

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 3, 2019

Dear Superintendent,

Thank you for submitting the Clark 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:**

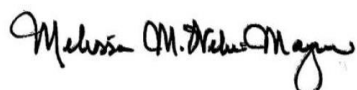
- Alignment to Ohio's plan to raise literacy achievement. Indicator B. The plan is aligned to the state plan in the area of MTSS as explained in Section 2. Alignment between the district's RAP and other district improvement efforts.
- Alignment to Ohio's plan to raise literacy achievement. Indicator C. The plan is aligned to the state plan in the area of teacher capacity as discussed in Section 2. Alignment between the district's RAP and other district improvement efforts.
- Comprehensive needs assessment. Indicator A. The plan includes an in-depth analysis of learner performance data for kindergarten through 6th grade.
- Includes a plan to progress monitor learner outcomes relative to the learner performance goal(s), as well as a protocol to be followed if learners are not progressing toward learner performance goal(s).

**This plan will benefit from:**

- Alignment to Ohio's plan to raise literacy achievement. Indicators D & E. The plan would benefit from addressing areas of family partnerships and community collaboration.

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Clark Preparatory Academy

DISTRICT IRN: 015236

DISTRICT ADDRESS: 637 South Center Street Springfield, Ohio 45506

PLAN COMPLETION DATE: 12/18/2018

LEAD WRITERS: Stefanie Page, Principal Cathy Applegate, Data Coach Beth Linn, Academic Coach

Maureen Businger, Superintendent Kristen Semler, Grade 3

Carla Henneman Grade Cally Jones, Grade 1 Stacey Pake, Kindergarten

Johnanna Sawyer, Language Arts Grade 4 - 7 Whitney Tobias, Language Arts 4 - 7

Sponsor: Buckeye Hope Foundation, Kim Jones, Technical Assistance Amy Clay, Board Member

IMPLEMENTATION START DATE: October 2018

## SUMMARY OF ACKNOWLEDGEMENTS:

Clark Preparatory Academy Reading Achievement Plan is explicitly designed to meet the needs of our diverse learners who enter our school, many a year or more behind and all enter lacking the literacy skills needed to be successful. The implementation of the Wilson Reading System, FUNdations and Just Words coupled with our reading curriculum provides a solid foundation for literacy program. The reading plan was developed with the members of the team identified in section 1, and is based on daily observations, review of lesson plans and classroom assessments, and data derived from NWEA/MAP assessments scores.

Ongoing data shows students in grades K-3 are lacking the necessary foundational skills in literacy. In addition, scores indicated students need more intensive instruction in phonemic awareness, comprehension and phonics.

Our focus on diving deeper into our data to monitor learning in order to make adjustments to instruction and interventions to meet and exceed our OIP goal will play an important role ensuring our students are successful. As a result of the work done in 2017-2018 where teachers deconstructed the standards and analyzing its components, then breaking the standard into smaller, more explicit instructional learning targets for use in daily teaching and classroom-level assessment. The next step is to align these to Assessment Blueprints for each grade level/band. Once fully aligned, this will increase the probability that we will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments we design. Second, when assessments and objectives are aligned we will see an increase in assessment score and PI index.

Core to our plan is the implementation of Wilson as the primary instructional strategy based on individual student data to better differentiate student learning to gain higher outcomes for all students at Clark Preparatory Academy.

Title I and Title IIA. funds are being utilized to provide the necessary professional development from trained reading professionals. Local funds will be used to purchase supplies and/or additional resources.

Clark Preparatory Academy will also be applying for the the School Quality Improvement Grant 1003 and the DSS the Direct Student Services Grant.

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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
<b>Stefanie Page</b>	Principal	Clark Prep Academy	stefanie.page@clarkpreparatory.org
<b>Stacey Pake</b>	Kindergarten	Clark Prep Academy	stacey.pake@clarkpreparatory.org
<b>Carla Henneman</b>	Grade 2	Clark Prep Academy	Carla.henneman@clarkpreparatory.org
<b>Kristen Semler</b>	Grade 3	Clark Prep Academy	kristen.semmler@clarkpreparatory.org
<b>Cathy Applegate</b>	Data Analysis	Clark Prep Academy	cappleconsulting@gmail.com
<b>Beth Linn</b>	Academic Coach	Clark Prep Academy	bethlinn87@gmail.com
<b>Cally Jones</b>	Grade 1	Clark Prep Academy	cally.jones@clarkpreparatory.org
<b>Johanna Sawyer</b>	Grade 4 - 7 LA	Clark Prep Academy	<a href="mailto:johanna.sawyer-clausen@clarkpreparatory.org">johanna.sawyer-clausen@clarkpreparatory.org</a>
<b>Whitney Tobias</b>	Grade 4 - 7 LA	Clark Prep Academy	Whitney.tobias@clarkpreparatory.org
<b>Amy Clay</b>	Board Member	Clark Prep Academy	<a href="mailto:maclay451@yahoo.com">maclay451@yahoo.com</a>
<b>Maureen Businger</b>	Superintendent	Clark Prep Academy	<a href="mailto:mbusinger@cambridgegrp.org">mbusinger@cambridgegrp.org</a>
<b>Kim Jones</b>	Buckeye Hope Sponsor Technical Academy	Buckeye Hope Foundation	<a href="mailto:kjones@buckeyehope.org">kjones@buckeyehope.org</a>

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

The district leadership team met and attended the state support team training, Quadrant meeting, Buckeye Hope sponsor meetings for technical support. and understanding of the plans and data that review the major components of the plan. The team met to begin the planning process by reviewing current data and by reviewing and analyzing past trend data to determine local issues with meeting state standards in an effort to determine the best plan of action.

