



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the A+ Arts 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 and community schools 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:

- Section 3 Part B provides both data in numerical form and analysis of contributing factors.
- Job-embedded professional development is noted; the plan describes the use of a coach to support teachers literacy development in the classroom.
- The professional plan includes both student and adult monitoring to improve instruction and increase achievement.

This plan will benefit from:

- A multitude of programs intended to support student learning are listed; however, it is unclear how these programs are aligned to support student learning and achievement specific to the written goals.

The 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,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer".

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: A+ Arts Academy

DISTRICT IRN: 000556

DISTRICT ADDRESS: 2633 Maybury Road, Columbus, OH 43232

PLAN SUBMISSION DATE: October 12, 2018

LEAD WRITERS: Robbin Smith, Renene
Craft, Themba Makapela, Shatoya Wilburn,
Heather Giles, Stefanie Sheridan

IMPLEMENTATION START DATE: November 1, 2018

Definitions

Ohio's Definition of Early Literacy

Ohio's definition of early literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

- From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.
- During the preKindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in word play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their names.
- These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

Every Student Succeeds Act (ESSA) Definition of Evidence-Based

EVIDENCE-BASED.

(A) IN GENERAL. Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study;
or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

- (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
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

SUMMARY AND ACKNOWLEDGEMENTS:

The Reading Action Plan is an essential blueprint that provides tools and actions for improving student reading achievement. Our effective plan requires the skillful use of data regarding student performance, literacy needs and expectations in our district, to support literacy development, current teaching practices, and effectiveness of the literacy program. To ensure literacy improvement is sustained, we will use additional types of data in developing and implementing a comprehensive Reading Achievement Plan. This plan was developed as a collaborative effort with teachers, administrators and support from our district.

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Themba Makapela	Curriculum and Instruction and Te	District	tmakapela@aplusarts.com
Robbin Smith	2nd Grade Teacher	Fair Avenue	rsmith@aplusarts.com
Heather Giles	Testing Coordinator and Classroom	Maybury Road	hgiles@aplusarts.com
David Fant, Ex-Officio	Superintendent	Maybury Road	dfant@aplusarts.com
Stefanie Sheridan	Reading Interventionist and Title I	Fair Avenue	ssheridan@aplusarts.com
P. Renene Craft	Assistant Superintendent	District	pcraft@aplusarts.com
Themba Makapela	Curriculum and Instruction and Te	District	tmakapela@aplusarts.com
Robbin Smith	2nd Grade Teacher	Fair Avenue	rsmith@aplusarts.com

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

Group members collaborated during several all day meetings. Data from assessments was analyzed to develop a focus for the school.

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 school has developed an improvement plan to increase student success within the district. The current plan sets literacy goals of 75% of students meeting or exceeding the goals set by the state. The literacy goals also require student scores to increase by 5% across all grades, as well as increasing the performance index by 10 points. Using pre-test and post-test data, there should be a shown growth of 85% for students. Within our Reading Achievement plan we set stretch goals of 80% of all students meeting or exceeding passing levels on the state reading tests. In order to achieve these goals, various actions have been laid out. Both plans allot for 90 minutes of reading instruction. Additionally, the use of before and after tutoring and Saturday School tutoring helps to progress towards goals that have been set. Both plans allow for professional development for the teachers to utilize all the strategies presented. and for time to analyze the data. All decisions made within the Reading Achievement Plan and School Improvement Plan are based on data, and encourage teachers to use multiple data points as they move through the school year. Other ways that growth and learning are encouraged are by providing students with low-level high-interest books. Because we are a data-driven school, using testing data, RIMPs will be created for students who do not pass fall testing for students grades K-3.

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.**

MAP Fall 2017-2018 Test

	Passing Score	Number of Students	Number Passing	Percent Passing
Kindergarten	133	76	64	84.2%
First Grade	153	80	47	58.8%
Second Grade	166	68	49	72.0%
Third Grade	179	95	42	44.2%

Ohio State ELA Test Spring 2016-2017

Students Tested

Percent Proficient

Third Grade

81

19% Ohio State ELA Test Spring 2017-2018

Third Grade	91	18%
Fourth Grade	75	24%
Fifth Grade	67	34%
Sixth Grade	74	16%
Seventh Grade	51	39%
Eighth Grade	34	35%

Ohio Department of Education Diagnostic Assessment Screener 2017-2018

	Students Assessed	On Track	Further Testing	Not on Track	Percent On Track
Kindergarten	37	3	14	20	8.1%
First Grade	76	34	29	13	44.7%
Second Grade	66	32	20	14	48.5%
Third Grade	109	59	18	32	54.6%

