



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- The plan contains a detailed data analysis of student data as well as curriculum and adult implementation data.
- There is an emphasis on foundational skills in grades kindergarten through third along with Professional Development and job-embedded coaching.

This plan will benefit from:

- Establishing protocols/decision rules to be followed if students are not making progress.
- Inclusion of ways to engage families in helping children improve.

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

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

Sincerely,

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

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

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Wright Preparatory Academy

DISTRICT IRN: 015713

DISTRICT ADDRESS: 1500 Superior Avenue, Canton, Ohio 44705

PLAN COMPLETION DATE: December 30, 2019

LEAD WRITERS: Ken Debos- Principal, Kristen Clotworthy- Instructional Coach, Kristy Dunaway- Director of Instructional Coaching, Jeff Spaletta- Resident Principal

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Name	Title/Role	Location	Email
Ken DeBos	Principal	Wright Preparatory Academy	kdebos@wrightprep.org
Kristen Clotworthy	Instructional Coach	Wright Preparatory Academy	kclotworthy@wrightprep.org
Kristina Dunaway	Director of Instructional Coaching	ACCEL Schools	kdunaway@accelschools.com
James George	Board President	Wright Preparatory Academy	
Michelle Krider	Teacher	Wright Preparatory Academy	mkrider@wrightprep.org
Natalee Long	Senior Vice President, Operations	ACCEL Schools	nmlong@accelschools.com
Andrew Flounders	Special Education Coordinator	ACCEL Schools	apflounders@accelschools.com
Jeff Spaletta	Resident Principal	ACCEL Schools	jjspaletta@accelschool.com
Camilla Park	Teacher	Wright Preparatory Academy	cpark@wrightprep.org

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

The leadership team meets once per week at Wright Preparatory Academy. The development of the Reading Achievement Plan began last school year with review of the state provided documents and consultation with members from our state support team. From there we began with a review of our current state and diagnostic assessment data in order to look for trends and opportunities for growth. We also looked at our current literacy improvement efforts and our current structures we have in place through the Ohio Improvement Process. This enabled us to develop goals and action steps and identify resources towards improvement in reading achievement. Additionally, all teachers were surveyed on the instructional resources. Through the survey results and collaborative conversations, we determined areas to focus on improvement and trainings. The leadership team will communicate the plan through the building administrator and as part of the Ohio Improvement Process plan. Copies of the plan will be available to all. A copy of the plan will be found in the main office. Monitoring of the plan will be ongoing

(three times per year) by the leadership team, with adjustments made accordingly based on building assessment data. An annual review of the plan will be conducted with revisions made based on state and local summative assessment data.

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

The Reading Achievement Plan aligns to other district improvement plans, like the Ohio Improvement Process, or OIP. One of the action steps towards that goal is to ensure that all students who are designated as not on track have a RIMP that is aligned to their deficit area/s. The actions in the Reading Achievement Plan align to this work by providing all administrators and instructional staff the professional knowledge needed to identify, teach and monitor students who are at risk for reading failure, including students with disabilities. The Reading Achievement Plan and Ohio Improvement Plan are aligned to meet the needs of the students at Wright Preparatory Academy. Wright Preparatory Academy's Ohio Improvement Process plan commits to increasing student proficiency and literacy rates as measured by the Ohio School Report Cards. The school's Needs Assessment Report in the Decision Framework was analyzed to ensure the success of the plan. Several strategies that will be used to improve reading growth in both the OIP and the Reading Achievement Plan will be through professional development and coaching of standard-based instruction, utilizing a literacy framework, using data to inform instruction, and implementing research-based instructional strategies. To support these strategies, Wright Preparatory Academy is currently implementing a teacher coaching model, literacy academic framework, pacing guides, professional development, and are in process of a revision of Tier 1 foundational reading curricular resources.

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

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Wright Preparatory Academy is submitting a Reading Achievement Plan because the school received an “F” or “D” grade on the K-3 Literacy Improvement Measure and fewer than 60 percent of the school’s students scored proficient or higher on the state’s grade 3 English Language Arts Assessment over the last three years. This section will analyze the school learner performance data for school years 2016-2017, 2017-2018, and 2018-2019. The data included in the analysis will be Kindergarten Reading Assessment, Reading Diagnostic K-3 and Ohio’s Grade 3 English language Arts Assessment.