Team members then observed teachers in action, reviewed lesson plans and looked at the alignment to assessments and classwork. Team members then met with teachers to review classroom data, NWEA data and reviewed RIMPS to determine if trends exist at the school. Resources used in each classroom were reviewed to determine if alignment exists to the state standards and to the assessments being used by the teachers.

The reading plan for Clark Preparatory Academy will be shared with board members via electronic attachments as a Board report and presented to the Board in their regular January board meeting. In addition, the plan will be shared with our sponsor, Buckeye Hope Foundation. Buckeye Hope Foundation will review the plan and will provide technical assistance to the team and school leader on additional areas to focus and will support the school with training and other technical assistance the school may need.

Because the teachers were part of the planning process, implementing the plan is the next step. Teachers will be required to meet with the school principal on a weekly basis to plan and check in with their progress and to plan instruction. The school also has academic

coaches which will further facilitate the implementation of the plan via observations and/or providing feedback during classroom visits. Additional training will be provided by the coaches and school leader, as well as Buckeye Hope

Foundation and outside reading professionals (specifically, Wilson Reading trainers) to ensure that teachers have the necessary training and tools, and any other resources needed to ensure the success of the plan.

## 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.*

Our schools are faced with the challenge of meeting new academic standards and a more rigorous State Assessment. Clark Prep failed to meet any of Ohio's 14 Indicators in grade 3-8 in reading, math, science, and social studies, and earned a F in K-3 Literacy and failed to make adequate growth for students. In order to make rapid improvement with all students, Clark Prep has aligned school goals, curriculum, instructional practices, and professional development to successfully maintain targeted and specific instruction to meet the needs of all students.

### Aligning Goals

Led by the school leader and academic coaches, team members collaborated to establish five basic elements: beliefs, mission, objectives, action steps, and strategies to develop the CCIP or the Ohio Improvement Plan. The OIP is a long-range plan or roadmap that drives the actions of every staff member and guides further goal setting for the school and its teachers and most importantly the students.

### Aligning Curriculum

The academic coaches, with members of the leadership team and teachers from various grade levels revised the pacing guides to ensure alignment with the Ohio Common Core standards. The pacing guides identify specific knowledge, skills and concepts students must master in the core subjects as well as outlining a logical sequence of instruction within grade levels to ensure that all standards are taught prior to testing.

Last school year (2017-2018), teachers and principal worked with members of the Ohio Department of Education (ODE) to deconstruct the Common Core Standards; This process will allow the teachers to look more closely at their standards to understand what skills, concepts and Depth of Knowledge is associated with each standard. This was an ongoing process throughout the school year with members of ODE helping support our teachers at each step. The process of deconstructing standards gave us the opportunity to integrate the skills, concepts and rigor the teachers develop into the pacing guides.

Going forward, the staff at Clark Prep will align the standards to address the Assessment Blue Prints and focus on a consistent implementation of DOK level 3 and 4.

### Aligning Instructional Practices

At the school level, the school leader and the teachers, have taken steps to ensure that instructional improvement efforts are taking place. These efforts are also aligned with school improvement plan and the OIP that include full implementation of all components of the Wilson Language Program as well as establishing a strong writing program through the use of writing in all grade levels, across all subject areas. Increasing student achievement requires the teachers to dive deeper into their instructional programs to identify areas for improvement within their own instruction and the individual needs of each student.

The teachers continuously develop differentiated groups based on recent formative and summative assessment scores. An additional block of time, known as their success time, was created in grade level bands, in order to ensure that all students receive instruction according to their needs, in small group settings. After school tutoring programs and summer intervention programs also provide another layer of support and intervention.

The school leader holds weekly meetings with teachers during their planning time. This time is used to look at assessments and ensure that weekly assessments are aligned with daily instructional practices and the Assessment Blueprints.

The RTI model was developed and is being implemented to target student deficits, align our intervention to close the achievement gaps and progress monitor, and strengthen our core instruction. Our system is a MTSS (multi-tiered system of support) that contains a multi-level instructional framework aimed at improving outcomes for ALL students. Within the structure of Wilson Reading, the RTI model provides a PREVENTION system for students at risk for poor learning outcomes by providing immediate support. Teachers learn through professional development opportunities to match high quality instruction and intervention to student needs. See Pyramid of Descriptors and Cut Scores.

### Aligning Professional Development

Improving student performance for our most at-risk students requires a systematic system for training teachers. The attached plan outlines a focus on Wilson Reading and its components for teachers in grade K-7 Professional development must be detailed and well planned. The Wilson Reading System provides needed instruction for Tier I students while providing specific strategies for Tier II and Tier III students. The Wilson Program provides teachers with instructional strategies that promote higher student achievement and staff development in those strategies.

A State support team 10 will be supporting our efforts and staff will attend PD's aligned with our plan, and creating aligned assessments to learning targets.

### **School Efforts**

To effect long-term improvements in student achievement, the efforts of the entire team at Clark Prep require alignment in multiple areas from planning and goal setting at the school level to the curriculum and instruction. The professional development offered focuses on student learning and the alignment of curriculum and instruction with school objectives; we will meet accountability measures and move our students to the goal of Every Child Succeeds

Currently our school is serving 108 students in grades K to 7 and 100% of our student body falls into the category of economically disadvantaged. We have been implementing the OIP for two years and will begin revision of the OIP in January 2019 after taking the leader and staff through the Data process of the Decision Framework. Using the Decision Framework and digging deeper into the school data and overall trends will provide foundation for the new OIP in May 2019. Clark Preparatory Academy has not made significant gains in reading to close the learning gaps the majority of our students are experiencing.

