



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Youngstown Academy of Excellence 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:**

- This plan shows evidence of the use of the Ohio Improvement Process team structures by Teacher Based Teams utilizing the 5-step process with fidelity to allow for effective data driven instruction.
- This plan also includes a professional development plan for the implementation, analysis and monitoring of phonemic awareness curriculum.

### **This plan will benefit from:**

- Developing a school-wide assessment plan for Multi-Tiered Systems of Support.
- Utilizing the five components of reading for data interpretation, identifying evidence-based strategies and curriculum choices.

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

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Youngstown Academy of Excellence

DISTRICT IRN: 007984

DISTRICT ADDRESS: 1408 Rigby St., Youngstown, Ohio 44506

PLAN COMPLETION DATE: November 2, 2018

LEAD WRITERS: Jennifer Hutton, Heather Knapp, Maura Atkinson

## SUMMARY OF ACKNOWLEDGEMENTS:

The administration at Youngstown Academy of Excellence has seen a need for improved literacy instruction and has been working towards that goal. We know that an exclusively top-down approach will not yield the level of change necessary. Teachers need to engage in critical assessment of current instructional practices. Our Community School Leadership Team has been working to strengthen Teacher Based Teams, along with our transformation specialist, through shared accountability and the use of the 5-step Process with fidelity.

This Reading Achievement Plan is aligned to our Ohio Improvement Plan (OIP) and the work we have been engaged in for the past year and extended to build a more comprehensive literacy framework throughout the school.

Youngstown Academy of Excellence (YAE) has been developing exponentially over the past few years. There are some bright spots, but systemically we have some work to do. We are already seeing gains by utilizing MAP data and our comprehensive system of short cycle assessments building wide with our emergent and struggling readers.

Low socio-economic status and lack of literacy in the homes of many of our students paired with inconsistent instructional strategies and high quality instructional practices have been contributing factors in the lower reading achievement levels at YAE.

Our vision is to create a culture of literacy in our school that extends into the home. We intend to close the achievement gap, raise proficiency rates, and increase reading levels. To meet these goals we are focusing on systemic and explicit changes by building a framework and shared understanding of quality instruction, using data to increase student achievement, and extending literacy across the curriculum. This plan addresses the big ideas of the ELA curriculum. We are implementing phonemic awareness and phonics in grades K and 1, then fluency, vocabulary, and comprehension in grades K-5. These skills will be monitored through the use of traditional methods as well as more advanced technology such as NWEA Maps. These programs not only provide comparative data, but help teachers pinpoint skill gaps and generate strategies for intervention.

Youngstown Academy of Excellence has already started this work and has seen gains this year as evidenced by the district testing (NWEA), classroom assessments, student work, and student reading habits. By strengthening our implementation of current initiatives and adding additional resources, we expect to see this growth continue and accelerate.

Over the summer we scheduled a robust professional development calendar for the year based on our needs in accordance with our Ohio Improvement Plan and our State Report Card. We are confident that our efforts will be met with success and that our students will continue to grow as readers.

CONTENTS

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

    Section 1: Leadership Team Membership ..... 3

    Section 1, Part B: Developing, Monitoring and Communicating the reading Achievement Plan ..... 3