The Kindergarten Readiness Assessment data

2016-2017- 54.5%

2017-2018- 61.5%

2018-2019- 29.4%

The Reading Diagnostic data

	1st Grade	2nd Grade	3rd Grade
2016-2017	12.5%	14.3%	31.1%
2017-2018	36.4%	33.3%	0.0%
2018-2019	56.3%	33.3%	43.8%

3rd Grade English Language Arts (ELA) Assessment data

2016-2017- 11.8%

2017-2018- 9.5%

2018-2019- 4.5%

The Kindergarten Readiness Assessment (KRA) data shows the percentage of students on track in Kindergarten. The percent of students on track dropped 50% this past year. Measurable growth on the reading diagnostic test showed an increase in 1st and 2nd, but a sharp decline in 3rd grade last year, but an increase in 1st and 3rd grades this past year. The number of 3rd grade students passing the ELA test has dropped the past three years. Only 4.5% of the students scored proficient this past year. The data suggests that many students are beginning the school year off track and the foundational reading skills have not been taught through explicit, systematic instruction to address the gaps. By knowing the foundational reading gaps in 1st-3rd grades are lacking, it can be assumed that we will see gaps in reading comprehension in later levels. There is a need to review the kindergarten and first grade curriculum and adult implementation for phonemic awareness

The analysis of the data above, as well as other building-based data, indicate that the first major issue with literacy is a lack of emergent literacy before entering school. Students are not enrolled in pre-school prior to enrolling in Kindergarten. Both the reading diagnostic and the curriculum-based measure foundational skills subtest indicate that students do not have the phonological skills nor the phonemic awareness skills needed to begin reading. These scores indicate that students enter several years behind students their respective age at other schools. Many of the students will catch up, but will remain below grade level. Most of the students in grades K-3 will need to be placed on a reading improvement and monitoring plan. Compounding the literacy issue is limited vocabulary, which then causes comprehension difficulties. As early as kindergarten, a lack of vocabulary is evident and continues as a pattern throughout the grades in the school. Less than 5% of third graders passed the state reading assessment in the Spring of 2019, which has become a consistent trend.

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

There are many factors that are believed to contribute to low reading achievement at Wright Preparatory Academy. Both internal and external factors are contributing to the low achievement. Internal factors contributing to the low reading achievement and implementation of this reading plan is teacher effectiveness/human capital and a lack of instructional guidance. Within this challenge there are multiple contributing factors, including human capital/teacher turn over, lack of instructional strategies support for teachers, a skills gap in standards-based and foundational teaching, and a lack of effective academic framework and curricular resources for Tier one literacy instruction. Although the school recently adopted several curriculums for phonemics awareness, fidelity of implementation and professional development on the essential components of reading have led to a lack of consistency of instructional practices from classroom to classroom within the building. This has also led to a lack of consistency on a multi-tiered system of supports for students at Wright Preparatory Academy.

Due to a high teacher staff turn-over, a previous lack of teacher support, and a lack of reading instruction knowledge, the school implemented a job-embedded instructional coaching model in SY 2018-2019. The model will continue to combat the gaps left by previous management. Through coaching, the school will work to implement the pacing guides and literacy academic framework to support productive literacy instruction in all classrooms.

After reviewing the data, observing classrooms, and reviewing curricular resources, it was discovered that there was major gaps in Tier 1 teacher-led intensive, systematic, explicit instruction of all foundational reading skills in grades K-3 literacy instruction. Additionally, there are clear teacher gaps of foundational reading instruction knowledge. The school is working to incorporate the research-based Five Components of Reading model, with a major emphasis on adding specific foundational reading elements including, but not limited to, phonological awareness (spoken word awareness, syllables, phonemes), phonemic awareness, alphabet letter and sound recognition, phonics/word study, print concepts, and sight words. With the emphasis on foundational reading skills, teachers will still need to include vocabulary, fluency, and comprehension skills to ensure students are being provided access to mastery of all reading components.