Kindergarten Readiness Assessment 2017-2018

	Students Assessed	Demonstrating	Approaching	Emerging	Percent
Demonstrating Kindergarten	87	26	31	26	31.3%

While students appear to be proficient based on the MAP cut scores, there is a clear division related to those who are passing the spring state tests. The percentage of students passing highlights a need for a good foundational skills starting in Kindergarten. The MAP data highlights that we do not have all of our students making one year of growth at the beginning

of school Without that number growing at a steady rate, the students will need more assistance as they progress through school. When looking for patterns, utilizing more than one data point is key. The ODE screener shows that we do have yearly growth from most students from Kindergarten to First grade. By combining the two data points, we can identify a weakness in the early grades, and focus on supporting those students. Following each cohort of students will allow us to monitor yearly progress, with the goal of students passing the 3rd grade reading guarantee. To drop from 54% on the ODE screen to 18% passing the state test highlights a need for stronger reading education during the school year. The students come to us ready to learn, but through the year of instruction lose valuable time and skills needed to be successful. By focusing on these differences, and identifying student and teacher weaknesses we can work to limit the variation from assessment to assessment. Based on our various data points, our students should be succeeding at a higher rate. We must look to our in school practices to help these students maintain success.

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.

Total Students: 662		
	Number of Students	Percent of Students
Disadvantaged	6 4 2	97.0%
Not disadvantaged	20	3.0%
Free/Reduced Lunch	6 6 2	100.0%
IEP	82	12.4%
504 Plans	8	1.2%
Ethnicity - African-American	6 4 5	97.4%
Ethnicity - Bi-racial	8	1.2%
Ethnicity - White	2	0.3%
Ethnicity - Hispanic	6	0.9%
Ethnicity - Islander	1	0.1%
Gender - Male	3 1 1	47.0%
Gender - Female	3 5 1	53.0%

Within A+ Arts Academy, many of our students are faced with daily challenges beyond learning in the classroom. Many students face uncertainty when they get home related to basic daily needs. We find that students will live with relatives other than their parents. There have been countless times where we find out after the fact that a parent has been in jail, or is even currently incarcerated. Our students face daily challenges that many adults would struggle with. Compounding these factors there is a lack of access to resources to change the situation. Many students depend on the school to provide a stable environment where they know they are loved, cared for, and fed. Throughout the school day, teachers must act as parents, counselors, friends, disciplinarians and many more roles for the students before they can be a teacher. Poverty, regardless of ethnicity or gender, negatively affects all of those in its grasp. This is a daily fight that teachers within the district must battle.

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](#).

The mission of A+ Arts Academy is to be a highly visible school known for producing responsible and accountable students who demonstrate a strong sense of self-worth, leadership, and moral values, ultimately becoming exceptional

citizens. A+ Arts Academy is known for its foundation in state standards that utilizes local, national, and global resources while incorporating the arts. Students of the A+ Arts Academy develop into well-rounded learners who are prepared to undertake the challenges of high school and beyond.

The vision of A+ Arts Academy is to be a diverse, interactive elementary, middle and high school, providing a safe environment, and an educational foundation for life-long learning. We will actively promote literacy through the infusion of the arts and the encouragement of our students to strive for excellence in all aspects of life. Our vision seeks:

- A. To develop competencies in language arts through alignment with local, state, and national standards;
- B. To develop relevant literacy skills through quality research-based best practices; and
- C. To promote a literacy-rich environment

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. Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the end of the 2018-2019 school year, through use of best practices in instruction and regular data analysis of assessments, as measured by the Ohio State Assessment.

Kindergarten

2. Increase the percentage of Kindergarten students with equivalent passing scores on the MAP assessment from 77% to 85% by the end of the 2018-2019 school year through use of best practices in instruction and regular data analysis of assessments.

First Grade

3. Increase the percentage of First Grade students with equivalent passing scores on the MAP assessment from 58% to 70% by the end of the 2018-2019 school year through use of best practices in instruction and regular data analysis of assessments.

Second Grade

4. Increase the percentage of Second Grade students with equivalent passing scores on the MAP assessment from 72% to 85% by the end of the 2018-2019 school year through use of best practices in instruction and regular data analysis of assessments.

Third Grade

5. Increase the percentage of Third Grade students with equivalent passing scores on the MAP assessment from 44% to 60% by the end of the 2018-2019 school year through use of best practices in instruction and regular data analysis of assessments.