Our reading achievement plan is for 35% of the student body to be "on track" in reading by May 2020 and 45% "on track" by June 2021. The strategies established are; 1) implementing a research-based multisensory language program (Wilson Reading) in addition to the core reading curriculum and 2) use data from assessment programs to differentiate instruction to meet the needs of all learners, especially the students in grades K-2 who are still struggling with phonemic awareness and phonics.

The first strategy implemented in grades K, 1, 2, is a whole group setting with up to 30 minutes of instruction in Foundations on a daily basis, in addition to the core reading curriculum. Phonemic awareness, phonics, spelling, and handwriting is included. Students in grades 3-7, who are identified as Tier 2 and 3, will receive small group instruction daily with intensive work on phonics and fluency.

The second OIP strategy is to dive deeper into the data from both reading programs to differentiate instruction within the classroom to implement specific strategies that align to the data, identify Tier 2 and 3 students who would benefit from additional intensive Wilson instruction which will occur five times a week in a small group setting. All grade levels will progress monitoring every two weeks to ensure the goal and intervention strategies in place are effective in reaching our OIP goal.

The third strategy is the school wide "success" block which focuses on one of the five reading components. Daily, small group, differentiated instruction based on data, and student needs and their grade. Forty minutes of small group instruction is devoted to grades K-3 and grades 4-7, receive forty-five minutes.

TBT teams have been focused on school wide writing improvement which has been an area students struggle with. Informational writing assessments with rubrics will be created for all grades, including instructional/learning strategies, and will be reviewed in January 2019. The BLT team has focused on diving deeper into the NWEA/MAP scores to track student progress and determine areas of relative strength and weakness.

The communication between TBTs and BLT will be a crucial component to aligning the goals and the reading improvement plan. This collaboration will be needed to ensure best literacy practices are implemented and teachers are supported, and that student needs are met with the correct instruction and interventions. These teams will meet to monitor progress and make changes as deemed to increase student achievement.

In compliance with the Third Grade Guarantee and the improvements to our reading capabilities in our school, Reading Improvement and Monitoring Plans (RIMPs) were put in place to assist students by providing students with intensive support and alignment to school goals. RIMP plans reflect full implementation of the Wilson Reading Program to address the instructional needs of all students to improve literacy skills at Clark Preparatory Academy.

## **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.***

Three times a year (fall, winter, & spring), Clark Academy administers the NWEA Assessments and complete data talks for each student, at each grade level. Teachers utilize the reports (drilling down to individual students) to support the TBT teams as they review student level performance to determine differentiated groupings and instructional focus areas and to building RIMPS (Reading Improvement and Monitoring Plans) for the students.

After reviewing Ohio State Assessments and results from the three administrations of the NWEA performance for 2017-2018 and previous years, the Academic Coaches along with the school leader determined that raising our benchmark cut scores would provide a better prediction of academic performance for students. It was determined that although students might reach the 50th percentile, considered grade level, that students were not necessarily passing the OST. Though students are making growth, the growth is not enough to decrease the achievement gap at all grade levels.

Teachers were given the table that identifies the NWEA cut scores to be used for each grade level and benchmark throughout the 2017-2018 school years for students in grade K-7. RIMPS are created at each grade using the scores identified. Spring NWEA cut scores must be met to predict proficiency on the Spring OST. The Fall and Winter cut-scores are a guide to whether the students are on-track to be proficient when used in conjunction with other progress monitoring tools (see Excel Tab NWEA cut scores SY 17-18).

In review of the data, the team also determined that additional assessments need to be given to fully understand the needs of the individual student. All K-3 teachers also administer NWEA, but additional assessments need to be administered and the team decided Dibels will be utilized (18-19) as benchmark assessments three times each year in the fall, winter and spring. This data will then be analyzed.

The Academic Coaches also determined that the school lacks an easy to use method for tracking the data and will implement DataMap (winter, 2019 rollout; fully implemented in July 2019), a data analytics and warehouse solution that helps educators make sense of student assessment data in order to improve instruction and enhance student learning and manage intervention for students.

The Academic Coaches work with teachers and the school leaders to understand and analyze the data that is collected through the various tools identified (OST, NWEA, and Dibels) to differentiate the coaching and support during grade level meetings with teachers and during on-site coaching.

It is further noted that the Academic team must continue to develop tools and resources that principals are able to utilize with the TBT team.

In FY16, 12 Third graders were enrolled at end of school year and accountable to school TGRG promotion threshold 66.7% Met promotion threshold 33.3% Did not meet promotion threshold FY16. In FY17, the school received NR for all areas.

K3 Literacy Grade= D; K3 Literacy Percent = 21.4; Total Students Off Track Point A = 28; Total Students Moved to On Track Point B = 6.

RIMP Deductions NR; Clark in FY17 had only 25% of 3rd Graders Meeting 3rd Grade Reading Guarantee a drop from 66.7% the year before, FY16.