Additionally, in 4th and 5th grades it is also clear that there was a lack of emphasis on the Ohio Learning Standards, specifically on comprehension instruction in the classroom. Because of the lack of foundational reading knowledge, students are entering the intermediate and middle grades with a reading gap. Without the foundational skills necessary to reading, students have not been able to master fluency, academic vocabulary, and reading comprehension. Teachers have been working tirelessly to help fill the gaps, but according to the NWEA data, are still missing an emphasis on grade-level mastery of comprehension skills.

In all grades, there has been a lack of screening, tracking, and progress monitoring of foundational reading skills. The leadership and teachers are unaware of which students have mastered which skills, and therefore are having a difficult time using data to inform small group instruction. An emphasis on using standards-based data to drive instruction through research-based instructional strategies and utilizing data in small groups to differentiate and reteach will lead to improved mastery for students. According to the NWEA MAP data, the school is still missing an emphasis on comprehension skills.

The majority of students at Wright Preparatory Academy aren't getting any formal academics before they start Kindergarten. Kindergarten students have not attended a pre-school program. In preschool, most children learn to strengthen their social and emotional development including behavior management. In preschool, children learn how to be students. Children learn patience, how to raise their hands and take turns. Children also learn about routine, following directions and waiting. In pre-school, pre-math and pre-literacy skills are introduced. Children are taught numbers and letters. Children sing an alphabet song while following along in a picture book or learn rhymes and chants, which help them to notice the distinct sounds within words. Teachers read stories to children to encourage their listening, comprehension, and expressive language skills. Not attending pre-school is the biggest external factor.

An analysis of additional factors shows that the student mobility rate in Canton schools hovers around 20% annually. Over twenty percent of students are identified as "special education" students at Wright Preparatory Academy.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Early Literacy in Ohio includes a continuum of literacy development that spans from birth to grade three, beginning with the development of receptive and expressive language and culminating with the attainment of fluency and comprehension of text as well as the ability to use writing to communicate.

The mission of Wright Preparatory Academy is to ensure every student has the ability to enter any high school ready to succeed academically and socially.

To ensure our mission is achievable, we pose these three strategic questions:

1. Do student proficiency rates increase in core academic subjects each year?
2. Are learning gaps being closed for at-risk students?
3. Does the learning environment support student achievement?

Our vision for literacy at Wright Preparatory Academy begins with the implementation of 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.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Overall Student Performance Goal:

Increase the percentage of students meeting or exceeding Third Grade Reading Guarantee Requirements from 86.7% to 93% by Spring of 2020 as measured by the Ohio State requirements.

Subgoal #1: Kindergarten: Increase the percentage of Kindergarten students on track by 36% from 64% to 100% by Spring 2020 as measured by MAP assessments.

Subgoal #2: First Grade: Increase the percentage of first grade students on track by 43% from 57% to 100% by Spring 2020 as measured by MAP assessments.

Subgoal #3: Second Grade: Increase the percentage of second grade students on track by 69% from 31% to 100% by Spring 2020 as measured by MAP assessments.

Subgoal #4: Third Grade: Increase the percentage of third grade students on track by 71% from 29% to 100% by Spring 2020 as measured by MAP assessments.

Subgoal #5: By Spring 2020, 80% of all students in grades 4-5 will project growth equal to the state report card growth standard in English Language Arts.

Subgoal #6: The school will increase the Ohio Report Card K-3 Literacy percentage for off-track students from 5.7% to 15.7% proficient by Spring of 2020.