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

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School ..... 4

    Section 3, Part A: Analysis of Relevant Learner Performance Data ..... 4

    Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement ..... 5

Section 4: Literacy Mission and Vision Statement(s)..... 5

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

Section 6: ActionPlan Map(s) ..... 6

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s) ..... 9

Section 8: Expectations and Supports for learners and Schools..... 9

    Section 8, Part A: Strategies to Support Learners ..... 9

    Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies ..... 9

    Section 8, Part C: Professional Development Plan ..... 10

Appendices ..... 10

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

### SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Jennifer Hutton	Head of School	Youngstown Academy of Excellence	<a href="mailto:Jhutton@youngstownacademy.org">Jhutton@youngstownacademy.org</a>
Heather Knapp	Director of Academics	Youngstown Academy of Excellence	<a href="mailto:hknapp@youngstownacademy.org">hknapp@youngstownacademy.org</a>
Maura Atkinson	Director of Academics	Youngstown Academy of Excellence	<a href="mailto:matkinson@steadacademywarren.org">matkinson@steadacademywarren.org</a>
Barbra Mitchel	Teacher	Youngstown Academy of Excellence	<a href="mailto:bmitchell@youngstownacademy.org">bmitchell@youngstownacademy.org</a>
Kelsey Kepple	Intervention Specialist	Youngstown Academy of Excellence	<a href="mailto:kkepple@youngstownacademy.org">kkepple@youngstownacademy.org</a>
Dr. Erik Thorson	Superintendent	Lorain Preparatory Academy	<a href="mailto:ethorson@lorainprep.org">ethorson@lorainprep.org</a>
Laura VanVechten	Director of Academics	Academy of Arts and Sciences	<a href="mailto:ldobay@academyartssciences.org">ldobay@academyartssciences.org</a>
Megan Wilson	Director of Academics	Academy of Arts and Sciences	<a href="mailto:mwilson@academyartssciences.org">mwilson@academyartssciences.org</a>

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

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

N/A

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

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.*

The administration at Youngstown Academy of Excellence completed our most recent School Improvement Plan (SIP) after working extensively with our Community School Leadership Team (CSLT). The District's Reading Achievement Plan aligns with our Ohio Improvement Plan goals and addresses strategies to close the achievement gap in reading.

By 2019, YAE will be concentrating on our SIP goal of reaching a performance index of 70 on the state report card. To help achieve this goal we have also set a goal for 80% of the students testing in 3-8 to proficiency the Ohio State Test. In grades K-3 the literacy score will increase by one letter grade, giving the school a C overall in the K-3 literacy section. All plans to improve our instruction and student achievement in reading will help us achieve our goal. Our SIP outlines several strategies towards reaching our goal. Staff will participate in reading professional developments and NWEA training to focus on students' reading needs. YAE will also focus on building literacy skills, including phonics and phonemic awareness through the Simple Solutions curriculum, teachers created lessons, and the scholastic library. Teachers will focus on reading and writing in all content areas by incorporating read-alouds to assist with fluency, vocabulary, and comprehension questioning. Teachers are modeling reading strategies and completing extended response questions in reading, math, and other tested subjects. These strategies will help the students learn vocabulary necessary to understand what is being asked. Teachers and students will focus on formulating and answering questions in complete sentences both orally and in written work.

Students' growth will be assessed through NWEA progress monitoring and the bi-weekly use of short cycle assessments. NWEA will be given three times a year for benchmark assessments to ensure students are on track for meeting their end of the year goal.

The Reading Achievement Plan will align with the goals and strategies in the School Improvement Plan to include more specific goals and strategies for building a comprehensive literacy framework building wide. Within this framework students will demonstrate at least 1 year of growth in reading as evidenced by NWEA Maps and Ohio State Test.

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

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

*Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.*

Youngstown Academy of Excellence received a value progress grade of C for all students and C for students with the lowest 20% academic performance on the Ohio State Report Cards. YAE had a performance index of 63.4.

The Ohio State Test (OST) was given to all 3-8 students. The percentages of students that scored proficient or higher in reading are as follows: third grade had 13%, fourth grade had 46%, fifth grade had 47, sixth grade had 31%, seventh grade had 0%, and eighth grade had 22%.

Third graders took the OST in the fall of 2017. At that time, 11% of the students reached the promotion score to go on to fourth grade. In spring 2018, the third graders took the NWEA test as a secondary means to reach the cut promotion score, 33.33% of students reached the promotion score at this time. During the spring OST, 56.25% of the students reached the promotion score. However, with the overlap of students, one student never met the promotion score and is repeating the third grade.

On the K-3 Reading Diagnostics, 36% of the Kindergartens scored not on track and required a Reading Improvement and Monitoring Plan (RIMP). 74% of students entered first grade not on track and required a RIMP. 33% of students entered second grade not on track and required a RIMP. Entering third grade 23% of students were on track with 77% not on track and requiring a RIMP. 55% of Youngstown Academy of Excellence's K-3 students are required to have a Reading Improvement and Monitoring Plans.

The KRA data showed 46.2% of students emerging Readiness, 42.3% of students approaching readiness, and 11.5% of students demonstrating readiness.

