy

Norms Reference Data: 2015  
 Weeks of Instruction: 20 (Winter 2020)  
 Small Group Display: No

## Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 14    |
| Mean RIT   | 166.1 |
| Median RIT   | 165   |
| Standard Deviation                                 | 17.7  |
| District Grade Level Mean RIT                      | 171.6 |
| Students At or Above District Grade Level Mean RIT | 6     |
| Norm Grade Level Mean RIT                          | 184.2 |
| Students At or Above Norm Grade Level Mean RIT     | 3     |

| Overall Performance   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |     | Hi<br>%ile > 80 |     | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %   | count           | %   |                           |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 8               | 57% | 3                   | 21% | 2                 | 14% | 0                   | 0%  | 1               | 7%  | 161-166-171               | 165        | 17.7    |
| <b>Goal Area</b>  |                 |     |                     |     |                   |     |                     |     |                 |     |                           |            |         |
| Language and Writing  | 8               | 57% | 1                   | 7%  | 3                 | 21% | 2                   | 14% | 0               | 0%  | 161-166-171               | 165        | 18.1    |
| Literature and Informational  | 9               | 64% | 2                   | 14% | 2                 | 14% | 0                   | 0%  | 1               | 7%  | 159-165-171               | 165        | 20.6    |
| Foundational Skills   | 7               | 50% | 4                   | 29% | 0                 | 0%  | 1                   | 7%  | 2               | 14% | 165-170-175               | 166        | 18.3    |
| Vocabulary Use and Functions  | 9               | 64% | 3                   | 21% | 0                 | 0%  | 1                   | 7%  | 1               | 7%  | 159-164-169               | 163        | 18.9    |

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# Class Report

**Class: English Language Arts Gr 3 3A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Mathematics

**Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 26    |
| Mean RIT   | 179.8 |
| Median RIT   | 180   |
| Standard Deviation                                 | 12.9  |
| District Grade Level Mean RIT                      | 182.4 |
| Students At or Above District Grade Level Mean RIT | 11    |
| Norm Grade Level Mean RIT                          | 198.2 |
| Students At or Above Norm Grade Level Mean RIT     | 0     |

| Overall Performance   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| <b>Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017</b> | 18              | 69% | 3                   | 12% | 5                 | 19% | 0                   | 0% | 0               | 0% | 177-180-182               | 180        | 12.9    |
| <b>Goal Area</b>  |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| <b>Operations and Algebraic Thinking</b>                                  | 16              | 62% | 4                   | 15% | 3                 | 12% | 2                   | 8% | 1               | 4% | 180-183-186               | 182        | 13.9    |
| <b>Measurement and Data</b>   | 15              | 58% | 5                   | 19% | 5                 | 19% | 1                   | 4% | 0               | 0% | 177-180-183               | 178        | 15.4    |
| <b>Number and Operations</b>  | 18              | 69% | 4                   | 15% | 3                 | 12% | 1                   | 4% | 0               | 0% | 177-179-182               | 180        | 14.4    |
| <b>Geometry</b>   | 17              | 65% | 5                   | 19% | 3                 | 12% | 1                   | 4% | 0               | 0% | 174-177-180               | 176        | 15      |

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

\* This data is not available for reporting. Please refer to help and documentation for more information.

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# Class Report

**Class: English Language Arts Gr 3 3A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Reading

**Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary   |       |
|---|-------|
| <b>Total Students With Valid Growth Test Scores</b>       | 24    |
| <b>Mean RIT</b>   | 173   |
| <b>Median RIT</b>   | 171   |
| <b>Standard Deviation</b>                                 | 13.8  |
| <b>District Grade Level Mean RIT</b>                      | 179.6 |
| <b>Students At or Above District Grade Level Mean RIT</b> | 8     |
| <b>Norm Grade Level Mean RIT</b>                          | 195.6 |
| <b>Students At or Above Norm Grade Level Mean RIT</b>     | 1     |

| Overall Performance  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| <b>Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017</b> | 17              | 71% | 3                   | 13% | 4                 | 17% | 0                   | 0% | 0               | 0% | <b>170-173-176</b>        | 171        | 13.8    |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| <b>Vocabulary: Acquisition and Use</b>   | 16              | 67% | 4                   | 17% | 4                 | 17% | 0                   | 0% | 0               | 0% | 171-175-178               | 175        | 15      |
| <b>Informational Text: Language, Craft, and Structure</b>                      | 17              | 71% | 4                   | 17% | 2                 | 8%  | 1                   | 4% | 0               | 0% | 169-173-176               | 170        | 15.2    |
| <b>Literary Text: Key Ideas and Details</b>                                    | 18              | 75% | 3                   | 13% | 3                 | 13% | 0                   | 0% | 0               | 0% | 167-170-174               | 169        | 16.3    |
| <b>Informational Text: Key Ideas and Details</b>                               | 16              | 67% | 5                   | 21% | 3                 | 13% | 0                   | 0% | 0               | 0% | 171-174-177               | 173        | 14.5    |
| <b>Literary Text: Language, Craft, and Structure</b>                           | 17              | 71% | 2                   | 8%  | 3                 | 13% | 2                   | 8% | 0               | 0% | 170-173-176               | 167        | 16.2    |

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.  
 \*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 \* This data is not available for reporting. Please refer to help and documentation for more information.  
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**Reading**

**Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 50    |
| Mean RIT   | 175.6 |
| Standard Deviation                                 | 12.9  |
| District Grade Level Mean RIT                      | 179.6 |
| Students At or Above District Grade Level Mean RIT | 19    |
| Norm Grade Level Mean RIT                          | 195.6 |
| Students At or Above Norm Grade Level Mean RIT     | 3     |

| Overall Performance   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |    | Hi %ile > 80 |    | Mean RIT (+/- Smp Err) | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|----|--------------|----|------------------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %  | count        | %  |                        |         |
| Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017 | 36           | 72% | 7                | 14% | 5              | 10% | 2                | 4% | 0            | 0% | 174-176-177            | 12.9    |
| <b>Goal Area</b>  |              |     |                  |     |                |     |                  |    |              |    |                        |         |
| Vocabulary: Acquisition and Use   | 31           | 62% | 9                | 18% | 9              | 18% | 0                | 0% | 1            | 2% | 175-177-179            | 16      |
| Informational Text: Language, Craft, and Structure                      | 34           | 68% | 10               | 20% | 5              | 10% | 1                | 2% | 0            | 0% | 173-175-178            | 14.3    |
| Literary Text: Key Ideas and Details                                    | 29           | 58% | 14               | 28% | 6              | 12% | 1                | 2% | 0            | 0% | 174-176-178            | 14.8    |
| Informational Text: Key Ideas and Details                               | 31           | 62% | 14               | 28% | 3              | 6%  | 1                | 2% | 1            | 2% | 174-176-178            | 14.4    |
| Literary Text: Language, Craft, and Structure                           | 35           | 70% | 4                | 8%  | 7              | 14% | 3                | 6% | 1            | 2% | 171-174-176            | 15.8    |

**Explanatory Notes**

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 25    |
| Mean RIT   | 180.6 |
| Standard Deviation                                 | 11.7  |
| District Grade Level Mean RIT                      | 188.8 |
| Students At or Above District Grade Level Mean RIT | 8     |
| Norm Grade Level Mean RIT                          | 203.6 |
| Students At or Above Norm Grade Level Mean RIT     | 0     |

| Overall Performance   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |         |
| Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017 | 20              | 80% | 4                   | 16% | 1                 | 4%  | 0                   | 0% | 0               | 0% | 178-181-183               | 11.7    |
| Goal Area   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |         |
| Vocabulary: Acquisition and Use   | 19              | 76% | 2                   | 8%  | 4                 | 16% | 0                   | 0% | 0               | 0% | 179-182-184               | 12.8    |
| Informational Text: Language, Craft, and Structure                      | 18              | 72% | 5                   | 20% | 2                 | 8%  | 0                   | 0% | 0               | 0% | 178-181-183               | 13.6    |
| Literary Text: Key Ideas and Details                                    | 20              | 80% | 3                   | 12% | 2                 | 8%  | 0                   | 0% | 0               | 0% | 177-180-183               | 14.6    |
| Informational Text: Key Ideas and Details                               | 16              | 64% | 4                   | 16% | 5                 | 20% | 0                   | 0% | 0               | 0% | 179-182-185               | 16.2    |
| Literary Text: Language, Craft, and Structure                           | 20              | 80% | 3                   | 12% | 2                 | 8%  | 0                   | 0% | 0               | 0% | 176-178-181               | 13.5    |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