SECTION 6: ACTION PLAN MAP(S)

Goal # _1_ Action Map

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade Reading Guarantee Requirements from 86.7% to 93% by Spring of 2020 as measured by the Ohio State requirements.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation

	Action Step 1	Action Step 2	Action Step 3
		Literacy curricular resources (both teacher and student)	Literacy curricular resources (both teacher and student)
Specifics of Implementation	<p>Teachers will receive weekly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>For the Fall Benchmark, students will be assessed using NWEA.</p> <p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August, November, January, March, May

Goal # Action Map

Goal Statement: Increase the percentage of Kindergarten students on track by 36% from 64% to 100% by Spring 2020 as measured by MAP assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Teachers will receive weekly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>For the Fall Benchmark, students will be assessed using NWEA.</p> <p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August, November, January, March, May

Goal # _3_ Action Map

Goal Statement: Increase the percentage of first grade students on track by 43% from 57% to 100% by Spring 2020 as measured by MAP assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Teachers will receive weekly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>For the Fall Benchmark, students will be assessed using NWEA.</p> <p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August, November, January, March, May

Goal # _4_ Action Map

Goal Statement: Increase the percentage of second grade students on track by 69% from 31% to 100% by Spring 2020 as measured by MAP assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Teachers will receive weekly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>For the Fall Benchmark, students will be assessed using NWEA.</p> <p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August, November, January, March, May

Goal # _5_ Action Map

Goal Statement: Increase the percentage of third grade students on track by 71% from 29% to 100% by Spring 2020 as measured by MAP assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Teachers will receive weekly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>For the Fall Benchmark, students will be assessed using NWEA.</p> <p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August, November, January, March, May

Goal # _6_ Action Map

Goal Statement: By Spring 2020, 80% of all students in grades 4-5 will project growth equal to the state report card growth standard in English Language Arts.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides	Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching
Timeline	Weekly coaching	Summer professional development and continuous monthly professional development Weekly coaching	Quarterly benchmark assessments (August, October, December, February, April)
Lead Person(s)	Director of instructional coaching Principal Instructional coach	Director of instructional coaching Principal Instructional Coach Teachers	Director of instructional coaching Principal Instructional Coach Teachers
Resources Needed	Weekly coaching observation and tracking log Teacher coaching binder containing reflection forms, pacing guide, and data planning forms	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)	Pacing guides for literacy instruction Initial and ongoing professional development for pacing guide and academic framework implementation Literacy curricular resources (both teacher and student)
Specifics of Implementation	Teachers will receive weekly observations and instructional coaching	Pacing guides created internally at the district level	For the Fall Benchmark, students will be assessed using NWEA.

	Action Step 1	Action Step 2	Action Step 3
	<p>meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will model instructional strategies in planning meetings and real-time in the classroom</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Principals and instructional coaches will lead teachers in data dialogue conversations using NWEA and curricular resources resulting in informed instruction and necessary interventions</p>	<p>Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)</p> <p>Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework</p> <p>Initial and ongoing professional development to school leaders and staff regarding implementation of pacing guide and academic framework components</p> <p>Pacing guide progress and academic framework alignment will be monitored during weekly coaching meetings.</p>	<p>Teachers will be able to use the NWEA Learning Continuum to determine student specific challenges and successes to begin initial planning of standards-based instruction.</p> <p>Some teachers may utilize a short cycle assessment to inform instruction, but due to a lack of understanding data and how it is used to inform standards-based teaching, teachers will begin with the required quarterly benchmarks.</p> <p>After students are assessed, the Principal and Instructional Coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place along -side the traditional pacing guide</p>
Measure of Success	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years	All accountable students in grades K-5 reading will increase their RIT score by an equivalent of 1 or more years
Check-in/Review Date	Weekly through coaching meetings during planning time.	Weekly through coaching meetings during planning time.	Weekly through coaching meetings Large implementation checks during August,

	Action Step 1	Action Step 2	Action Step 3
			November, January, March, May

Goal # _7_ Action Map

Goal Statement: The school will increase the Ohio Report Card K-3 Literacy percentage for off-track students from 5.7% to 15.7% proficient by Spring of 2020.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a comprehensive, systematic phonemic awareness and phonics/word study program in grades K-3	Implement phonological screeners and instruct small group differentiated lessons using guided reading strategies for K-5 students	Provide all staff professional development sessions about Foundational Reading Skills and the Five Components of Effective Instruction
Timeline	2019 – 2020 School Year	2019 – 2020 School Year	2019 – 2020 School Year
Lead Person(s)	Director of Instructional Coaching Principal Instructional Coach Teachers	Director of Instructional Coaching Principal Instructional Coach Teachers	Director of Instructional Coaching Instructional Coach Principal
Resources Needed	Comprehensive, systematic phonemic awareness and phonics/ words study program in grades K-3 Implementation professional development for all staff	Literacy Resources, Inc. K-5 Phonemic Awareness Skills Assessment, small group lessons Teachers and Instructional Coach will provide initial screening Title teachers or classroom teachers implementing the lessons	Professional development sessions, resources for session, and logistics of session (Summer 2019)