Kindergarten Readiness Assessment			
	FY15 Scores	FY16 Scores	FY17 Scores
Demonstrating (270-298)	34.1%	8.7%	25.0%
Approaching (258-269)	39.5%	21.7%	50.0%
Emerging (202-257)	26.4%	69.6%	25.0%
On-Track (263-298)	57.3%	17.4%	58.3%
Not On-Track (202-262)	42.7%	82.6%	41.7%
Overall Score	265.1	254.4	263.9
Social Foundations	264.4	256.0	268.4
Language & Literacy	263.4	249.7	262.1
Math	270.2	253.3	265.1
Physical Well Being & Motor Dev.	270.7	268.3	265.3

Decrease in scores for math, but other areas had slight increases versus previous year for students. Scores dropped from FY15 to FY 16 dramatically (New leader, new teacher, no Kindergarten Readiness Program like in previous year,



resources for entering kindergarten students not promoted with the families or utilized effectively as a tool to help parents ensure students had some basic skills.

Additional literacy programs are in place, as well as Kindergarten enrollment in March to assess students and their readiness which will determine additional kindergarten programs for entering students.

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

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

A review of research indicates that 93 million adults in the United States read at or below the basic level needed to contribute successfully to society. There is a direct link to economic factors and literacy skills for students. According to a report by Reading is Fundamental, by age three, there's a 30 million word gap between children from the wealthiest and poorest families (National Center for Education Statistics. The 2003 National Assessment of Adult Literacy (NAAL). <http://nces.ed.gov/pubs2003/2003495rev.pdf>). In addition, 34 percent of children entering kindergarten lack the basic language skills needed to learn how to read (Colker, L.J. (2014). The word gap: The early years make the difference. Teaching Young Children, 7(3): 26–28. <http://www.naeyc.org/tyc/article/the-wordgap>).

Our students are these students. All of them qualify for free and reduced lunches. Most of our students have never attended preschool, and the few that have lack the skills necessary for lifetime learning, placing them behind in suburban areas. Reading to a child between the ages of 3-5, or enrollment in preschool during this age band, builds a number of skills that are key to literacy, including phonological awareness, alphabetic knowledge, and concepts about print conventions. This lack of skills can be prevented, but our parents lack access to books and learning resources. Even simple trips to the library or bookstore are not possible or out of reach.

Teacher quality and teacher experience, as well as high turnover rates, are other areas that contribute to lower performance for our students. Although Clark Preparatory Academy does not have an issue with teacher turnover in all grades especially grade K, 1, 2 and 3 changes in school leadership have hindered performance. Clark Prep has below average teachers in the upper grades and teachers, as identified by Value Added Reports 2016-2017, 2017-2018 as evidenced by EVAAS, indicate reports that the school's students made less progress than the Growth Standard. Many of the teachers have only one to three years of experience in their profession. This makes it difficult to address the needs of at-risk students, even with resources and professional development designed to do so. The schools are not adequately staffed with experienced staff to address the literacy needs of many students. Even with the on site assistance of academic coaches at the various grade bands, addressing individual needs of the teachers is difficult. Many teachers have limited expertise in understanding data and progress monitoring tools so the teachers struggle to diagnose the needs of their students. Thus, they are at a loss as to how to develop and differentiate instruction for each student.

It is evident that the data collection process in K-3 needs attention. Although teachers are much more efficient with their understanding of the Third Grade Reading Guarantee components and requirements, they need additional support to help them with creating meaningful RIMPS and effectively monitoring student progress through the use of the DataMap and additional assessment (Dibels) tool. Current data collection also indicates that in many cases, RIMP codes are not used properly and could have an impact on the school report cards. The Academic Coaches will be taking teachers through the diagnostic reading series where they help teachers understand how to diagnose reading deficits, create instructional interventions to intervene and monitor progress through more regular checks using Dibels.

Classroom walkthrough data (CWT) indicates that the balanced literacy component of our education plan is not being implemented with true fidelity throughout the school in all grade levels. Portion of the education plan are in place, but in the majority of classrooms it is pieced together items are being used but the program is not fully implemented with integrity.

Over the last four years the Wilson Reading Program has been provided to the teachers at varying levels (Foundations Grade K – 3; Just Words grade 4 – 7; Wilson Intensive grades 3 – 7) as a tiered Literacy Intervention program and it is apparent that this program is also not being as an intervention for identified off-track readers and our at – risk population. A priority focus of 2017-18 is to ensure that all K-3 teachers received proper training and coaching in the Foundations program to be able to successfully plan and instruct students using Foundations and our other resources as well as research-based strategies within the reading block each day. A strong professional development emphasis will be focused on tier II and III interventions in addition to the core balanced literacy framework.

The Teacher Based Team Process is an important tool that must be used to drive school improvement. The process seems to be focused on creating assessments and going through the motions rather than digging deep into the process of analyzing student data to differentiate instructional practices in a prescriptive manner. This process needs to be revised for K-3 TBT to make it meaningful and to ensure it alignment to the Third Grade Reading Guarantee.

The Superintendent will be revising the Classroom Walk-through Tool to revise and create separate CWT to track systems to monitor specific aspects of the plan and therefore, provide a tool to target coaching and additional professional



development for the teachers and the school principals. The current tool does not address the focus outline in our goals and therefore, it is not being monitored or tracked effectively and in an efficient manner. Deeming the data useless.

## 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 Buckeye Preparatory Academy is to prepare students for success in college, to maximize their lives, and to positively impact their communities

*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 school is dedicated to improving the lives of our students by providing the highest, authentic literacy learning experiences in a collaborative, nurturing environment that will build a solid literacy foundation for our students to succeed in school. To achieve our literacy mission, our school will integrate current research based literacy practices and technologies into the classroom, offer the best practices in literacy learning experiences that are respectful of how children learn best, and offer a literacy environment that best supports the differentiated needs of our students.