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**Reading**

**Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 31    |
| Mean RIT   | 189.2 |
| Standard Deviation                                 | 15.7  |
| District Grade Level Mean RIT                      | 198   |
| Students At or Above District Grade Level Mean RIT | 10    |
| Norm Grade Level Mean RIT                          | 209.8 |
| Students At or Above Norm Grade Level Mean RIT     | 0     |

| Overall Performance  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |         |
| <b>Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017</b> | 21              | 68% | 6                   | 19% | 4                 | 13% | 0                   | 0% | 0               | 0% | 186-189-192               | 15.7    |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |         |
| <b>Vocabulary: Acquisition and Use</b>   | 21              | 68% | 5                   | 16% | 5                 | 16% | 0                   | 0% | 0               | 0% | 186-189-192               | 17.3    |
| <b>Informational Text: Language, Craft, and Structure</b>                      | 20              | 65% | 7                   | 23% | 3                 | 10% | 1                   | 3% | 0               | 0% | 186-189-192               | 16.2    |
| <b>Literary Text: Key Ideas and Details</b>                                    | 19              | 61% | 8                   | 26% | 4                 | 13% | 0                   | 0% | 0               | 0% | 186-189-192               | 17.6    |
| <b>Informational Text: Key Ideas and Details</b>                               | 19              | 61% | 6                   | 19% | 5                 | 16% | 1                   | 3% | 0               | 0% | 185-189-192               | 18.9    |
| <b>Literary Text: Language, Craft, and Structure</b>                           | 16              | 52% | 9                   | 29% | 4                 | 13% | 2                   | 6% | 0               | 0% | 187-191-194               | 18.7    |

**Explanatory Notes**

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 \*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.  
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# Class Report

**Class: English Language Arts Gr 6 6A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Reading

**Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 14    |
| Mean RIT   | 194.8 |
| Median RIT   | 194.5 |
| Standard Deviation                                 | 12.7  |
| District Grade Level Mean RIT                      | 202.1 |
| Students At or Above District Grade Level Mean RIT | 4     |
| Norm Grade Level Mean RIT                          | 214.2 |
| Students At or Above Norm Grade Level Mean RIT     | 1     |

|   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |     | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %   | count           | %  |                           |            |         |
| <b>Overall Performance</b>  |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| <b>Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017</b> | 10              | 71% | 2                   | 14% | 2                 | 14% | 0                   | 0%  | 0               | 0% | 191-195-198               | 195        | 12.7    |
| <b>Goal Area</b>  |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| <b>Vocabulary: Acquisition and Use</b>  | 9               | 64% | 1                   | 7%  | 3                 | 21% | 1                   | 7%  | 0               | 0% | 195-199-204               | 200        | 16.2    |
| <b>Informational Text: Language, Craft, and Structure</b>                     | 9               | 64% | 2                   | 14% | 1                 | 7%  | 2                   | 14% | 0               | 0% | 192-196-200               | 193        | 13.9    |
| <b>Literary Text: Key Ideas and Details</b>                                   | 9               | 64% | 4                   | 29% | 1                 | 7%  | 0                   | 0%  | 0               | 0% | 192-196-199               | 194        | 11.6    |
| <b>Informational Text: Key Ideas and Details</b>                              | 10              | 71% | 2                   | 14% | 1                 | 7%  | 1                   | 7%  | 0               | 0% | 187-192-196               | 193        | 16.4    |
| <b>Literary Text: Language, Craft, and Structure</b>                          | 10              | 71% | 3                   | 21% | 0                 | 0%  | 1                   | 7%  | 0               | 0% | 187-192-196               | 189        | 15      |

### Explanatory Notes

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 Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.  
 \*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.  
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# Class Report

**Class: English Language Arts Gr 6 6B**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Mathematics

**Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 20    |
| Mean RIT   | 200.2 |
| Median RIT   | 199.5 |
| Standard Deviation                                 | 12.6  |
| District Grade Level Mean RIT                      | 205.4 |
| Students At or Above District Grade Level Mean RIT | 8     |
| Norm Grade Level Mean RIT                          | 222.1 |
| Students At or Above Norm Grade Level Mean RIT     | 0     |

| Overall Performance   | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|   | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017 | 16              | 80% | 2                   | 10% | 2                 | 10% | 0                   | 0% | 0               | 0% | 197-200-203               | 200        | 12.6    |
| <b>Goal Area</b>  |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| Statistics and Probability  | 14              | 70% | 5                   | 25% | 1                 | 5%  | 0                   | 0% | 0               | 0% | 194-197-201               | 199        | 15.1    |
| Operations and Algebraic Thinking                                 | 12              | 60% | 7                   | 35% | 1                 | 5%  | 0                   | 0% | 0               | 0% | 198-201-204               | 203        | 13.4    |
| The Real and Complex Number Systems                               | 14              | 70% | 3                   | 15% | 2                 | 10% | 1                   | 5% | 0               | 0% | 200-203-206               | 205        | 12.8    |
| Geometry  | 16              | 80% | 2                   | 10% | 1                 | 5%  | 1                   | 5% | 0               | 0% | 196-199-202               | 199        | 15.2    |

### Explanatory Notes

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Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

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# Class Report

**Class: English Language Arts Gr 7 7A**

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Mathematics

**Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 21    |
| Mean RIT   | 208.4 |
| Median RIT   | 206   |
| Standard Deviation                                 | 13.5  |
| District Grade Level Mean RIT                      | 206.9 |
| Students At or Above District Grade Level Mean RIT | 10    |
| Norm Grade Level Mean RIT                          | 226.1 |
| Students At or Above Norm Grade Level Mean RIT     | 2     |

|  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HIAvg<br>%ile 61-80 |     | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %   | count           | %  |                           |            |         |
| <b>Overall Performance</b>   |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| <b>Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017</b> | 15              | 71% | 2                   | 10% | 2                 | 10% | 2                   | 10% | 0               | 0% | 205-208-211               | 206        | 13.5    |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |     |                 |    |                           |            |         |
| <b>Statistics and Probability</b>  | 15              | 71% | 3                   | 14% | 2                 | 10% | 1                   | 5%  | 0               | 0% | 201-205-208               | 203        | 15      |
| <b>Operations and Algebraic Thinking</b>                                 | 11              | 52% | 5                   | 24% | 4                 | 19% | 0                   | 0%  | 1               | 5% | 205-209-212               | 210        | 16.1    |
| <b>The Real and Complex Number Systems</b>                               | 12              | 57% | 4                   | 19% | 2                 | 10% | 2                   | 10% | 1               | 5% | 208-212-215               | 209        | 15.4    |
| <b>Geometry</b>  | 11              | 52% | 7                   | 33% | 2                 | 10% | 1                   | 5%  | 0               | 0% | 206-209-212               | 210        | 12.9    |

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test

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# Class Report

**Class:** English Language Arts Gr 8 8A

**Term Rostered:** Winter 2019-2020  
**Term Tested:** Winter 2019-2020  
**District:** ACCEL Schools  
**School:** Winton Preparatory Academy

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 20 (Winter 2020)  
**Small Group Display:** No

## Mathematics

**Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017**

| Summary  |       |
|--|-------|
| Total Students With Valid Growth Test Scores       | 17    |
| Mean RIT   | 210.4 |
| Median RIT   | 215   |
| Standard Deviation                                 | 15.3  |
| District Grade Level Mean RIT                      | 213.6 |
| Students At or Above District Grade Level Mean RIT | 10    |
| Norm Grade Level Mean RIT                          | 229.1 |
| Students At or Above Norm Grade Level Mean RIT     | 0     |

| Overall Performance  | Lo<br>%ile < 21 |     | LoAvg<br>%ile 21-40 |     | Avg<br>%ile 41-60 |     | HiAvg<br>%ile 61-80 |    | Hi<br>%ile > 80 |    | Mean RIT<br>(+/- Smp Err) | Median RIT | Std Dev |
|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|------------|---------|
|  | count           | %   | count               | %   | count             | %   | count               | %  | count           | %  |                           |            |         |
| <b>Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017</b> | 8               | 47% | 7                   | 41% | 2                 | 12% | 0                   | 0% | 0               | 0% | 207-210-214               | 215        | 15.3    |
| <b>Goal Area</b>   |                 |     |                     |     |                   |     |                     |    |                 |    |                           |            |         |
| <b>Statistics and Probability</b>  | 8               | 47% | 4                   | 24% | 5                 | 29% | 0                   | 0% | 0               | 0% | 205-209-214               | 215        | 18.3    |
| <b>Operations and Algebraic Thinking</b>                                 | 7               | 41% | 7                   | 41% | 2                 | 12% | 1                   | 6% | 0               | 0% | 205-209-214               | 215        | 19.6    |
| <b>The Real and Complex Number Systems</b>                               | 7               | 41% | 9                   | 53% | 1                 | 6%  | 0                   | 0% | 0               | 0% | 208-212-216               | 216        | 14.8    |
| <b>Geometry</b>  | 7               | 41% | 7                   | 41% | 3                 | 18% | 0                   | 0% | 0               | 0% | 207-210-214               | 215        | 14.6    |

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.  
 \*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 \* This data is not available for reporting. Please refer to help and documentation for more information.  
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### **3B. ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING ACHIEVEMENT**

The internal school factors that contribute to low reading achievement are as follows:

1. Teacher effectiveness via reading Instruction knowledge and instructional delivery. There was not enough human capital and instructional strategy support with the growth of the school, one instructional coach, and staffing vacancies. Consistency in delivery of evidence based instruction and consistency in building foundational literacy skills was affected by the struggle to secure full staff and affected as a result of different leadership teams being in place every year. This also affected consistent progress monitoring to insure students get on track. Staffing changes and staff attendance records pointed to four staff vacancies at points in the year. This factor demands consistency in staffing, and increased frequency of training and coaching for current and new staff.
2. Transient population and Absenteeism. The transient student population with students typically entering school below grade level was combined with a chronic absenteeism rate of 50.3%. This means comprehension gaps existed. Then, 1 out of 2 student missed 10% or more of instructional time and additional comprehension gaps were created as a result. September 2010 attendance rates and KRA scores and IEP data pointed to this. Students are missing school due to economic disadvantages, bus transportation challenges, attendance fluctuations after extended breaks, families moving, behavioral issues, and health issues of guardians. This factor demands:
  - a. identification of reading gaps, b) reading interventions at the beginning of the year for students with gaps;
  - b. varied strategies for attendance, student support and parent access to transportation;

These factors will be tackled with consistent, evidence based approaches based on data to increase the reading achievement of students at Winton Preparatory.