Analysis of this data shows progress in some areas, but not at a rate sufficient to keep up with raising grade level benchmarks. The short cycle assessments and diagnostic data points to a key problem area which is basic literacy skills, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

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

There are many factors that we believe contribute to low reading achievement at Youngstown Academy of Excellence. Our students are of low socio-economic status. 100% (167/167) of our students qualify for free breakfast and lunch as students of poverty. The majority of our families have low levels of education contributing to a lack of literacy in the home. We have a high Special Education Population with 21% (35/167) of YAE's students are on IEPs. We believe that training teachers in the Ohio's Learning Standards- Extended and instructional strategies that support students in Special Education and differentiation in the classroom such as the NWEA, will help us give more students access to the instruction that they need and deserve.

Inconsistent instructional strategies within as well as across grade level teams is also a concern. We have put in a lot of work with our staff and our transformation specialist to get Teacher Based Teams running smoothly with teams actively engaging in the 5 step process with fidelity to allow for effective data driven instruction. We also set out time in our summer professional developments to give teachers time to collaborate and create curriculum maps to guide the scope and sequence of the curriculum across grade levels.

YAE shows instructional weaknesses in the areas of differentiated instruction and small group instructional strategies. We also highlight the need for a review of curriculum maps with a focus on the scope, sequence, and pacing of instruction and alignment to the Ohio's Learning Standards. These are needs that we had already identified and have been working on at Youngstown Academy.

### SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).*

*Literacy Mission - To create a culture of literacy within our school that celebrates and promotes all components of literacy including: phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Youngstown Academy of Excellence is committed to closing the achievement gaps by utilizing research-based strategies, NWEA scaffolding suggestions, extending language arts standards across the curriculum and creating and maintaining strong partnerships with parents and community members. Our vision is based on the five pillars of reading and the idea that all children have the right to high quality literacy instruction that will enable them to grow into literate adults.*

### SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

1. Raise At-Risk K-3 Reading component grade to a C or better.
2. Prepare students for the writing section on the OST by raising the writing scores to 80% of the students getting 75% or better.
3. Grades 3-8 will get 80% of the class to meet proficient on OST.

**SECTION 6: ACTION PLAN MAP(S)**

*Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.*

**Goal # 1 Action Map**

**Goal Statement:** Raise At-Risk K-3 Reading component grade to a C or better

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	K-2 staff members will be trained in the Heggerty Phonemic Awareness series and implement the series with fidelity.	K-2 staff members will be trained in the Simple Solutions Phonics series and implement it with fidelity.	Staff at all levels will give close attention to adult implementation and student performance data to ensure fidelity and growth.
Timeline	By May 2019	By May 2019	By May 2019
Lead Person(s)	Jennifer Hutton Heather Knapp	Jennifer Hutton Heather Knapp	Jennifer Hutton Heather Knapp
Resources Needed	<ul style="list-style-type: none"> <li>Professional development</li> <li>Simple Solutions Phonics K-2</li> <li>One-on-one meetings</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> <li>Simple Solutions Phonics K-2</li> <li>One-on-one meetings</li> </ul>	<ul style="list-style-type: none"> <li>Strong One-on-one meetings</li> <li>Student performance data in DIBELS</li> </ul>
Specifics of Implementation	Teachers will receive their Heggerty teacher book and implement the series with fidelity. This will be discussed during one-on-ones and monitored during walk-throughs.	Teachers will receive their Heggerty teacher book and implement the series with fidelity. This will be discussed during one-on-ones and monitored during walk-throughs.	Teachers will be trained on the Heggerty and Simple Solutions series after the school receives the materials in December. The teachers will work closely with the Director of Academics to understand and use both series.
Measure of Success	100% of the K-2 staff will be implementing Heggerty Phonemic Awareness by January of 2018 and On Track scores will increase in 2019.	100% of the K-2 staff will be implementing Heggerty Phonemic Awareness by January of 2018 and On Track scores will increase in 2019.	One-on-one meetings will run smoothly with less questions about the series every time due to training and monitoring.
Check-in/Review Date	Check in bi-weekly and review May 2019.	Check in bi-weekly and review May 2019.	Check in bi-weekly and review May 2019.