We define literacy as a set of literacy skills and behaviors that help students gain knowledge through reading as well as using media and technology. These help students create knowledge through writing and the use of media and technology.

Literacy skills and behaviors follow a developmental progression through particular stages. Although children and students move at different speeds through a stage, the behaviors and skills in each stage are fundamental, regardless of age. We are responsible for implementing both instructional and intervention strategies designed and adapted to move children along the continuum of literacy development. Our core focus is centered in the Wilson Reading Program.

The Wilson Reading program is a multi-sensory, structured language program that is used to provide students in K-3 with systematic and explicit instruction to build a comprehensive reading, spelling, and handwriting program. It is aligned with Ohio's college- and career- ready standards, the Common Core State Standards, and the early literacy definition of the Ohio Department of Education, outlined on page 2.

The Wilson Reading program provides critical foundational skills, with an emphasis on:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency \* Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

## 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.*

- *Students will make 1.5 years of growth in one year to decrease the achievement gap experienced by the students*
- *Increase literacy proficiency on OST by 10%*
- *Increase on-track within the grade level by 10%.*
- *Improve the building level capacity of implementation of literacy (Wilson Reading) initiatives through coaching and accountability to increase implementation to 100% of trained staff utilizing the grade level program measured by data tracking systems.*
- *Implement with fidelity Ohio's 5 Step Process (collaborate with ESC of Summit County) to modify PreK-3 TBT weekly process)*
- *Provide targeted support of interventions through professional development, coaching, mentoring and resources for Reading Interventions through an improved orientation and onboarding process and revamped mentoring program.*

- Provide targeted support and professional development for new teachers and leaders by creating monthly learning opportunities for RESA teachers and new staff.

## 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 the Third Grade Reading Guarantee requirements for pro...**

Evidence-Based Strategy or Strategies:

Implementation Component	Action Step 1	Action Step 2	Action Step 3
	Data Analysis	Implementation of FUNdations (Wilson Reading Program)	Professional Development
<b>Timeline</b>	Oct. 2018/Jan. 2018/May 2019/ June, 2019 and  June - August 2019	Full implementation by October 1, 2018 grades K, 1, 2  Full implementation by October 31, 2018 grade 3	June - August 2019
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Curriculum Director</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• MAPScores</li> <li>• Wilson Reading Data</li> <li>• Dibels</li> <li>• FUNdations</li> <li>• Formative Assessments</li> <li>• Teacher Based Team</li> </ul>	<ul style="list-style-type: none"> <li>• FUNdations</li> <li>• Reading Training</li> <li>• FUNdations materials</li> <li>• Academic Coaches</li> <li>• Dibels</li> <li>• Title IIA funding</li> <li>• Title I funding</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Curriculum Director</li> </ul>
<b>Specifics of Implementation</b>	<p>Develop a master schedule that accounts for student needs: Small Group guided reading intervention, individualized instruction.</p> <p>Double Dose of Wilson Fundations (Tier 2)</p> <p>Scholastic Guided Reading Program Non-Fiction (Tier 2)</p> <p>TBT, BLT will be diving deeper into the Dec. 2018 MAP reading scores, making changes to RIMPs.</p> <p>Student still not showing evidence of passing Third Grade Literacy Assessment will be regrouped for intervention specific to his/her needs.</p>	<p>Groupings and Schedules created to ensure extra time is provided and that WIN has been implemented.</p> <p>Observe and coach teacher's in grade 3 to ensure implementation and methods being used for Tier I students.</p> <p>Observe and coach teacher's in grade 3 to ensure implementation and methods for intervention are being used for Tier 2 students.</p> <p>Developed a Literacy Block to enable</p>	<p>Teachers in grade 3 will be receive FUNdations October 2017.</p> <p>Wilson Training will take place June 2018 for new or staff missed in previous training.</p> <p>Value Added Training Data Analysis And Tracking Training.</p>

	<p>Additional time will be provided for students one on one or in small group (no more than three students)</p> <p>Additional time after school will be created for students at risk of not passing Third Grade Literacy Assessment</p> <p>Develop a mock school report card that contains all components and track students from K to 1, 1 to 2 and 2 to 3 for performance gains to ensure students are on track.</p> <p>Track and monitor Wilson Reading Data to ensure the program is being fully implemented. Based on data meetings, groupings of students for intervention are adjusted as are the frequency or intensity of the intervention.</p>	teachers to differentiate for at risk students in specific areas of need.	
<b>Measure of Success</b>	<p>DIBELS, GRADE assessments, Foundations unit assessments, and Foundations progress monitoring probes for students receiving Tier 2 and 3 supports.</p> <p>Completion of Data Talks</p> <p>Completed RIMPS</p> <p>Data Binder Created</p> <p>Documented Interventions 100% On Track by June 2017</p>	<p>50% of students in grade 3 are on track by September 2018.</p> <p>55% of students passing the Third Grade Assessment by January 2018.</p> <p>100% of students passing the Third Grade Assessment by June 2018.</p>	<p>100% of grade 3 teachers trained in FUNdations 3.</p> <p>Attendance Sheet and Agendas</p> <p>Training Tracking Data</p>
<b>Check-in/Review Date</b>			