### **4: LITERACY MISSION AND VIS10N STATEMENTS:**

WINTON PREP is a special group of responsible, respectful, and excellent students who "hit the high mark" of success.in school, college, business, and life. Our mission is to provide strong instruction with teamwork, consistency and a growth mindset to help our students "hit the high mark" of success.

The Literacy Vision of Winton Preparatory is that through implementation of research based early literacy instruction and implementation of research based literacy strategies from K-8:

1. learning gaps for at-risk students are closed
2. student proficiency rates increase, and
3. the learning environment supports academic achievement.

Our vision for Literacy at Winton Prep begins with implementing research-based early literacy instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. This work is supported through a job-embedded coaching model, literacy academic framework, an understanding of the Ohio Learning standards embedded in the district-created pacing guide, foundational reading, professional development, innovative instructional strategies, and appropriate curricular resources.

## **5: MEASUREABLE LEARNER PERFORMANCE GOALS**

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

### **Learner Performance Goal # 1**

Increase by 35% per year the % of learners in grades K-8 who improve performance and meet targets on the NWEA by 2022.

#### Sub goals:

IA. Kindergarten — Increase by 35% the number of Kindergarten learners meeting targets for foundational skills as measured by NWEA data.

1B. First Grade — Increase by 35% the number of first grade students meeting targets for vocabulary use and function as measured by NWEA data.

IC. Second Grade — Increase by 35% the number of second grade students who meeting targets for foundational skills, language and writing as measured by NWEA data.

ID. Third Grade — Increase by 35% the number of third grade students meet targets for informational text and literacy (reading for information) as measured by NWEA data.

IE. Fourth and Fifth grades- Increase by 35% the number of fourth and fifth grade students who meet targets for informational text, both language, craft and structure and key ideas and details as measured by NWEA

IF. Sixth— Increase by 35% the number of sixth grade students who meet targets for key ideas and details in both informational and literature text as measured by NWEA.

IG. Seventh— Increase by 35% the number of fourth and fifth grade students who meet targets for informational text, both key ideas and details and language, craft and structure as measured by NWEA.

IH. Eighth — Increase by 35% the number of fourth and fifth grade students who meet targets for all sub domains of informational text and literature as measured by NWEA.

## 6: ACTION PLAN MAPS

OVERARCHING GOAL: Increase by 35% each year the % of learners in grades K-8 who improve performance and meet targets on the NWEA by 2022.

| SUB GOAL/ACTION PLANS   | IMPLEMENT HOW   | RIMP CONSIDERATION  | DATA ANALYSIS SUPPORT  |
|---|---|---|--|
| <p>IA. Kindergarten — Increase by 35% the number of Kindergarten learners meeting targets for foundational skills as measured by NWEA data.</p> | <ol style="list-style-type: none"> <li>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing.</li> <li>b. Use strategies with fidelity to support learners and learning:               <ul style="list-style-type: none"> <li>• Guided reading (K-8)</li> <li>• Small Group Instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: •Scoot Pad (Grammar, literacy, phonics K-8), iRead (K-2),</li> </ul> </li> <li>c. Use Tracker to monitor progress of short cycle assessments;</li> <li>d. Utilize coaching to provide new strategies if or as needed.</li> <li>e. Classroom observations and tracking of intervention use.</li> <li>f. Ongoing professional development with coaching.</li> <li>g. Utilize TBT and BLT to monitor data and progress</li> </ol> | <p>Quarterly RIMPS monitoring; Use RTI Tier 1 strategies for students using monitoring chat; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track. Monitor scores on short cycle assessments and reteach/make adjustments as needed;</p> | <p>NWEA 2019-20 scores showed that 19.5% of K scholars are proficient while 80.5 % of students are not. The Fall 2019-20 Map scores indicated that the lowest performance was in the area of foundational skills</p> |



| SUB GOAL/ACTION PLANS   | IMPLEMENT HOW  | RIMP CONSIDERATION  | DATA ANALYSIS SUPPORT   |
|---|--|---|---|
| <p>1B. First Grade — Increase by 35% the number of first grade students meeting targets for vocabulary use and function as measured by NWEA data.</p>                     | <p>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing).</p> <p>b. Use strategies with fidelity to support learners and learning:</p> <ul style="list-style-type: none"> <li>• Guided reading (K-8)</li> <li>• Small Group</li> <li>• Instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: •Scoot Pad (Grammar, literacy, phonics K-8),</li> <li>• iRead (K-2),</li> </ul> <p>c. Use Tracker to monitor progress of short cycle assessments;</p> <p>d. Utilize coaching to provide new strategies if or as needed.</p> <p>e. Classroom observations and tracking of intervention use.</p> <p>f. Ongoing professional development with coaching.</p> <p>g. Utilize TBT and BLT to monitor data and progress</p> | <p>Quarterly RIMPS monitoring; Use RTI Tiered strategies for students using monitoring chat; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track. Monitor scores on short cycle assessments and reteach as needed;</p>        | <p>According to the K-8 Spring Projection report, fall 2019-20, 83.7% of first grade students are not proficient while 16.2% are proficient and higher. The Fall 2019-20 Map Scores indicated that the lowest performance was in the area of Vocabulary use and functions</p>   |
| <p>1C. Second Grade — Increase by 35% the number of second grade students who meeting targets for foundational skills, language and writing as measured by NWEA data.</p> | <p>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing).</p> <p>b. Use strategies with fidelity to support learners and learning:</p> <ul style="list-style-type: none"> <li>• Guided reading (K-8)</li> <li>• Small Group</li> <li>• Instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: •Scoot Pad (Grammar, literacy, phonics K-8),iRead (K-2),</li> </ul> <p>c. Use Tracker to monitor progress of short cycle assessments; Utilize coaching to provide new strategies if or as needed.</p> <p>d. Classroom observations and tracking of intervention use.</p> <p>e. Ongoing professional development with coaching.</p> <p>f. Utilize TBT and BLT to monitor data and progress</p>                       | <p>Quarterly RIMPS monitoring; Use RTI Tier I tiered strategies for students using monitoring chat; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track. Monitor scores on short cycle assessments and reteach as needed;</p> | <p>According to MAP data, the percentage of students average and above in 2<sup>nd</sup> grade class is 32% in SY 19-20. Literature and information text (42%) appears to be the strongest domain while vocabulary use and functions (36%), foundational skills (28%), language and writing (28%) and are the lowest.</p> |

| SUB GOAL/ACTION PLANS   | IMPLEMENT HOW  | RIMP CONSIDERATION  | DATA ANALYSIS SUPPORT   |
|---|--|---|---|
| <p>ID. Third Grade — Increase by 35% the number of third grade students meet targets for informational text and literacy (reading for information as measured by NWEA data.</p>                           | <p>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing.</p> <p>b. Use strategies with fidelity to support learners and learning:</p> <ul style="list-style-type: none"> <li>• Guided reading (K-8) •Small Group instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: •Scoot Pad (Grammar, literacy, phonics K-8),</li> <li>• System 44 (3-8th)</li> <li>• Chapter Reading Groups (pull out — 3-8th)</li> </ul> <p>c. Use Tracker to monitor progress of short cycle assessments;</p> <p>d. Utilize coaching to provide new strategies if or as needed.</p> <p>e. Classroom observations and tracking of intervention use.</p> <p>f. Ongoing professional development with coaching.</p> <p>g. Utilize TBT and BLT to monitor data and progress</p>           | <p>Quarterly RIMPS/TGRG monitoring; Use RTI Tiered strategies for students and use monitoring chart; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track;</p> <p>Monitor scores on short cycle assessments and reteach as needed.</p> | <p>According to building results from Ohio State Testing in 201920, 15.1% of students scored average or higher in Reading. Students struggled in all five areas with Informational Text and Literary text being the lowest domains areas.</p> |
| <p>IE. Fourth graders- Increase by 35% the number of fourth grade students who meet targets for informational text, both language, craft and structure and key ideas and details as measured by NWEA.</p> | <p>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing.</p> <p>b. Use strategies with fidelity to support learners and learning:</p> <ul style="list-style-type: none"> <li>• Guided reading (K-8)</li> <li>• Small Group Instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: •Scoot Pad (Grammar, literacy, phonics K-8),</li> <li>• System 44 (3-8th)</li> <li>• Chapter Reading Groups (pull out — 3-8th)</li> </ul> <p>c. Use Tracker to monitor progress of short cycle assessments;</p> <p>d. Utilize coaching to provide new strategies if or as needed.</p> <p>e. Classroom observations and tracking of intervention use.</p> <p>f. Ongoing professional development with coaching.</p> <p>g. Utilize TBT and BLT to monitor data and progress</p> | <p>For students with reading struggles: Monitor scores on short cycle assessments and reteach as needed; through TBT and coaching, make adjustments in strategies as needed; use monitoring chart to keep track. Use RTI Tiered strategies.</p>   | <p>- Increase by 35% the number of fourth and fifth grade students who meet targets for informational text, both language, craft and structure and key ideas and details as measured by NWEA.</p>   |