	Action Step 1	Action Step 2	Action Step 3
		<p>Individual student data tracking log</p> <p>Instructional leader to oversee implementation</p> <p>Instructional coaching time to analyze data and inform instruction/reteaching</p>	
Specifics of Implementation	<p>Director of Instructional Coaching to embed Heggerty's, Just Words, Foundations and IREAD programs into Academic Framework</p> <p>Director of Instructional Coaching and Instructional Coaches to provide professional development to staff</p> <p>Weekly check-in through instructional coaching</p>	<p>Instructional Coach and teachers (including title) to make copies of screeners for each student</p> <p>Instructional Coach and teachers to determine appropriate timing of initial screeners</p> <p>Instructional Coach and teachers to determine which students need which interventions</p> <p>Principal and Instructional Coach determine the implementation of materials</p> <p>Teams will discuss progress of students</p>	<p>Using strategic literacy partners, Director of Instructional Coaching will create a professional development session to focus on the five components of reading, with a strong emphasis on foundational reading skills</p> <p>Instructional Coaches to delivery PD to all staff</p> <p>Instructional Coaches to continue professional development of strategies and implementation of effective literacy plan through job-embedded coaching</p>
Measure of Success	Increase the number of students on track	Increase the number of students on track	Increased content and instruction knowledge that is observed through student growth
Check-in/Review Date	Weekly through coaching meetings	Quarterly	Beginning of year and weekly through coaching meetings

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Progress toward each goal will be measured with the use of diagnostic assessments and individual student progress monitoring. Because of the critical deficit in Word Recognition, Phonics, and Vocabulary, the Overarching Goal and Subgoals were established to achieve these gaps. These goals are substantial, but attainable through targeted instruction, professional supports, stakeholder partnerships, progress monitoring, and effective feedback at every level.

Progress towards our reading goal of students achieving more than one year's growth on the NWEA MAP Assessment and moving third graders toward proficiency will be monitored with a quarterly assessment using the calendar below, which contains both NWEA assessments. All students will take the MAP assessment three times per year (beginning, middle, and end) of year. The tool provides teachers with data to identify strengths and needs for individual students. It also provides intervention groupings. It is a comprehensive classroom level assessment that is used to drive instruction. Teachers will analyze student data weekly. The school leadership team will analyze data and monitor progress. The progress of individual students will be monitored twice per month by the Response to Intervention team. Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans. Students receiving Tier 2 supports will have their progress monitored monthly relative to the big idea of reading that corresponds to their deficit area, while students receiving Tier 3 supports will be monitored bi-weekly. Attendance at professional development relative to evidence based instructional practices will be tracked.

The building leader and teachers will analyze school growth at each NWEA MAP testing administration. The analysis will measure trends, strengths and weaknesses, focus areas, and action plans for literacy instruction and intervention. Professional development around using data to reteach and inform instruction will be provided to all staff members and teachers.

August/September 2019 - NWEA MAP

December 2019 - NWEA MAP

May 2020 - NWEA MAP

The progress will initially be monitored during professional development sessions which have been scheduled around the assessment calendar. During this time, teachers and building leaders will analyze the data from the NWEA, create a plan for reteaching or potentially determining RTI placement and support for off-track students. The progress will then be continually monitored through leadership meetings, where teachers will share best instructional practices towards student standard mastery.

Progress towards increasing the K-3 literacy component on the Ohio School Report cards will be measured in Tier 1 by using the Unit Assessments built into the systematic phonemic awareness, phonics and word study program being implemented in K-3. Additionally, progress will be monitored through the benchmark assessments, as well as intervention phonological awareness screenings being used in the classroom and intervention groups. The data will be reviewed by teachers during team meetings.