### Goal # 2 Action Map

**Goal Statement:** Complete Reading-Tiered Fidelity Inventor

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Assess the implementation of School Wide Reading Model	Assess the implementation of School Wide Reading Model	Assess the implementation of School Wide Reading Model
Timeline	June 2018	June 2018	June 2018
Lead Person(s)	<ul style="list-style-type: none"> <li>School Leader</li> <li>BLT Team</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> <li>BLT Team</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> <li>BLT Team</li> </ul>
Resources Needed	<ul style="list-style-type: none"> <li>Reading Tiered fidelity report Tier 1</li> </ul>	<ul style="list-style-type: none"> <li>Reading Tiered fidelity report Tier 2</li> </ul>	<ul style="list-style-type: none"> <li>Reading Tiered fidelity report Tier 3</li> </ul>
Specifics of Implementation	<ul style="list-style-type: none"> <li>The BLT and other Team Members will review and</li> </ul>	<ul style="list-style-type: none"> <li>The BLT and other Team Members will review and</li> </ul>	<ul style="list-style-type: none"> <li>The BLT and other Team Members will review and</li> </ul>

	<p>score the features using Fidelity Report</p> <ul style="list-style-type: none"> <li>Examine Reading MTSS in the following areas: <ul style="list-style-type: none"> <li>Evidence based practices for improving student reading.</li> <li>Systems that create a continuum of supports to meet the variety of reading needs among students</li> <li>Data and evaluation for reading</li> </ul> </li> <li>Reach consensus on scoring each tier 1</li> </ul>	<p>score the features using Fidelity Report</p> <ul style="list-style-type: none"> <li>Examine Reading MTSS in the following areas: <ul style="list-style-type: none"> <li>Evidence based practices for improving student reading.</li> <li>Systems that create a continuum of supports to meet the variety of reading needs among students</li> <li>Data and evaluation for reading</li> </ul> </li> <li>Reach consensus on scoring each tier 2</li> </ul>	<p>score the features using Fidelity Report</p> <ul style="list-style-type: none"> <li>Examine Reading MTSS in the following areas: <ul style="list-style-type: none"> <li>Evidence based practices for improving student reading.</li> <li>Systems that create a continuum of supports to meet the variety of reading needs among students</li> <li>Data and evaluation for reading</li> </ul> </li> <li>Reach consensus on scoring each tier 3</li> <li>Determine how &amp; when students access tier 2 and 3 supports &amp; the process for progress monitoring.</li> <li>Create and maintain the tier 2 intervention grid. Ensure grade level teams understand and use the grid.</li> <li>Review data to determine intervention progress &amp; next steps for students receiving tier 2 &amp; 3 intervention supports.</li> <li>Communicate with school staff about development of tier 2/3 systems.</li> </ul>
<b>Measure of Success</b>	Completion of Review of Reading Program	Completion of Review of Reading Program	Completion of Review of Reading Program
<b>Check-in/Review Date</b>	June 2018	June 2018	June 2018

### Goal # 3 Action Map

**Goal Statement:** 50% of student s will score at or above 60th percentile in grades 4 - 8 on NWEA Assessment by June 2018.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Data Analysis	Just Words Implementation	Professional Development
Timeline	Oct. 2017/Jan. 2018/May 2018/ June, 2018	August 2017-August 2018	August 2017-August 2018
Lead Person(s)	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Academic Coaches</li> <li>• Classroom Teachers</li> </ul>
Resources Needed	<ul style="list-style-type: none"> <li>• MAP Scores</li> <li>• Just Words Reading Data Formative Assessments Teachers Based Team</li> </ul>	<ul style="list-style-type: none"> <li>• Just Words Training Just Words Materials Academic Coaches Title IIA funding Title I funding</li> </ul>	<ul style="list-style-type: none"> <li>• Title IIA funding Title I funding</li> <li>• Professional Development Days</li> </ul>
Specifics of Implementation	<p>Develop a master schedule that accounts for student needs.</p> <p>All students are screened with the Wilson Assessment of Decoding and Encoding (WADE); an individual assessment that is helpful to determine if the Just Words program is appropriate (two times during the year). Students most “at risk” were scheduled for small group literacy intervention during WIN Time.</p> <p>TBT, BLT will be diving deeper into the Dec. 2017 MAP reading scores, making changes to individual student plans.</p> <p>Student still not showing evidence growth based on Winter Assessments will be regrouped for intervention specific to his/her needs.</p> <p>Additional time will be provided for students one on one or in small group (no more than three students).</p> <p>Additional time after school will be created for students at risk of not growing 1.5 years.</p> <p>Develop a mock school report card that contains all components and track students in grade 4-8 for performance gains to ensure students are making 1.5 years of growth.</p>	<p>Groupings and Schedules created to ensure extra time is provided and that WIN has been implemented.</p> <p>Observe and coach teacher's in grades 4-8 to ensure implementation and methods being used for Tier I students.</p> <p>Observe and coach teacher's in grades 4-8 to ensure implementation and methods for intervention are being used for Tier 2 students.</p> <p>Developed a Literacy Block to enable teachers to differentiate for at risk students in specific areas of need.</p>	<p>Teachers in grade 4-8 received Just Words Training August 2017.</p> <p>Just Words Training will take place June 2018 for new or staff missed in previous training. Value Added Training</p> <p>Data Analysis and Tracking Training.</p>

	Track and monitor Just Words Data to ensure the program is being fully implemented. Based on data meetings, groupings of students for intervention are adjusted as are the frequency or intensity of the intervention.		
<b>Measure of Success</b>	50% of student meeting and/or exceeding the 60th percentile as measured by NWEA.	Student must be at or above 85% to move on to the next unit until student meets proficiency.	100% of grade 4-8 teachers trained in Just Words.  Attendance Sheet and Agendas Training Tracking Data
<b>Check-in/Review Date</b>	Quarterly	Monthly (Based on Speed of Group)	August 2018