| SUB GOAL/ACTION PLANS   | IMPLEMENT HOW  | RIMP CONSIDERATION  | DATA ANALYSIS SUPPORT   |
|---|--|---|---|
| <p>IF. Fifth grade- Increase by 35% the number of fifth grade students who meet targets for informational text, both language, craft and structure and key ideas and details as measured by NWEA.</p> | <p>Same as above</p>   | <p>For students with reading struggles:<br/>Monitor scores on short cycle assessments and reteach; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track. Use RTI Tiered strategies.</p>                | <p>Increase by 35% the number of fourth and fifth grade students who meet targets for informational text, both language, craft and structure and key ideas and details as measured by NWEA.</p> |
| <p>IG. Sixth grade- Increase by 35% the number of sixth grade students who meet targets for Key Ideas and Details in both informational and literature text as measured by NWEA.</p>                  | <p>Same as above.<br/>g. Utilize older students to read, listen and ask questions in chapter readings with K-2 graders.</p>  |   | <p>sixth grade students who meet targets for Key Ideas and Details in both informational and literature text as measured by NWEA.</p>   |
| <p>IH. Eighth Grades— Increase by 35% the number of eighth grade students who meet targets for: for all sub domains of informational text and literature as measured by NWEA.</p>                     | <p>a. Follow academic framework with fidelity (foundational skills, Heggerty, writing, comprehension, writing.<br/>b. Use strategies with fidelity to support learners and learning:</p> <ul style="list-style-type: none"> <li>• Guided reading (K-8)</li> <li>• Small Group</li> <li>• Instruction/Teacher Centers (K-8)</li> <li>• Phonics Instruction: Scoot Pad (Grammar, literacy, phonics K-8),</li> <li>• System 44 (3-8th)</li> <li>• Chapter Reading Groups (pull out — 3-8th)</li> </ul> <p>c. Use Tracker to monitor progress of short cycle assessments;<br/>d. Utilize coaching to provide new strategies if or as needed.<br/>e. Classroom observations and tracking of intervention use.<br/>f. Ongoing professional development with coaching.<br/>g. Utilize TBT and BLT to monitor data and progress.</p> | <p>For students with reading struggles: Monitor scores on short cycle assessments and reteach; through TBT and coaching, make adjustments in strategies as needed and use monitoring chart to keep track. Refer to RTI for Tiered strategies as needed.</p> | <p>all sub domains of informational text and literature as measured by NWEA</p>   |

| SUB GOAL/ACTION PLANS | IMPLEMENT HOW   | RIMP CONSIDERATION | DATA ANALYSIS SUPPORT |
|-----------------------|---|--------------------|-----------------------|
|                       | h. Utilize older students to read, listen and ask questions in chapter readings with K-2 graders. |                    |                       |

## SECTION 7: PLAN FOR MONITORING PROGRESS

Evidence of the progress toward accomplishing our reading goals will be monitored via the following: short cycle assessments and testing data. A schedule of TBT meetings where this data is collected is established on the school calendar. Meeting minutes are turned into the principal for BLT meetings. Schedule of assessments per grade included. The evidence being collected include: the teacher assessments which include the short cycle assessments and NWEA progress monitoring.

- a. The short cycle results will be collected by the teachers and the instructional coaches. The results will be reviewed and discussed in grade bands with the instructional coaches. If students are not progressing, the meeting will result in strategies and/or re-teaching to promote understanding.
- b. The NWEA assessment results will be collected and reviewed by teachers, instructional coaches and Principal as soon as it is made available. Results of the NWEA tests will show clearly the specific goal areas that have been mastered and those that need assistance in understanding goal standards or in mastering them. If students are not progressing, the Teacher Building Teams will also meet to review the results, discuss, determine specific on line or teacher led strategies needed for small and whole groups of students. Results of the assessments will also be used to determine skills mastered and not mastered and determine re-teaching goals for teachers to insure students are master the material. Coaching will support teachers in this area also.

In addition to short cycle assessments results being monitored and NWEA test results being viewed for next steps, professional development sessions will be held to continue to strengthen instruction. Teacher strategies will be modified whenever data indicates a need. Instructional coaches will meet with teachers weekly to determine and monitor goals and measure progress of teachers using planned teaching strategies. Instructional coaches will keep a tracker or log of strategies given and strategies implemented to measure progress and growth of teacher's instructional strategies in the classroom. Progress towards goals will be shared in TBT meetings and BLT sessions and strategies changed to address any needs seen. The goals set for the RAP will be reviewed continually throughout the process to insure that strategies are data driven and are moving students towards the goals set.

## Kindergarten Teacher Assessment Guide

| Month     | Assessment                   | Subject                  | Type            | Created by                           |
|-----------|------------------------------|--------------------------|-----------------|--------------------------------------|
| August    | Pre-A Reading Assessment     | ELA: Foundational Skills | Diagnostic      | Heggerty/RTI Binder / Guided Reading |
| August    | Print Concepts               | ELA: Foundational Skills | Diagnostic      | Heggerty/RTI Binder/Guided Reading   |
| August    | iReady                       | ELA: Foundational Skills | Diagnostic      | HMH                                  |
| August    | Phonics Inventory            | ELA: Foundational Skills | Diagnostic      | HMH                                  |
| September | KRA Language and Literacy    | ELA: Foundational Skills | Diagnostic      | ODE                                  |
| September | Reading NWEA                 | ELA                      | Norm-Referenced | NWEA                                 |
| September | RIMPS Baseline and QI Info   | ELA                      | Diagnostic      | ODE                                  |
| September | Writing Sample Baseline      | ELA: Writing             | Diagnostic      | Teacher Created                      |
| October   | Listening Comprehension #1   | ELA                      | Benchmark       | ReadingA-Z                           |
| October   | KRA                          | All subjects             | Diagnostic      | ODE                                  |
| November  | Writing Benchmark            | ELA: Writing             | Benchmark       | Teacher Created                      |
| November  | Print Concepts Short Cycles  | ELA: Foundational Skills | Formative       | Heggerty/RTI Binder / Guided Reading |
| November  | RIMPS Progress Monitoring Q2 | ELA                      | Benchmark       | ODE                                  |
| November  | Pre-A Short Cycles           | ELA: Foundational Skills | Formative       | Heggerty/RTI Binder/Guided Reading   |
| December  | Running Record               | ELA                      | Benchmark       | Heggerty/RTI/Guided Read.            |
| December  | Listening Comprehension #2   | ELA                      | Benchmark       | ReadingA-Z                           |
| December  | Reading NWEA                 | ELA                      | Norm-Referenced | NWEA                                 |
| January   | Phonics Inventory            | ELA: Foundational Skills | Diagnostic      | HMH                                  |
| January   | Writing Benchmark            | ELA                      | Benchmark       | Teacher Created                      |
| January   | Fiction Short Cycles         | ELA                      | Formative       | ReadingA-Z                           |
| January   | Reading NWEA                 | ELA                      | Norm-Referenced | NWEA                                 |
| February  | Listening Comprehension #3   | ELA                      | Benchmark       | Heggerty/RTI Bnd/ Guided Reading     |
| February  | RIMPS Progress Monitoring Q3 | ELA                      | Benchmark       | ODE                                  |

## First Grade Teacher Assessment Guide

| <b>Month</b> | <b>Assessment</b>            | <b>Subject</b> | <b>Type</b>     | <b>Created By</b> |
|--------------|------------------------------|----------------|-----------------|-------------------|
| February     | Fiction Short Cycles         | ELA            | Formative       | ReadingA-Z        |
| March        | Nonfiction Short Cycles      | ELA            | Formative       | ReadingA-Z        |
| April        | Nonfiction Short Cycles      | ELA            | Formative       | ReadingA-Z        |
| April        | RIMPS Progress Monitoring Q4 | ELA            | Benchmark       | ODE               |
| April        | Running Record               | ELA            | Benchmark       | ReadingA-Z        |
| May          | Writing Benchmark            | ELA            | Diagnostic      | Teacher Created   |
| May          | Reading NWEA                 | ELA            | Norm-Referenced | NWEA              |
| April        | RIMPS Progress Monitoring Q4 | ELA            | Benchmark       | ODE               |
| May          | Writing Benchmark            | ELA            | Diagnostic      | Teacher Created   |
| May          | Reading NWEA                 | ELA            | Norm-Referenced | NWEA              |
| April        | RIMPS Progress Monitoring Q4 | ELA            | Benchmark       | ODE               |
| May          | Writing Benchmark            | ELA            | Diagnostic      | Teacher Created   |
| May          | Reading NWEA                 | ELA            | Norm-Referenced | NWEA              |