6. Overall Student Performance Goal: Increase the reading comprehension of all students by one years growth by the end of the 2018-2019 school year as measured by the STAR assessment through use of best practices in instruction and regular data analysis of assessments.

7. Overall Student Performance Goal: Increase all students phonemic awareness of grade appropriate phonemes by the end of the 2018-2019 school year as measured by the STAR assessment through use of best practices in instruction and regular data analysis of assessments.

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: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement word study to increase vocabulary.	Provide 90 minutes of uninterrupted reading instruction.	Creating and implementing RIMPS for identified students.
Timeline	Ongoing	Ongoing	Ongoing over school years
Lead Person(s)	Classroom Teachers	Themba Makapela - Curriculum Coordinator	Classroom Teachers
Resources Needed	Professional Development, Literacy Coaching, Research Based literacy activities	Wonders curriculum, differentiation of texts, variety of teaching strategies	Professional Development
Specifics of Implementation	Teachers will use a variety of strategies including: Phonics Dance, Daily 5, Fountas and Pinnell, etc. Teachers will be provided training to implement strategies with fidelity.	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Teachers will create RIMP for identified students to follow them from grade to grade. Teachers will be provided training to create high-quality RIMPs.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Determined by AIR grade level cut scores.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

Goal # 2 Action Map

Goal Statement: increase the percentage of Kindergarten students with equivalent passing scores on the MAP assessment from 77% to

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records and DRA for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Themba Makapela - Curriculum Coordinator	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum, differentiation of texts, variety of teaching strategies	DRA2kit, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2018	May 31, 2018	May 31, 2018

Goal # 3 Action Map

Goal Statement: Increase the percentage of First Grade students with equivalent passing scores on the MAP assessment from 58% to

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records and DRA for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Themba Makapela - Curriculum Coordinator	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum, differentiation of texts, variety of teaching strategies	DRA2kit, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule		Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to

	that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

Goal # 4 Action Map

Goal Statement: Increase the percentage of Second Grade students with equivalent passing scores on the MAP assessment from 72%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records and DRA for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Themba Makapela - Director of Curriculum	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum, differentiation of texts, variety of teaching strategies	DRA 2 kit, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

Goal # 5 Action Map

Goal Statement: Increase the percentage of Third Grade students with equivalent passing scores on the MAP assessment from 44%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Utilize Running Records and DRA for progress monitoring	Provide intervention/remediation/enrichment
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Themba Makapela - Curriculum Coordinator	Classroom teachers	Intervention Team
Resources Needed	Wonders curriculum, differentiation of texts, variety of teaching strategies	DRA2 kit, Professional Development	Professional Development on Universal Design, Literacy Coaching
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

Goal # 6 Action Map

Goal Statement: Increase the reading comprehension of all students by one years growth by the end of the 2018-2019 school year

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Utilize Star Reading software to assess students.	Implement word study to increase vocabulary.	Utilize Running Records and DRA for progress monitoring
Timeline	Ongoing	Ongoing	Ongoing
Lead Person(s)	Reading Achievement Team	Classroom Teachers	Classroom teachers
Resources Needed	Star Reading, Computers	Professional Development, Literacy Coaching, Research Based literacy activities	DRA 2 kit, Professional Development
Specifics of Implementation		Teachers will use a variety of strategies including:	

	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.	Phonics Dance, Daily 5, Fountas and Pinnell, etc. Teachers will be provided training to implement strategies with fidelity.	Administer during pre-enrollment screening, beginning, middle, and end of year assessment periods.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

Goal # 7 Action Map

Goal Statement: Increase all students phonemic awareness of grade appropriate phonemes by the end of the 2018-2019 school year

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement strong phonics curriculum in grades K-2	Provide intervention/remediation/ enrichment	
Timeline	Ongoing	Ongoing	
Lead Person(s)	Classroom Teacher	Intervention Team	
Resources Needed	Professional Development, Literacy Coaching, Wonders curriculums, Phonics Dance materials, word building activities, Daily 5, Fountas and Pinnell	FUNdations, Words Their Way, Title 1 services	
Specifics of Implementation	Teachers will be provided coaching and training on implementing research based phonics instruction using supplemental resources. Students will be presented material in a variety of strategies for repeated access to content. Phonics	Provide students with varied instruction during daily reading time. Provide teachers with training and coaching	

	will be provided a 30 minute block of instruction daily.	to improve literacy instruction. Provide intentional training for support staff utilizing classroom strategies as directed by the teacher.	
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	
Check-in/Review Date	May 31, 2019	May 31, 2019	