Progress towards all reading goals will additionally be monitored and measured through the weekly coaching process. Each week, teachers receive observations and individual coaching meetings with an instructional coach or the building leader. Through coaching conversations, teachers and coaches will use the teacher reflection forms, pacing guide, literacy academic framework, and data planning forms to monitor and measure progress. In addition, a teacher tracking log is used by coaches and building

administrators to document real-time observation notes, progress towards current instructional focus strategy, and growth in previous instructional strategies. If the strategies being implemented are not producing acceptable results, the leadership team will create new plans.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

The primary instructional strategies that will be employed to provide daily standards-based instruction in Wright Preparatory Academy are the gradual release of responsibility, small group differentiation, creating a culture of learning, and integrating a comprehensive phonemic awareness and word study/phonics program.

Gradual Release of Responsibility:

The strategy for the gradual release model of instruction is proven to develop higher order thinking skills to close the achievement gap and move students to proficiency. Starting with the 'I Do' section, wherein the teacher is introducing and modeling a new concept, such as a reading comprehension strategy or blending phonemes, students are given this time to intake and process information. The 'We Do' section is where guided instruction and collaboration between the teacher and the students takes place. This section is also when the teacher gives a check for understanding that ensures students are ready to move on to independent practice and/or small group instruction. The last piece to this model is the 'You Do' section. During this final component, students in our school begin their small group instruction and/or rotations for learning. The 'You Do' section is used for the small group instructional method, with rotations for learning. The best practice of small group instruction, which has proven to close the achievement gap as it intensifies student's opportunities to practice, respond, and obtain feedback, will happen daily. It is in this small group instruction that data-driven instruction is strengthened and gives way for the opportunity for students to boost their learning development in a more personalized format. All strategies and techniques for learning are also reinforced in a deeper regard as students can internalize learning at a higher pace with the more personalized opportunity for practice, response, and feedback.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- Fisher, D., "Effective Use of the Gradual Release of Responsibility Model." Macmillan McGraw-Hill. 2008
- Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," *The Reading Teacher*, 61, 2007, pp. 32-45
- Lloyd, S. L., "Using Comprehension Strategies as a Springboard for Student Talk," *Journal of Adolescent and Adult Literacy*, 48, 2004, pp. 114-124
- Kong, A. and P. D. Pearson, "The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners," *Research in the Teaching of English*, 38, 2003, pp. 85- 124

Small Group Differentiated Instruction:

The Center for Development and Learning suggests that 30 years of research supports Small Group Differentiated Instruction is a proven method to increase student outcomes. Differentiated Instruction is the ability to match instruction to meet the different needs of learners in each classroom. The range of

instructional need in our classrooms is large, and to meet the different needs of learners in each classroom, we need to plan for Small Group, Differentiated Instruction (Florida Center for Reading Research). We utilize Small Group Differentiated Instruction in all content areas, not only reading. Our Academic Framework suggests teachers utilize the Gradual Release Model of Responsibility in whole group instruction, and then uses informal assessments, data from other assessments, and flexible grouping to choose small group participants. Teachers will utilize this sacred small group time to monitor and track student growth in the five components of reading instruction. The data gathered from these small group assessments are reported on each student's RIMP (Reading Improvement and Monitoring Plan) in grades K-3. Our School has also chosen updated foundational reading curricular resources to match our Academic Framework to support this instructional strategy.

Research presented: ESSA (III) promising evidence from at least 1 well-designed and well-implemented correlation study with statistical controls for selection bias.