### Second Grade Teacher Assessment Guide

| <b>Month</b> | <b>Assessment</b>                 | <b>Subject</b>           | <b>Type</b>     | <b>Created by</b>                |
|--------------|-----------------------------------|--------------------------|-----------------|----------------------------------|
| August       | Pre-A Reading Assessment          | ELA: Foundational Skills | Diagnostic      | Heggerty/RTI Binder/Guided Read. |
| August       | iRead                             | ELA: Foundational Skills | Diagnostic      | HMH                              |
| August       | Phonics Inventory                 | ELA: Foundational Skills | Diagnostic      | HMH                              |
| September    | Reading NWEA                      | ELA                      | Norm-Referenced | NWEA                             |
| September    | RIMPS Baseline and QI Information | ELA                      | Diagnostic      | ODE                              |
| September    | Running Record                    | ELA                      | Benchmark       | ReadingA-Z                       |
| September    | Writing Prompt Baseline           | ELA: Writing             | Diagnostic      | Teacher Created                  |
| October      | Scootpad Benchmark                | ELA                      | Benchmark       | ScootPad                         |
| November     | Writing Prompt Benchmark          | ELA: Writing             | Benchmark       | Teacher Created                  |
| November     | ELA Short Cycles                  | ELA                      | Formative       | Teacher Created/ScootPad         |
| November     | RIMPS Progress Monitoring Q2      | ELA                      | Benchmark       | ODE                              |
| December     | Running Record                    | ELA                      | Benchmark       | ReadingA-2                       |

| Month    | Assessment                   | Subject                  | Type            | Created by        |
|----------|------------------------------|--------------------------|-----------------|-------------------|
| December | Scotpad Benchmark            | ELA                      | Benchmark       | ACCEL via Scotpad |
| December | Reading NWEA                 | ELA                      | Norm-Referenced | NWEA              |
| January  | Phonics Inventory            | ELA: Foundational Skills | Diagnostic      | HMH               |
| January  | Writing Prompt Benchmark     | ELA                      | Benchmark       | Teacher Created   |
| January  | Fiction Short Cycles         | ELA                      | Formative       | ReadingA-2        |
| February | Scotpad Benchmark            | ELA                      | Benchmark       | ScotPad           |
| February | RIMPS Progress Monitoring Q3 | ELA                      | Benchmark       | ODE               |
| February | Fiction Short Cycles         | ELA                      | Formative       | Reading A-2       |
| March    | Writing Prompt Benchmark     | ELA                      | Benchmark       | Teacher Created   |
| March    | Nonfiction Short Cycles      | ELA                      | Formative       | ReadingA-Z        |
| April    | Scotpad Benchmark            | ELA                      | Benchmark       | Scotpad           |
| April    | Nonfiction Short Cycles      | ELA                      | Formative       | Reading A-2       |
| April    | Running Record               | ELA                      | Benchmark       | ReadingA-2        |
| April    | RIMPS Progress Monitoring Q4 | ELA                      | Benchmark       | ODE               |
| April    | Module 5 End                 | Math                     | Summative       | Eureka            |
| May      | Module 6 Pre-Test            | Math                     | Diagnostic      | Eureka            |
| May      | Writing Benchmark            | ELA                      | Diagnostic      | Teacher Created   |
| May      | Math Fact Benchmark          | Math                     | Benchmark       | ScotPad           |
| May      | Reading NWEA                 | ELA                      | Norm-Referenced | NEW               |
| May      | May NWEA                     | Math                     | Norm-referenced | NWEA              |

### Third Grade Teacher Assessment Guide

| Month     | Assessment        | Subject                  | Type             | Created by |
|-----------|-------------------|--------------------------|------------------|------------|
| August    | iRead             | ELA: Foundational Skills | Diagnostic       | HMH        |
| August    | Phonics Inventory | ELA: Foundational Skills | Diagnostic       | HMH        |
| August    | Reading Inventory | ELA                      | Diagnostic       | HMH        |
| September | Mid-Module 1      | Math                     | Formative        | Eureka     |
| September | Reading NWEA      | ELA                      | Norm -Referenced | NWEA       |

| <b>Month</b> | <b>Assessment</b>                 | <b>Subject</b>           | <b>Type</b>     | <b>Created by</b>                     |
|--------------|-----------------------------------|--------------------------|-----------------|---------------------------------------|
| September    | RIMPS Baseline and QI Information | ELA                      | Diagnostic      | ODE                                   |
| September    | Running Record                    | ELA                      | Benchmark       | Reading A-Z/ Next Step Guided Reading |
| September    | Writing Baseline                  | ELA: Writing             | Diagnostic      | Writing Units of Study                |
| October      | Scootpad Benchmark                | ELA                      | Benchmark       | Scootpad                              |
| October      | State Test                        | ELA                      | Summative       | ODE                                   |
| November     | Writing Benchmark                 | ELA: Writing             | Benchmark       | Writing Units of Study                |
| November     | ELA Short Cycles                  | ELA                      | Formative       | Scootpad                              |
| November     | RIMPS Progress Monitoring Q2      | ELA                      | Benchmark       | ODE                                   |
| December     | Running Record                    | ELA                      | Benchmark       | Reading A-Z/ Next Step Guided Read.   |
| December     | Scootpad Benchmark                | ELA                      | Benchmark       | Scootpad                              |
| December     | Reading NWEA                      | ELA                      | Norm-Referenced | NWEA                                  |
| January      | Phonics Inventory                 | ELA: Foundational Skills | Diagnostic      | HMH                                   |
| January      | Reading Inventory (as needed)     | ELA                      | Diagnostic      | HMH                                   |
| January      | Writing Benchmark                 | ELA                      | Benchmark       | Writing Units of Study                |
| January      | Fiction Short Cycles              | ELA                      | Formative       | Scootpad                              |
| February     | Scootpad Benchmark                | ELA                      | Benchmark       | Scootpad                              |
| February     | Fiction Short Cycles              | ELA                      | Formative       | Scootpad                              |
| February     | RIMPS Progress Monitoring Q3      | ELA                      | Benchmark       | ODE                                   |
| February     | ELA State Practice Test           | ELA                      | Diagnostic      | ODE practice materials                |
| March        | Writing Benchmark                 | ELA                      | Benchmark       | Writing Units of Study                |
| March        | Math Fact Benchmark               | Math                     | Benchmark       | Scootpad                              |
| March        | Nonfiction Short Cycles           | ELA                      | Formative       | Scootpad                              |
| March        | Mid-Module 4                      | Math                     | Summative       | Eureka                                |
| March        | Science Benchmark                 | Science                  | Benchmark       | ACCEL                                 |
| March        | Social Studies Benchmark          | Social Studies           | Benchmark       | ACCEL                                 |



| Month | Assessment                    | Subject                  | Type            | Created by                           |
|-------|-------------------------------|--------------------------|-----------------|--------------------------------------|
| April | Scotpad Benchmark             | ELA                      | Benchmark       | Scotpad                              |
| April | State Test                    | ELA                      | Summative       | ODE                                  |
| April | Running Record                | ELA                      | Benchmark       | Reading A-Z/Next Step Guid. Read.    |
| April | RIMPS Progress Monitoring Q4  | ELA                      | Benchmark       | ODE                                  |
| May   | Phonics Inventory (as needed) | ELA: Foundational Skills | Diagnostic      | HMH                                  |
| May   | Reading Inventory (as needed) | ELA                      | Diagnostic      | HMH                                  |
| May   | Running Record                | ELA                      | Benchmark       | Reading A-Z/Next Step Guided Reading |
| May   | Writing Benchmark             | ELA                      | Diagnostic      | Writing Units of Study               |
| May   | Reading NWEA                  | ELA                      | Norm-Referenced | NWEA                                 |