### Goal # 4 Action Map

**Goal Statement:** Deconstruct State Standards and Align to Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Unwrapping the Standards	Alignment to Assessments	
<b>Timeline</b>	June, August, October 2017; January, March, June 2018	October 2017; January, March, June 2018	
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>• ODE Facilitators</li> <li>• School Leader</li> <li>• Academic Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• ODE Facilitators</li> <li>• School Leader</li> <li>• Academic Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• State Standards</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• State Standards</li> <li>• Graphic Organizers</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Specifics of Implementation</b>	<p>Professional Development and Training on State Standards.</p> <p>Teachers examine each Priority Standard within a particular unit of study. They underline the teachable concepts (important nouns and noun phrases) and circle or CAPITALIZE the skills (verbs) that students are to demonstrate.</p> <p>Teachers create a graphic organizer (as a visual display of the "unwrapped" concepts and skills.</p> <p>Teachers determine each skill's Depth of Knowledge.</p> <p>Teachers derive the Big Ideas and Essential Questions from the "unwrapped" Priority Standards.</p>	<p>Professional Development and Training on State Standards.</p> <p>Teachers examine each Priority Standard within a particular unit of study. They underline the teachable concepts (important nouns and noun phrases) and circle or CAPITALIZE the skills (verbs) that students are to demonstrate.</p> <p>Teachers create a graphic organizer (as a visual display of the "unwrapped" concepts and skills.</p> <p>Teachers determine each skill's Depth of Knowledge.</p> <p>Teachers derive the Big Ideas and Essential Questions from the "unwrapped" Priority Standards.</p> <p>Teachers match and design assessments that align to the learning outcome.</p>	



<b>Measure of Success</b>	Completion of Deconstruction of Standards	Completion of Deconstruction of Standards	
<b>Check-in/Review Date</b>	June, August, October 2017; January, March, June 2018	October 2017; January, March, June 2018	

## 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.*

The reading plan will be monitored by the members of the leadership team. This information will be reported out in board meetings by the school leader to the school sponsor and members of the Board of Education. In addition the school leader along with the Superintendent will meet bi-monthly to review the data with the Board Curriculum Committee. In addition, the implementation of the plan will further be monitored by the Sponsor during the Bi-Annual Review as well as during the ACAP reviews the Sponsor conducts at the school.

There is a multitude of data captured on students through the assessments students are given. Making sense of that data and making use of it to drive instruction, based on student need, is the only indicator of progress. Measuring and monitoring progress is two-fold.

Teacher self-reports of implementation do not provide the kind of specific, accurate information needed for an accurate progress assessment. Monthly reviews of teacher products of the intervention and actual observed implementation area good indicator of progress in implementing the reading plan and will be used.

Frequent, short, "drop by" observations of actual instruction are informative, and when tied to measurable progress-monitoring data, they reflect the true scope of implementation.

Brief, regular meetings with the person or persons implementing the intervention to review the data, is our best way to monitor the progress of the implementation. The meetings will include a review of the student outcome data and the implementation data, and discussion of the problems that have emerged. Problems in student improvements, problems with the implementation process, realization that the plan is impractical based on schedules and time, and/or inadequate improvement will be discussed. All factors will be considered and reviewed; reflection of these factors will guide revision of the plan.

Data Talks will be held three times throughout the year. These talks will be based on individual student data, and will provide the best key, on a case-by-case basis, as to whether the plan is working, and progress is being made. All teachers disaggregate, analyze, and make instructional decisions and interventions based on their students' current NWEA MAP scores and informal grade level assessments.

The School's director and academic coaches meet individually with teachers to discuss interpretation of data, instructional changes and interventions that need to occur for students to make realistic progress in reading. If a student is making good progress, then there are few reasons to worry about improving implementation. If student progress is poor, reviewing implementation data may suggest that the intervention does not meet the student's needs even when implementation is very good. Alternatively, if progress is poor and implementation is weak, the team involved in the intervention can use the data to develop strategies for improving implementation in hopes of improving student outcomes.

Data from teachers will include:

- Observations
- Running records
- Exit slips
- Classwork
- Quarterly writing prompts
- Fall/winter/spring benchmarks
- Performance tasks
- Writing portfolios
- Dibels
- End-of-unit test

Baseline data from NWEA (fall, winter and spring) will be used to show growth over time and will be compared to State Assessment Data from June 2018 to June 2019. Students need to grow 1.5 years to meet state expectations.

Students in Tier 2 and 3 are closely monitored using Wilson FUNdations assessments for mastery of skill or progress monitoring towards a goal. The weekly TBT meetings are designed to disaggregate data from informal assessments to monitor, measure, report, and make adjustments to instruction, interventions, or enrichment to meet the instructional needs of our students.

## 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.*

K-3 teachers will implement a solid, 90-minute balanced literacy block with tiered instructional supports as described through the 'Response to Intervention' model. The balanced literacy block will include a mixture of whole group mini lessons, small, differentiated learning centers as well as independent reading and structured, teacher-led guided reading activities daily.

The balanced literacy strategies include but are not limited to: modeled reading and writing, shared reading and writing, interactive reading and writing, read aloud, guided reading, guided writing, independent reading and writing, and word study.