- Foorman, Barbara R.; Torgesen, Joseph, "Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children." *Learning Disabilities: Research & Practice*, v16 n4, 2001, pp. 203-212 (Attachment #2, pg. 74)
- Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. "The role of instruction in learning to read: Preventing reading failure in at-risk children." *Journal of Educational Psychology*, 90, 1998, pp. 37-55 (Attachment #2, pg. 84) Creating a Culture of Learning:

According to Doug Lemov in *Teach Like A Champion 2.0*, A Culture of Error recommends that teachers establish an environment where in students feel safe making errors; even further, that students are compelled to discuss mistakes and enthusiastically search for solutions. Students are comfortable with the idea that they will make mistakes as they learn to solve complex problems and respond not with defensiveness but openness. Teachers honor and praise this process saying things like "I'm so glad you made that mistake; it's going to help me to help you." Once errors are comfortably exposed, teacher and students study them to learn from them - Why did so many of us not understand what Orwell meant in the passage? The benefits are not just feel-good. If the primary job of the teacher is to recognize the difference between "I taught it" and "they learned it," that difference is ten times harder to recognize and fix if students try to hide their mistakes. Efficient learning requires comfort with mistakes.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- The primary source of research is the book "Mindset: The New Psychology of Success" by Carol Dweck. While the book has not been attached, a research study from 2007 in which Ms. Dweck was a contributor is attached, as well as a 2015 article by Ms. Dweck in which she discusses the ongoing research being conducted regarding her strategies.
- Blackwell, S., Trzesniewskim K., Dweck, C. "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention" *Child Development*, January/February 2007, Volume 78, Number 1, pp. 246 – 263 (Attachment #2, pg. 103)
- Dweck, C., "Growth Mindset, Revisited" *Ed Week*, Vol. 35, Issue 05, 2015, pp. 20, 24 (Attachment #2, pg. 121)

Integrating a Comprehensive Phonemic Awareness and Word Study/Phonics program:

Implementing a systematic program in foundational skills provides students access to necessary skills such as reading, spelling, phonemic awareness, phonics-word student, high frequency word accuracy, fluency, vocabulary, handwriting, and comprehension. The power of a program that is structured, systematic, cumulative, and explicit will increase the students mastery of learning. In addition, the program will link to the other innovative strategies such as gradual release of responsibility. A program such as this will also support the school's multi-tiered system of support model by providing scientifically based Tier 1 reading instruction, as well as intervention resources for the differentiated small groups taking place.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- National Institute of Child Health & Human Development (NICHD). (2000). "Report of the National Reading Panel: Teaching Children to Read: An evidenced based assessment of the scientific research literature on reading and its implications for reading instruction." (NIH Publication No. 004769). Washington, DC: U.S. Government Printing Office.
- Gambrell, L.B., & Mazzoni, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, (Eds.), Best Practices in Literacy Instruction (pp. 11–21). New York: Guilford Pres

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

These four evidence-based strategies that are being implemented will improve on the more general strategies that have been utilized in previous years. Previously, the school has looked for intervention programs to close the gaps made by a lack of focus in previous management versus looking to provide teachers and students a solid cohesive Tier 1 implementation plan and secondary resources to help raise achievement for all students.

Using a research-based strategy such as gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate the skills being presented before being assessed for mastery. The "I Do" portion of gradual release utilizes simple, concrete, explicit instruction through modeling that provides students the comfort of learning. Similar to riding a bike, a teacher will model the parts of the bike and exactly how to ride it, possibly using a think-aloud strategy to do so. The "We Do" section of gradual release allows the students hands-on practice, with scaffolded assistance and questioning from the teacher. This would be like putting a student on a bike, while holding on to the seat or handlebars as they learn how to ride. Finally, the "You Do" portion allows students to apply the learning to new situations, using what they've learned. Now is when the teacher lets go of the bike, and the student is able to pedal freely. In the case that a student falls off the bike, or struggles with the skills, the teacher can always go back to either portion of the model for a reteaching opportunity. To ensure the strategy is implemented, we have built the academic framework and lesson plan structure around gradual release theory.