#### Fourth Grade Teacher Assessment Guide

| Month     | Assessment                    | Subject                  | Type            | Created by                         |
|-----------|-------------------------------|--------------------------|-----------------|------------------------------------|
| August    | Phonics Inventory             | ELA: Foundational Skills | Diagnostic      | HMH                                |
| August    | Reading Inventory             | ELA                      | Diagnostic      | HMH                                |
| September | Reading NWEA                  | ELA                      | Norm-Referenced | NWEA                               |
| September | Running Record                | ELA                      | Benchmark       | Reading A-2/Next Step Guid. Read.  |
| September | Writing Baseline              | ELA: Writing             | Diagnostic      | Teacher Created                    |
| October   | Scotpad Benchmark             | ELA                      | Benchmark       | Scotpad                            |
| November  | Writing Benchmark             | ELA: Writing             | Benchmark       | Writing Units of Study             |
| November  | ELA Short Cycles              | ELA                      | Formative       | Scotpad                            |
| December  | Running Record                | ELA                      | Benchmark       | Reading A-2/Next Step Guid . Read. |
| December  | Scotpad Benchmark             | ELA                      | Benchmark       | Scotpad                            |
| December  | Reading NWEA                  | ELA                      | Norm-Referenced | NWEA                               |
| January   | Phonics Inventory (as needed) | ELA: Foundational Skills | Diagnostic      | HMH                                |
| January   | Reading Inventory (as needed) | ELA                      | Diagnostic      | HMH                                |
| January   | Writing Benchmark             | ELA                      | Benchmark       | Writing Units of Study             |
| January   | Fiction Short Cycles          | ELA                      | Formative       | Scotpad                            |
| February  | Scotpad Benchmark             | ELA                      | Benchmark       | Reading A-Z/Next Step Guided Read. |

| Month    | Assessment                    | Subject                  | Type           | Created by                          |
|----------|-------------------------------|--------------------------|----------------|-------------------------------------|
| February | Fiction Short Cycles          | ELA                      | Formative      | Scootpad                            |
| February | ELA State Practice Test       | ELA                      | Diagnostic     | ODE practice materials              |
| March    | Writing Benchmark             | ELA                      | Benchmark      | Writing Units of Study              |
| March    | Nonfiction Short Cycles       | ELA                      | Formative      | Scootpad                            |
| April    | Scootpad Benchmark            | ELA                      | Benchmark      | Scootpad                            |
| April    | State Test                    | ELA                      | Summative      | ODE                                 |
| April    | Running Record                | ELA                      | Benchmark      | Reading A-2/Next Step Guided Read.  |
| May      | Phonics Inventory (as needed) | ELA: Foundational Skills | Diagnostic     | HMH                                 |
| May      | Reading Inventory (as needed) | ELA                      | Diagnostic     | HMH                                 |
| May      | Running Record                | ELA                      | Benchmark      | Reading A-2/Next Step Guided. Read. |
| May      | Writing Benchmark             | ELA                      | Diagnostic     | Writing Units of Study              |
| May      | Reading NWEA                  | ELA                      | Nor-referenced | NWEA                                |

### **SECTION 8A: STRATEGIES TO SUPPORT LEARNERS:**

We will use Phonics Programs/Teaching, Guided Reading, Teacher centers/Small groups and Chapter Reading as our core strategies. We will also have tiered strategies including:

#### Tier 1:

- H eggerts
- iRead (K-2)
  - o Scoot pad (Grammar, literacy, phonics K-8)

#### Tier 2:

- Guided reading (K-8)
  - o RTI Binder
  - o System 44 (3-8<sup>th</sup>)
  - o Sight Words

## Practices:

- o Small Group Instruction/Teacher Centers (K-8)
- o Chapter Reading Groups (pull out /push in— 3-8<sup>th</sup>)

Strategies proven to improve student outcomes that will be used to support and meet student needs include the following:

1. Phonics Programs: Teachers will be continually trained in and implement Phonics awareness instruction through programs like Heggerty's for younger students and System 44 for older students.

Research indicates that: "Phonemic awareness instruction, when linked to systematic decoding and spelling instruction, is a key to preventing reading failure in children who come to school without these prerequisite skills. (Moats, 2012)

Phonemic Awareness Research and Findings | Heggerty <https://www.heggerty.org/phonemic-awareness-research-and-findings>

In addition, the findings of the National Reading Panel, 2000, "charged by Congress to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The findings showed that teaching children to manipulate phonemes in words was highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels and that teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to PA. Specifically, the results of the experimental studies led the Panel to conclude that PA training was the cause of improvement in students' phonemic awareness, reading, and spelling following training.

'Teaching Children to Read An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000, research indicates that (National Reading Panel, Bethesda, MD. Donald N. Langenberg, Ph.D., Chair)

2. Guided Reading. Guided reading is the small-group reading strategy and instructional approach that provides differentiated teaching and uses several instructional approaches in one program. Teachers work with small groups of students. In those small groups, students are taught in ways that focus on their specific needs to increase their progress. The teacher provides a text that students can read with support. The teacher coaches the learners, and teaches the learner to use problem-solving strategies to read the text. Research indicates its impact on reading improvement.

Research indicates that: "An important federally funded study supports the comprehensive framework of guided Reading: (Biancarosa, Bryk, & Dexter, 2008; see [www.literacycollaborative.org](http://www.literacycollaborative.org) for a summary; to be published in Elementary School Journal). Dr. Anthony Bryk and his research team gathered data on 8,500 children who had passed through grades K—3; they collected fall and spring DIBELS and Terra Nova data from these students as well as observational data on 240 teachers. "

Authors: Gay Su Pinnell Irene C. Fountas [www.scholastic.com/guidedreading](http://www.scholastic.com/guidedreading)  
[http://teacher.scholastic.com/products/guidedreading/pdf/2.OtnYourClassroom/GR\\_Research Paper 2010.pdf](http://teacher.scholastic.com/products/guidedreading/pdf/2.OtnYourClassroom/GR_Research_Paper_2010.pdf)

3. Small Group Instruction/Stations. Small groups are organized in classrooms based on student needs. Through use of the station's teachers organize small learning groups in the classroom with very clear directives, specific activity and educational focus, succinct timing and careful monitoring. Teacher instruction time in reading with students is increased with students receiving additional 40 minutes per day in reading. Through small groups students K-2 can use iRead and Scoot pad online, 3-8 can use Scoot pad and System 44, and 6-8 can use Scoot Pad and/or system 44.

Research indicates that: Small group instruction is important, yet it is one of the most underused strategies in early childhood classrooms. This paper presents guidelines based on research-based best practices for using small groups in early childhood. In addition, the benefits of small group instruction for both children and teachers are described. Specific suggestions for managing small groups in classrooms are presented. Author: Barbara Walk, Temple University

Early Childhood Education Journal 35(6): 515-521 June 2008 DOI: 10.10071610643-008-0245-4

4. Chapter Reading Groups. Chapter reading groups or read aloud groups will be used as a strategy to improve reading from K-8. A scripted process will be used by teachers, title aids, and older 6-8<sup>th</sup> graders in pull outs and push ins. The process will include stories being read to students and by students with a follow up of high-level adult-child discussions combined with targeted vocabulary words.

Research supports this as follows. "A landmark research study by Hart and Risley (1995) found that children are exposed to vastly different language and vocabulary experiences and that these experiences and exposures are highly connected to socioeconomic status. In effect, children from low-income homes remain well behind their more economically advantaged peers when they enter school and as they progress through school. By grade 1 the gap between less and more economically advantaged students is approximately 1,200 words; however, by grade 3 the gap increases to approximately 2,500 words. The good news is that if teachers make concerted and conscientious efforts to bolster children 's language and vocabulary, this gap can be narrowed early. A well-documented practice that holds much potential for accomplishing this goal is reading aloud. Research suggests that read-alouds that occur frequently and contain high levels of adult—child discussion surrounding the story and the vocabulary words targeted within the book can increase children 's listening and speaking vocabulary (e.g., Aram, 2006; Elley, 1989; Justice, Meier, & Walpole, 2005; Robbins & Ehri, 1994)." This is a chapter excerpt from Guilford Publications.

Effective Read-Alouds for Early Literacy: A Teacher's Guide for PreK—1. By Katherine A. Beauchat, Katrin L. Blamey, and Zoi A. Philippakos. [www.guilford.com/p/beauchat2](http://www.guilford.com/p/beauchat2) Copyright © 2012.

5. Professional Development/Ongoing training of teachers in the science and strategies of literacy. Beginning January 6, the staff will receive additional training in Literacy focusing on implementing effective strategies through coaching.

Research supports this as follows. "Language and, specifically, vocabulary development plays a critical role in early literacy development. This article describes Exceptional Coaching for Early Language and Literacy (ExCELL), which is a research-based, effective preschool program that focuses on developing Head Start enrollees' language and preliteracy skills. The ExCELL program employs an intensive coaching model to train teachers in implementing effective strategies that support the development of language and preliteracy skills. The teacher professional development is described, including the specific routines and strategies that coaches can scaffold teachers to use. A brief summary of the findings are presented, indicating the positive teacher and student outcomes as a result of the professional development intervention. (if implemented with fidelity; the strategies described can provide opportunities for Head Start preschool attendees to learn vocabulary words that will eventually impact their ability to learn to read.

What Teachers Can Do to Promote Preschoolers' Vocabulary Development: Strategies From an Effective Language and Literacy Professional Development Coaching Model Barbara A. Wasik

First published: 09 November 2011 <https://doi.org/10.1598/RT.63.8.1>

## **SECTION 8B: STRATEGIES TO SUPPORT LEARNERS**

### 1. How will the strategies in section 8 be effective, show progress, and improve strategies utilized?

As research above indicates, guided reading coupled with small group rotations are effective because they meet individual student needs. When students are in small, teacher-led guided reading groups, they are able to receive engaging instruction at their instructional level. Small group rotations also meet the needs of individual students because they will be differentiated according to level of mastery. Progress monitoring using comprehension checks and benchmark assessments will show whether progress is being made. Whether students are in a guided reading group or chapter book group, they will be taught close reading strategies that require them to analyze text at higher levels of comprehension.