Goal # 8 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 19% to 35% by the

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create and implement an effective Saturday school curriculum, focusing on phonics, fluency, comprehension, decoding, phonemic awareness, vocabulary and written expression.	Provide 60 minutes of after school tutoring a minimum of one day a week, with a shared focus on literacy and math skills.	Create and implement an effective Saturday school curriculum, focusing on phonics, fluency, comprehension, decoding, phonemic awareness, vocabulary and written expression.
Timeline	October - May 2019	Ongoing	October - May 2019
Lead Person(s)	Renene Craft	Classroom Teachers	Renene Craft
Resources Needed	Curriculum maps, age appropriate alignment of skills	Classroom resources	Curriculum maps, age appropriate alignment of skills
Specifics of Implementation	Teachers will be provided a curriculum to implement in the 2018-2019 school year during Saturday School. It	Teachers will provide students with support in current academic pursuits based on instruction. Teachers will assist student with areas of struggle to improve student learning.	Teachers will be provided a curriculum to implement in the 2018-2019 school year during

	will cover 90 minutes of literacy instruction for grades K-3.		Saturday School. It will cover 90 minutes of literacy instruction for grades K-3.
Measure of Success	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.	Students score 80% or higher; OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	May 31, 2019	May 31, 2019	May 31, 2019

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

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

Progress toward the goals will be monitored in a variety of ways. Teachers will use data collected from already implemented assessments to direct lesson planning and instruction. Data will guide the differentiation in the lesson plan. Primary teachers will include in their literacy time rhyming, alliteration, phoneme blending, phoneme segmentation, and phoneme manipulation. There will be multiple scheduled testing periods throughout the school year to provide teachers with opportunities to assess student growth.

Utilizing the MAP testing system, NWEA ExactPath, which creates individualized learning plans, STAR reading, and other computer software, teachers will gather data to measure growth over time. Time will be provided during TBT and grade level meetings post-assessment to review and analyze data. Analyzed data will then be provided to administrative leaders and the Reading Achievement Team. This data will be used to review and adjust school wide goals. Data will be showcased publicly within the building through use of data walls. Literacy data will be collected and organized into individualized literacy folders for each student. This data will move with the student as they progress through the grades while attending A+ Arts Academy.

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.

Within the district, there are a variety of strategies utilized for instruction in the classroom. The primary source for content and delivery is the McGraw/Hill Reading Wonders curriculum. This curriculum is designed within a Reading/Writing framework. The design of Wonders is a research based teaching framework. It provides the opportunity for teachers to use multiple strategies to allow students to access material. Teachers will implement whole group strategies such as big book shared reading, oral vocabulary work, listening comprehension, wordwork, shared reading and close reading. At the same time, teachers will engage students in small group work. This time will include students reading at instructional level, completing a mini-lesson on a reading specific skill, and reading appropriate stories aloud. Beyond the Wonders Curriculum, teachers will be encouraged to use supplemental curriculum and strategies. Students will be taught the phonics dance to help build their reading comprehension and related skills. Teachers will use the Daily 5 for ongoing assessment of student knowledge on core areas of reading knowledge. Teachers are also encouraged to use the strategies provided to us through the AVID model. Many of the strategies are student-directed. In the classroom, students will use Cornell notes, think/pair/ share, Socratic

Seminar, hot seat and many others. Teachers will be encouraged to incorporate WICOR strategies into their lesson plans. Within Title 1 and intervention, the aides will support learning in the classroom through the use of Wilson FUNdations. Additionally, Title teachers will use Reading A-Z to provide students with reading material at their independent reading level. Students will spend time interacting with the story by highlighting vocabulary and high-frequency words, completing comprehension activities, and participating in repeated readings. To monitor student growth and learning, a variety of assessment tools will be used multiple times throughout the year. MAPNWEA data is used to provide teachers a guidepost of current student success. Data from the MAP test and Ohio Department of Education Screeners will be used to create RIMPs for struggling students. These will be supported through the instructional strategies implemented throughout the district. Beyond in class supplements, there are many technology supplements we use as well. Students will spend 90 minutes weekly utilizing Study Island software. This will provide students the opportunity to review and practice content until mastery is achieved. Additionally, students will be able to use Reading Eggs, a software that provides reading instruction at a students independent level, weekly during their computer time.