**Goal # 2 Action Map**

**Goal Statement:** Prepare students for the writing section on the OST by raising the writing scores to 80% of the students getting 75%

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers will explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.	Teachers will speak in and expect students to speak in complete sentences.	Teachers will focus on writing in all content areas.
Timeline	100% implementation by December 2018.	100% implementation by December 2018.	100% implementation by December 2018.
Lead Person(s)	Heather Knapp, Jennifer Hutton	Heather Knapp, Jennifer Hutton	Heather Knapp, Jennifer Hutton
Resources Needed	<ul style="list-style-type: none"> <li>* Professional Development in proper ways to teach the writing process through explicit or direct instruction.</li> <li>* Grade level team meetings to discuss teaching writing with the gradual release model.</li> </ul>	<ul style="list-style-type: none"> <li>* Planning tools to ensure teachers monitor students appropriately.</li> <li>* Monitoring checklists.</li> </ul>	<ul style="list-style-type: none"> <li>* Planning tools that align to writing in all content areas.</li> <li>* Writing rubrics</li> <li>* Writing prompts that require grade level appropriate connections to the learning standards and higher level thinking skills.</li> </ul>
Specifics of Implementation	The teachers will include their writing section and how they will explicitly teach the writing strategy that week. These lessons will be monitored and improved by the Director of Academics. Walk-through data will ensure these lessons are being implemented with fidelity.	All teachers will focus on speaking in complete sentences and prompting students to answer in complete sentences orally. This will increase students' writing abilities by training their brains to think in sentences.	All teachers will focus on writing in all content areas. Teachers will use high quality writing prompts and grade level writing rubrics to assess students' abilities and performance. These prompts will appear on the weekly lesson plans and be monitored by the Director of Academics.
Measure of Success	Administration will observe 100% implementation of the strategy by December 2018.	Administration will observe 100% implementation of the strategy by December 2018.	80% of the students will receive 75% or higher on the writing section of the 2019 OST.
Check-in/Review Date	Check in weekly with lesson plan review, classroom observations, and TBT minutes. Review yearly in June.	Check in weekly with classroom observations and TBT meetings. Review yearly in June.	Check in weekly with lesson plan review, classroom observations and TBT minutes. Review yearly in June.

**Goal # 3 Action Map**

**Goal Statement:** Grades 3-8 will get 80% of the class to meet proficient on OST.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers will provide direct and explicit instruction in reading comprehension.	The teacher will ensure that the text is appropriate for the reading level of students.	Teachers will use student achievement data to monitor and increase student reading skills by providing targeted interventions.
Timeline	100% implementation by December 2018.	100% implementation by December 2018.	100% implementation by December 2018.
Lead Person(s)	Heather Knapp, Jennifer Hutton	Heather Knapp, Jennifer Hutton	Heather Knapp, Jennifer Hutton
Resources Needed	<ul style="list-style-type: none"> <li>Professional Development on how to teach the comprehension strategies and how to model their own thinking by providing think- alouds of how to use strategies as they read.</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic's Leveled Readers</li> <li>Books for students' independent reading.</li> <li>Student goal setting tools</li> </ul>	<ul style="list-style-type: none"> <li>NWEA Data</li> <li>Classroom assessments</li> <li>Leveled books to be used for quality small group reading instruction.</li> <li>Professional development in small group guided instruction techniques.</li> </ul>
Specifics of Implementation	Teachers will provide direct and explicit instruction that involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice.	Teachers will schedule daily time for students to read independently as part of their ELA lesson plan. As students complete books they will complete a corresponding assignment to ensure comprehension.	Teachers will analyze data independently and within Teacher Based Teams to continually monitor and increase students' reading levels. Using multiple measures, teachers will pinpoint which literacy skills individual students are struggling with and complete targeted intervention to those critical areas.
Measure of Success	All students will increase their NWEA level with a minimum of 1 years growth. The class will meet the 80% proficient indicator on the OST.	All students will increase their NWEA level with a minimum of 1 years growth. The class will meet the 80% proficient indicator on the OST.	All students will increase their NWEA level with a minimum of 1 years growth. The class will meet the 80% proficient indicator on the OST.
Check-in/Review Date	Weekly check-in. Quarterly review of student achievement.	Weekly check-in. Quarterly review of student achievement.	Weekly check-in. Quarterly review of student achievement.