### 2. How will the strategies support data based decision making and multi-tiered levels of support?

Strategies taught, practiced, and reinforced during guided reading, such as fluency practice and explicit comprehension, vocabulary, and comprehension instruction all support the data within this plan. For example, in grades K-3, key foundational skills such as phonics and phonemic awareness are lacking. Explicit instruction in this area will help close the gap. Data also has suggested that our fourth and fifth graders are lacking phonemic awareness skills that are necessary to decode text for meaning.

Therefore, students needing that remediation will receive explicit instruction using Systems 44. Ensuring that there is a balance between informational text and literature text in all grades is essential during both guided reading and chapter reading groups.

### 3. How will the educators be supported in implementing the practices and interventions?

Professional development in all curricular components will be ongoing and adjusted to meet the needs of our teachers. Consistent collaboration between the support team (state support, instructional coaches, principal) will take place during weekly coaching sessions, teacher-based team meetings, and building leadership team meetings. The five-step inquiry process will support the implementation of these practices and interventions. Our instructional framework which relies heavily on the gradual release model, will be implemented with our educators. For example, modeling, co-planning and coteaching, and observations will take place on a regular basis.

### 4. How will adult implementation be monitored?

Lesson planning must be done using the district-approved academic framework. Instructional coaches must review these lesson plans each week, ensuring that all five components of literacy are being taught not only during whole-group instruction but during small group instruction as well. Coaching schedules have been created in order to monitor and support instruction.

## 5. What mechanisms are in place to ensure fidelity of adult implementations?

Each instructional coach has a schedule that consists of coaching sessions, modeling/co-teaching lessons, and classroom observations. These components are then documented using "Accelerators" and "Coaching Planners." They are consistently reviewed by the district leadership team. In addition, the school leader has daily weekly walk throughs with check off sheet to monitor teacher follow through with schedules and strategies. Fidelity with implementing online interventions are done weekly using the online reports. Small group leaders are provided with attendance sheets and schedules for chapter reading groups that are turned in weekly for monitoring.

### **SECTION 8C: STRATEGIES TO SUPPORT LEARNERS**

#### Professional Development Planned:

January to May, 2019 — Weekly instructional strategies and coaching to support teachers, TBT meetings Scheduled weekly; Friday Staff Learning Sessions

January 6, 2019 - Full day staff training Instructional Strategies for Literacy Development

January 10, 2019— Chapter Reading Groups - Training

January 17, 2019 - RTI Refresher

February Fridays (Feb 7, 14, 21, 28): — Refresher sessions for Instructional strategies: Literacy, Benchmarks, Short Cycles, Testing Strategies

March— May - TBD

August — Summertime PD's to include:

- School Vision and Mission, SIP plan, RAP plan, CAP plan
- PBIS Framework
- Academic Framework and Assessment Calendar
- Curriculum Training: Guided Reading, IRead, Eureka Math, Science Fusion
- Literacy and Intervention Strategies # 1
- Literacy and Intervention Strategies # 2
- "Teach Like A Champion" Strategies

- Pacing Guides for ELA, Math, Science, and Social Studies
- Guided Reading
- Gradual Release
- Lesson Planning

### K-3 Reading Academic Framework

| Sequence     | Content   | ELA Component  | Time    | Instructional Strategy   | Pacing  | Teacher  | Students   | Resource  |
|--------------|---|--|---------|--|---|--|--|---|
| Whole Group  | Do now  |  | 5 mins  |  |   | Prep activity before students enter class  | Complete immediately   | ScootPad  |
|              | Foundational Reading Standards                    | Phonemic Awareness   | 20 mins | Gradual Release  | Foundational Reading Pacing Guide                       | Lead lessons manipulating sounds and letters   | Explore sounds usually on the carpet   | Heggerty's Phonemic Awareness   |
|              | Foundational Reading Standards                    | Phonological Awareness, Phonemic Awareness, Phonics, Word Study, Phonics, Vocabulary, Sight Words, Fluency, Handwriting, Spelling, Punctuation, Capitalization | 25 min  | Gradual Release  | Foundational Reading Pacing Guide                       | Lead lessons explicitly teaching sound to letter correspondence and linking oral language to writing | Oral language and sound and letter correspondence on the carpet while writing usually at student seats | Foundations   |
|              | Reading Standards                                 | comprehension, Fluency, Vocabulary   | 20 mins | Interactive Read Aloud or Shared Reading using Gradual Release | Reading Pacing Guide                                    | Model strong reading   | Listening then actively engaged in applying new learning   | Ready Reading Picture Books or Novels   |
| Small Groups | Reading behaviors and skills                      | Comprehension, fluency, vocabulary, phonics, sight words, word study   | 30 mins | Guided reading   | Formative assessment and student reading anecdotal data | Target specific student reading needs in flexible groups via coaching and scaffolded support         | Grouped by instructional level in groups of 4-6  | Leveled readers<br>Fluency passages<br>Reading A-to-Z<br><i>The Next Step Forward</i> |
|              | Technology-Based Reading and Foundational Reading | Phonemic Awareness, Phonics, Comprehension, Fluency, Vocabulary  | 30 mins | Individualized Learning Path via Program                       | Individualized  | Target specific student needs via tech   | Students at individual computer stations   | iRead/System 44<br>ScootPad   |
|              | Independent Practice                              | Phonics/ Word Work   | 30 mins | Individualized learning Path via Teacher                       | Individualized  | Target specific student needs via differentiated work for each student                               | Students at station or complete at their seat  | Words Their Way Writing Practice<br>Sight Word Practice                               |



|             |                       |                                     |                      |                              |   |  |  |   |
|-------------|-----------------------|-------------------------------------|----------------------|------------------------------|---|--|--|---|
|             | Independent Reading   | Comprehension<br>Fluency Vocabulary | 30 mins              | Student selected text        | Individualized                                  | Prep books for students to select in advance   | Students engaged and enjoy their text  | Leveled Readers<br>Fluency passages<br>Reading A-to-Z |
| Whole Group | Writer's Workshop     | Writing and Language                | 10mins<br><b>MAX</b> | Mini-lesson                  | Reading pacing guide                            | Connection<br>Name teaching<br>Point teaching<br>Active engagement (GP)<br>Link to work students will do | Listening, then actively engaged in applying new learning                                  | Lucy Caulkins<br>Ready Writing                        |
| Small Group | Independent practice  | Writing and Language                | 25 mins              | Independent writing          | Individualized                                  | Circulate, observe, question, listen, coach, demonstrate, reinforce the minilesson, encourage            | Practicing strategies learning throughout the unit, working independently or with partners | Lucy Caulkins<br>Ready Writing                        |
| Whole Group | Mid-workshop teaching | Writing and Language                | 5 mins               | Minilesson catch and release | Teacher formatively assess whole class progress | Extends the minilesson or reminds students of ongoing habits   | Pausing to reflect, then refocusing to resume reading or writing                           | Lucy Caulkins<br>Ready Writing                        |
| Whole Group | Wrap up and share     | Writing and Language                | 5 mins               | Checklist                    |   | Sets students up to share and celebrate the work they did that day                                       | Sharing their learning with partners of the whole group                                    | Lucy Caulkins<br>Ready Writing                        |

Grade 4-8 Reading Academic Framework

| Sequence     | Content  | ELA Component  | Time    | Instructional Strategy                   | Pacing  | Teacher   | Students  | Resource  |
|--------------|--|--|---------|--|---|---|---|---|
| Whole Group  | Do now   | Preview of today's lesson or review of yesterdays                    | 5 mins  | TLAC                                     |   | Prep activity before students enter class   | Complete immediately  | ScotPad   |
|              | Foundational Reading                                     | Foundational Reading Standards (if needed)                           | 10 mins | Gradual Release: I Do                    | Reading Pacing Guide                                    | Lead lessons explicitly teaching sound to letter correspondence and linking oral language to writing. | Listening then actively engaged in applying new learning        | Teacher Created/Fundations  |
|              | Reading Standards  | Comprehension, Fluency, Vocabulary                                   | 20mins  | Gradual Release: We Do                   | Reading Pacing Guide                                    | Model strong reading  | Listening then actively engaged in applying new learning        | Ready Reading Picture Books or Novels   |
| Small Groups | Teacher Led Standards Based Reading Instruction          | Comprehension, Fluency, Vocabulary, Phonics, Sight Words, Word Study | 30 mins | Gradual Release: You Do                  | Formative Assessment and Student Reading Anecdotal Data | Target specific student reading needs in flexible groups via coaching and scaffolded support          | Guided Reading: Grouped by instructional level in groups of 4-6 | Leve1ea Keaaers Fluency Passages Reading A-to-2<br><i>The Next Step Forward</i> |
|              | Technology-Based Reading and Foundational Reading        | Phonemic Awareness, Phonics, Comprehension, Fluency, Vocabulary      |         | Individualized Learning Path via Program | Individualized  | Target specific student needs via tech  | Students at individual computer stations                        | System 44 Read 180 ScotPad  |
|              | Word Study   | Phonics (Spelling) Fluency Vocabulary                                |         | Individualized Learning Path via Teacher | Individualized  | Target specific student needs via differentiated work for each student                                | Students at station or complete at their seat                   | Words Their Way Writing Practice Sight Word Practice                            |
|              | Independent Reading                                      | Comprehension Fluency Vocabulary                                     |         | Student selected texts                   | Individualized  | Prep books for students to select in advance  | Students engaged and enjoy their text                           | Leveled Readers Fluency Passages Reading A-to-Z                                 |
|              | **Independent Practice or other teacher created center** | Phonemic Awareness Phonics Comprehension Fluency Vocabulary          |         | Individualized Learning Path via Teacher | Individualized  | Prep books for students to select in advance  | Students engaged and enjoy their text                           | Leveled Readers Fluency Passages Reading A-to-2                                 |