In combination with the gradual release of responsibility, teachers are utilizing small group instruction differentiated instruction as a time to help close reading gaps and stretch on grade-level students. Historically, in small groups teachers have worked primarily on the reading standard and have neglected the other reading components, especially phonics. Moving forward, teachers will work towards implementing a Guided Reading template by Jan Richardson, which allows them to work with sight words, phonics skills, reading standards, and more during each small group session, based on

performance data from classwork, benchmark assessments, and the foundational reading program. Additionally, teachers will be using the data from the reading benchmark assessments and the RTI phonological awareness screeners to inform instruction and reteach skills not mastered. The data gathered from benchmark assessments and screeners is included in RIMPS (Reading Improvement and Monitoring Plans). Teachers in grades K-3 use the RIMPS to track and monitor each student's progress throughout the year. The job-embedded teacher coaching model allows coaches and teachers to touch base more regularly to review data and pivot in real-time if students are not achieving mastery goals.

Previously there was no Tier 1 phonics instruction program implemented, nor were teachers properly trained in foundational reading instruction so at the start of SY 2018-2019 two Tier 1 phonics instruction curricular resources (Foundations and Heggerty Phonemic Awareness) were purchased for grades K-3. In addition, teachers in grades K-3 have access to iRead, a digital foundational reading program. Teachers in grades 4 and 5 gained access to System 44, a proven phonics remediation program, and/or Read 180, a proven comprehension intervention program, in December.

The clear gap in K-3 foundational reading instruction has caused gaps for many students in all grades, but with an appropriately implemented program students will be better served in the near future. To support the implementation, instructional coaches will be working directly with the professional development and coaching of the program.

Establishing a Culture of Error/Learning environment allows students to feel safe in making mistakes, promotes a growth mind-set, and can allow students to better track their own learning. Teachers often feel as if they have "taught" the materials, but through a culture of learning, students can prove to teachers that they've learned the material. A culture of learning classroom can lead students to search for solutions, enhance their speaking and listening skills, and create a safe learning community for the class. There are clear reading gaps in many of the students in our school, so being able to talk opening about reaching their goals will help increase student awareness and willingness to learn. The learning environment is one of the many touch points that instructional coaches will focus on during the job-embedded coaching.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

The Principal will begin professional development by participating in a multi-week Summer Institute that includes climate and culture, mission and vision, academic framework, effective instruction, foundational reading instruction, five components of effective literacy instruction, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA MAP, and other- created benchmark assessments, research-based instructional practices, and coaching best practices, all directed toward turn-around in schools. The Principal professional development plan continues by offering ongoing monthly, professional development sessions for more intense development of skills and strategies. The Principal also receives differentiated support from an Executive Leadership Coach and Superintendent throughout the year. In addition, the Principal will participate in ongoing weekly calls for individualized professional development with the Superintendent/Principal Coach that focuses on specific building needs.

Instructional Coaches will participate in a multi-week Summer Institute that includes academic framework, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, NWEA Map, and district-created benchmarks, research-based instructional practices, book studies, professional development and coaching best practices. ACCEL School's Instructional Coaching team will be provided ongoing professional development around the support of academic framework, curricular resources, district- created pacing guides, data analysis and Teachers will participate in an on-boarding orientation

presented by the Principal and Instructional Coach that includes a week long Summer Institute of professional development planned to initiate staff to the school's core academic beliefs.

This professional development will include the academic framework, model curriculum, implementation of content and curricular resources, utilizing pacing guides, foundational learning professional development, data analysis from Ohio State tests, NWEA MAP and benchmark assessments to guide instruction, and the above mentioned research-based instructional practices for the classroom. The emphasis on foundational reading instruction will remain a through line to instructional PD during the course of the year, to ensure proper implementation of the strategies. Any new staff member hired after the start of school, will be linked with the Instructional Coach and Principal to receive professional development on the School's theory of action through the on-boarding process. Professional development will continue at the building level through preset professional development days on the school's yearly calendar.

In addition to the Summer Institute and school year professional development days, teachers will receive individual weekly classroom observations, receive high-impact feedback, and participate in weekly coaching meetings with the Instructional Coach and/or Principal, which allow for differentiated professional development in real-time on the job. The coaching meetings are intended to develop strong research-based instructional practices. The Instructional Coaches will participate in ongoing monthly professional development with the Director of Instructional Coaching, weekly team calls, and weekly individualized professional check-ins that focus on specific building needs. The school will have at least a part-time Instructional Coach that is supported by the Director of Instructional Coaching.

APPENDICES

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

N/A