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

*Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.*

Adult implementation steps will be monitored through lesson plan reviews once a week, implementation check lists bi-weekly, Teacher Based Team 5-step process reports weekly, with walk-throughs and observations following the OTES and RESA guidelines bi-weekly.

Teachers will report implementation to the Director of Academics, who will report to the principal, superintendent, sponsor, management company, and ODE as mandated. Teacher Based Teams will report to the Community School Leadership Team. Student achievement goals will be monitored through currently used assessment and monitoring tools including Short Cycle assessments, NWEA Maps, DIBELs, Kindergarten Readiness Assessment (KRA), and Ohio State Test. Student achievement levels will be monitored weekly with formative classroom assessments, bi-weekly with short cycle assessments, and quarterly with NWEA.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

*Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.*

Students in grades K-2 will complete the Heggerty Phonemic Awareness and Simple Solutions Phonics curriculum to ensure they are systematically and explicitly taught to decode words, analyze word parts, and write and recognize words. This strategy will be used to set a proper foundation for the students so they are able to decode fluently and comprehend reading passages.

Students with RIMPs will complete the tier I instruction with the class and get extra support when needed with phonemic awareness and phonics. These strategies are designed to support all student needs, but may take a little longer with students on RIMPs. The classroom teacher and Title I teachers will support these students with tier II instruction.

Students in grades 3-8 will use writing strategies to complete fully understandable multi-paragraph answers. Students will see the multi- paragraphs modeled by the teacher, students will practice writing with the teacher's guidance, and reflect on the strategy they used to write their multi-paragraph essay. This will help students see an exemplar product and teach them to how to create that product on their own.

Students in grades 3-8 will also learn techniques in reading comprehension. They will be provided with direct and explicit comprehension strategies to better understand grade level text.

### SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

Many of these strategies are new to the whole school this year. Teachers have been using these and similar strategies in isolation, but never implemented with fidelity. The success of these activities is what has enabled us to implement these strategies building wide. Adult implementation will be closely monitored and analyzed in walk-through data, observations, and one-on-one meetings. The Community School Leadership Team will also analyze the data during monthly meetings. Classroom teachers, Title I Teachers, and Intervention Specialists will be required to monitor student progress and report progress to their teaching peers and administration at TBT meetings and during grade level meetings. Progress will also be monitored with weekly RIMP progress monitoring and checked by the intervention lead. Through curriculum mapping, work sessions, and increased focus and quality of professional development, as well as full implementation of the OIP 5 step process and Teacher Based Team structures, YAE hopes to raise our Performance Index to 70 or higher by May 2019. We see our forward momentum continuing and accelerating by improving our team structures with strong Teacher Based Teams and the use of data rich assessment systems like NWEA and short cycle assessments. We also provide teachers with additional resources through NWEA Maps, additional books for students to use, and the scholastic library.

## SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

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

**8/6/18- Policies and Procedures (All Staff) 8/7/18- Policies and Procedures (All Staff)**

**12/3/18- K-2 Heggerty Phonemic Awareness Training (K-2 Staff) 12/3/18- K-2 Simple Solutions Training (K- 2 Staff)**

**12/12/18- 3-8 Writing Strategy Training (3-8 Staff) 12/12/18- 3-8 Reading Comprehension Training (3-8 Staff) One-on-ones meet bi-weekly. (All Staff)**

**Walk-throughs or Observations happen bi-weekly. (All Staff) Teacher Based Teams meet weekly. (All Staff)**

## APPENDICES

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

Acronyms Used:

NWEA- Northwest Evaluation Association

DIBELS - Dynamic Indicators of Basic Literacy Skills Assessment YAE- Youngstown Academy of Excellence

OST- Ohio State Test

OIP - Ohio Improvement Process SIP- School Improvement Process

CSLT- Community School Leadership Team GBT- Grade Band Team

TBT - Teacher Based Teams