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

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

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

Within our school district, teachers are required to use the McGraw-Hill Reading Wonders curriculum. Within the curriculum there are a multitude of strategies for teachers to use to provide quality instruction to students. While the curriculum provides an abundance of extras to support student learning, there is also a core instruction area. Teachers will be required to implement many of the strategies found in the curriculum, with the ability to supplement where needed. Monitoring of the usage of curriculum will be completed through a monthly administrative walk through.

In the prior two school years, our kindergarten teachers have been the main focus of instruction for phonemic awareness and decoding strategies. As students have progressed through the grades, the direct instruction of phonemic awareness has been lacking. As we move forward into the next school years, professional development will be provided to teachers in grades K-3 to support phonemic awareness instruction. Research indicates that phonics instruction must be completed, in whole, by the end of 3rd grade. It is important that all students receive high-quality instruction rooted in strategies that have been documented to be effective. By providing training to teachers, this will improve the quality of instruction at all grades. With improved instruction, student progress on phonemic awareness can be tracked and monitored.

Decoding is a major component of reading comprehension. In previous years, we have primarily instructed decoding through the use of phonics and phonemic awareness. To improve reading, students must be taught a variety of decoding strategies. By explicitly teaching students these strategies, the students will have more tools to use while reading. The use of these strategies will be required and introduced during summer professional development as preparation for roll-out to the students.

During the prior two consecutive school years, progress monitoring has been required monthly. This allows teachers to have accurate information on how students are progressing and where interventions are needed. By gathering data monthly, teachers are able to implement the RTI process based on data to assist students. This ensures that all teachers will have a variety of strategies at their disposal to instruct students at the appropriate level. As we move forward, this progress monitoring will be gathered in student literacy folders to be passed with students as they move forward through the school years.

As a way to monitor student progress through the years, the school has included a variety of assessments. These assessments allow for teachers to understand the student progress. Through the use of RIMPS, Study Island diagnostics, Reading Eggs computer software, MAP NWEA testing data, and the ODE diagnostic assessments, teachers have a plethora of data. While the data exists, teachers haven't had enough time to utilize the data. There will be days provided to teachers after the assessments are administered to allow for collaboration and analysis of the data. Teachers will be required to display progress through the use of in-class data monitoring. This monitoring will be supplemented by whole school data walls in the hallways.

The AVID model has been a significant part of the schools classroom structure. Teachers have been encouraged to utilize many of the strategies within the classroom. These strategies allow for student led interaction with the curriculum. A component of AVID is WICOR (Writing, Inquiry, Collaboration, Organization, Reading). WICOR contains strategies to help students further develop writing skills. With instruction from previously trained teachers, new teachers will include these 5 areas within their lesson plans. By including multiple strategies on their lesson plans, teachers are able to provide high-quality instruction for students.

In order for teachers to be best prepared for the students, there will be quarterly professional development. These professional developments will focus on implementation of current programs and practices, as well as providing instruction for new techniques. Professional Development will also allow time for teachers to work collaboratively to design plans based on best practices for reading instruction. Many of the computer based programs that are utilized within the school have parent access options. In order for students to succeed, parents must be involved. Teachers will communicate ways for parents to login and monitor student achievement.

Simultaneously, many of the students needs are not being met at home. Informing and equipping parents also means providing them with access to community resources for the non-educational needs faced. To best support all of these actions, administration will support teachers and provide an uninterrupted 90 minute period for literacy instruction. This will ensure that students have the best instruction possible during the school day.

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.

Professional development will be provided to staff to ensure accurate implementation of programs and techniques. Teachers will be given the opportunity to use the materials before implementing them with children. Additional parts of the training will be instructing teachers how to pull the cumulative data for students and how to analyze the data.

On-going Professional Development:

Reading Eggs, Study Island, NWEA Map and Exact Path, STAR reading assessments, DRA, Reading A-Z, Running

Records Quarterly Professional Development:

Sept. 12, 2018

Instructional
Strategies - All Staff
AVID Training- All
Staff

Oct. 19, 2018

Analyzing end of year MAP data -
Classroom Teachers NWEA Exact Path
Training - Classroom Teachers

Create content calendar based on MAP data - Classroom Teachers

Nov. 6, 2018

NWEA Exact Path Training Review

Mar. 19, 2019

Data Analysis and Test Prep Strategies-Classroom Staff

APPENDICES

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

MAP data scores will be emailed to teachers separately. We will also submit both this document and MAP data through submitted through personal email.