| Sequence    | Content               | ELA Component        | Time          | Instructional Strategy       | Pacing  | Teacher   | Students  | Resource      |
|-------------|-----------------------|----------------------|---------------|------------------------------|---|---|---|---------------|
| Whole Group | Writer's Workshop     | Writing and Language | 10mins<br>MAX | Minilesson                   | Writing Pacing Guide                            | Connection<br>Name teaching point<br>Teaching<br>Active Engagement (GP) Link to work students will do | Listening, then actively engaged in applying new learning                                 | Lucy Caulkins |
| Small Group | Independent practice  | Writing and Language | 25 mins       | Independent writing          | Individualized                                  | Circulate, observe, question, listen, coach, demonstrate, reinforce the minilesson, encourage         | Practicing strategies learned throughout the unit, working independently or with partners | Lucy Caulkins |
| Whole Group | Mid-workshop teaching | Writing and Language | 5 mins        | Minilesson catch and release | Teacher formatively assess whole class progress | Extends the minilesson or reminds students of ongoing habits  | Pausing to reflect, the refocusing to resume reading or writing                           | Lucy Caulkins |
| Whole Group | Wrap up and share     | Writing and Language | 5 mins        | Checklist                    | Writing pacing guide                            | Sets students up to share and celebrate the work they did that day                                    | Sharing their learning with partners or the whole group                                   | Lucy Caulkins |

K-5 Math Framework

| Sequence    | Content  | Time          | Instructional Strategy       | Pacing  | Teacher   | Students   | Resource   |
|-------------|--|---------------|------------------------------|---|---|--|--|
| Whole Group | Do Now   | 5 mins        | Gradual Release              | Eureka Math Application Problem                             | Prep before students enter classroom                                    | Complete immediately                                       | *Application problem from previous day's lesson                |
|             | Fluency  | 10 minutes    | Interactive                  | Eureka Math Fluency Practice and Sprints                    | Motivational as leading the activity                                    | Participate with enthusiasm                                | *Routines and procedures are key to set in advance             |
|             | Standards - Based Mathematics Instruction                                  | 35 minutes    | I Do/ We Do/ You Do Together | Eureka Math Concept Development                             | Lead lesson using TE; model, use tools and facilitate student discourse | Listen then actively engaged in applying new learning      | *Manipulatives and engagement strategy from the teacher is key |
|             | Exit Ticket  | 5 minutes     | Individually                 | Eureka Math Exit Ticket                                     | Monitor students' work and analyze results                              | Complete independently                                     |  |
| Small Group | Teacher Led Standards-Based Mathematics Remediation (based on Exit Ticket) | 15-20 minutes | Gradual Release              | Eureka Math Concept Development, Exit Ticket or Problem Set | Lead small group lesson to support students based upon their needs      | Listen then actively engaged in applying new learning      | *May or may not see all groups everyday                        |
|             | Partner Work   | 15-20 minutes | Partner activity             | Eureka Math Problem Set                                     | Give directions prior to beginning activity                             | Students complete with a partner at station or their seats |  |
|             | Technology-Based Instruction   | 15-20 minutes | Individualized Learning Path | Zearn or Scootpad Individualized                            | Target specific student needs via tech                                  | Students at individual computer stations                   |  |
|             | Independent Practice   | 15-20 minutes | Independent Study            | Eureka Math Problem Set                                     | Give directions prior to beginning activity                             |  |  |
| Whole Group | Wrap Up  | 5 mins        | Whole group                  | Eureka Math Problem Set or Example from Concept Development | Facilitate reflection of the day's lesson                               | Participate in the reflection of the day's lesson          | *Critical to inform lesson plans for the next day              |

| Sequence    | Content  | Time       | Instructional Strategy       | Pacing  | Teacher   | Students   | Resource   |
|-------------|--|------------|------------------------------|---|---|--|--|
| Whole Group | Do Now   | 5 mins     | Gradual Release              | Eureka Math Application Problem                             | Prep before students enter classroom                                    | Complete immediately                                       | *Application problem from previous day's lesson                |
|             | Fluency  | 10 mins    | Interactive                  | Eureka Math Fluency Practice and Sprints                    | Motivational as leading the activity                                    | Participate with enthusiasm                                | *Routines and procedures are key to set in advance             |
|             | Standards - Based Mathematics Instruction                                  | 35 mins    | I Do/ We Do/ You Do Together | Eureka Math Concept Development                             | Lead lesson using TE; model, use tools and facilitate student discourse | Listen then actively engaged in applying new learning      | *Manipulatives and engagement strategy from the teacher is key |
|             | Exit Ticket  | 5 mins     | Individually                 | Eureka Math Exit Ticket                                     | Monitor students' work and analyze results                              | Complete independently                                     |  |
| Small Group | Teacher Led Standards-Based Mathematics Remediation (based on Exit Ticket) | 15-20 mins | Gradual Release              | Eureka Math Concept Development, Exit Ticket or Problem Set | Lead small group lesson to support students based upon their needs      | Listen then actively engaged in applying new learning      | *May or may not see all groups everyday                        |
|             | Partner Work   | 15-20 mins | Partner activity             | Eureka Math Problem Set                                     | Give directions prior to beginning activity                             | Students complete with a partner at station or their seats |  |
|             | Technology-Based Instruction   | 15-20 mins | Individualized Learning Path | Zearn or Scootpad Individualized                            | Target specific student needs via tech                                  | Students at individual computer stations                   |  |
|             | Independent Practice   | 15-20 mins | Independent Study            | Eureka Math Problem Set                                     | Give directions prior to beginning activity                             |  |  |
| Whole Group | Wrap Up  | 5 mins     | Whole group                  | Eureka Math Problem Set or Example from Concept Development | Facilitate reflection of the day's lesson                               | Participate in the reflection of the day's lesson          | *Critical to inform lesson plans for the next day              |

**6-8 Math Framework**

|                            | <b>Content</b>   | <b>Time</b>   | <b>Instructional Strategy</b>  | <b>Resource / Pacing</b>  | <b>Teacher</b>  | <b>Student</b>  | <b>Notes</b>  |
|----------------------------|--|---------------|--------------------------------|---|---|---|---|
| <b>Whole Group</b>         | Do Now   | 5 minutes     | Gradual Release                | Eureka Math Application Problem                                     | Prep before students enter classroom                                    | Complete immediately  | *Application problem from previous day's lesson.                  |
|                            | Develop Computation Strategies   | 5-10 minutes  | Number Talks                   | Based upon students' foundational needs                             | Facilitate routine; build new strategies based upon students' discourse | Actively participate in routine; solve problems mentally and discuss strategies | *Routines and procedures for discussion are key to set in advance |
|                            | Standards - Based Mathematics Instruction                                  | 35 minutes    | I Do / We Do / You Do Together | Eureka Math; Problem Set, Socratic, Exploration or Modeling Lessons | Lead lesson using TE; model, use tools and facilitate student discourse | Listen then actively engaged in applying new learning                           | *Manipulatives and engagement strategy from the teacher is key    |
|                            | Exit Ticket  | 5 minutes     | Individually                   | Eureka Math Exit Ticket   | Monitor students' work and analyze results                              | Complete independently  |   |
| <b>Small Group Options</b> | Teacher Led Standards-Based Mathematics Remediation (based on Exit Ticket) | 15-20 minutes | Gradual Release                | Eureka Math Classwork, Exit Ticket or Problem Set                   | Lead small group lesson to support students based upon their needs      | Listen then actively engaged in applying new learning                           | *May or may not see all groups everyday                           |
|                            | Partner Work   | 15-20 minutes | Partner activity               | Eureka Math Problem Set   | Give directions prior to beginning activity                             | Students complete with a partner at station or their seats                      |   |
|                            | Technology-Based Instruction   | 15-20 minutes | Individualized Learning Path   | Zearn or Scootpad Individualized                                    | Target specific student needs via tech                                  | Students at individual computer stations  |   |
|                            | Independent Practice   | 15-20 minutes | Independent Study              | Eureka Math Problem Set   | Give directions prior to beginning activity                             |   |   |
| <b>Whole Group</b>         | Wrap Up  | 5 minutes     | Whole group                    | Eureka Math Problem Set or Example from Concept Development         | Facilitate reflection of the day's lesson                               | Participate in the reflection of the day's lesson                               | *Critical to inform lesson plans for the next day                 |