Tiered intervention supports will be provided through one-on-one and small group instruction and 'double dose' of Foundations in addition to the balanced literacy block. Intervention instructional strategies will be used to address specific reading deficits and will include Tiered Literacy Intervention with the following strategies:

Reading Comprehension – Direct Instruction, Visualizing and Verbalizing, Guided Reading Strategies, Highlighting Strategies, Graphic Organizers, and Comprehension Self-Checks;

Listening Comprehension – Visualizing and Verbalizing, Direct Instruction, Concept Mapping, Comprehension Self-Checks, Reader's Theater;

Text Reading Level – Guided Reading Strategies, Assisted Reading Practice, Peer Assisted Learning Strategies, Text Phrasing, Repeated Readings;

Phonemic Awareness – Poetry, Rhyming Activities, Phoneme Manipulation, Sound Identification, Phoneme Segmentation, Phoneme Isolation/Deletion;

Phonics/Word Recognition – Word Chunking, Making Words Strategies, Phoneme Isolation, Multi-Sensory Language Instruction, Direct Instruction, Building Words with Letters;

Fluency- Practice Dolch Phrases/Sentences, Peer Assisted Learning Strategies, Page/Passage Races, Text Phrasing Strategy, Repeated Readings, and Choral Reading;

Vocabulary- Vocabulary Notebooks, Word Walls, Fry's Word Map, Context Clue Strategy.

K-3 Professional Development will focus on helping teachers learn how to diagnose reading deficiencies and prescribe the proper instruction to address the need of students. Wilson Reading, a research-based reading framework Clark Prep has fully invested and committed The Wilson Reading System and its components: Wilson, Just Words and FUNdations. The Wilson Reading System is highly structured reading and writing program that serves as an intervention and helps 2nd – 12th grade struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. The program was originally developed for students who have dyslexia but has been expanded to target the needs of students who are below grade level in reading.

Wilson Reading System provides a well-organized, incremental, and cumulative 12- step system. Steps one through six provide students with the basics for decoding and encoding to create a solid foundation before moving on. Steps 7 through 12 focuses more on advanced word analysis, vocabulary development, comprehension, and metacognition.

The Wilson Reading System provides a plan in which students receive instruction in: learning to hear sounds; manipulating color-coded sound, syllable, and word cards; performing finger-tapping exercises to assist in phonemic awareness; writing dictated words and sentences; reading aloud; and paraphrasing selections they read, and which are read to them.

Students receive direct reinforcement and instructional feedback based on their individual performances and do not proceed to the next step until they have met each step criteria as each step builds upon the one before.

Clark Prep utilizes both models of Wilson. The intervention model incorporates the use of small group instruction taught by either a Title I. reading teacher or regular classroom teacher for four or five days each week during the regular school day. The intensive model provides those students who have been diagnosed with a language learning disability with tutoring or small group instruction provided by a Wilson certified instructor. The lessons are fast paced with continuous interaction between teacher and student. Each lesson can be completed in 55 to 90 minutes. The Scope and sequence emphasize six common types of syllables in which sounds are taught as they relate to these fundamental syllable types. The first two steps emphasize skills in phonemic segmentation and blending by working with the phonemes of monosyllabic words.

The Wilson Assessment of Decoding and Encoding (WADE) is criterion-referenced assessment that is used for pre and post testing purposes, as well as a placement and pacing guide. The WADE measures sound production of graphemes in isolation, fluent decoding and encoding (spelling) of phonetically regular words and high frequency irregular words.

Academic coaches provide onsite assistance and training to staff that is born from live observations and data taken from CWT observation completed by school leader. Academic coaches' model and teach proper methods, provide support and The Wilson Reading System is aligned with current reading research and provides extensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### **Tier 3 for Grades 2-7**

The Wilson Reading System (WRS) provides intensive Tier 3 instruction in grades 2-12. **FUNDATIONS**

FUNDations is a multi-sensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. FUNDations is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It also can be taught in a small group or 1:1 setting for intervention (Tier 2) for what we refer to as a double dose.

FUNDations teaches the foundational skills, and supports the reading, writing, and language standards, found in states' rigorous college- and career-ready standards and the Common Core State Standards (CCSS).

### **Tiers 1 & 2 for Grades K-3**

FUNDations is the program appropriate for Tier 1 & 2 instruction in grades K-3.ework, and all the resources needed to implement will be provided for teachers.

### **JUSTWORDS**

Just Words Just Words is highly explicit, multi-sensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.

Just Words aligns with Clark's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of "how English works" for both decoding and spelling automaticity. It is designed for students who can benefit from the targeted word study focus without requiring the more comprehensive intervention of the Wilson Reading System.

### **Tier 2 for Grades 4-7**

Just Words is the program appropriate for Tier 2 instruction in grades 4-7

Clark Prep has designed and implemented a strategic school wide literacy plan using Wilson along with McGraw Hill to ensure 55% of students will be "on track in reading by June 2018 as measured by NWEA/MAP. The decision to add a research-based supplemental reading curriculum in addition to the core program was based on a combination of data analysis of KRA, NWEA MAP and AIR. FUNDations is designed to teach students in grades K through 2 phonemic awareness and phonics. The data has proven our students are still struggling in these areas and needed a different instructional program that would help improve the early literacy skills the majority of our students are lacking. In addition, FUNDations provides a more intensive, explicit instruction for Tier 2 and 3 students along with intervention strategies for students. Students in K through 2 who are not showing proficiency on unit assessments receive additional 30 minutes of supplemental reading instruction during the "success period."

## **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.*

Academic coaches will provide much needed support and monitoring of the plan and assist with its implementation by training, modeling and coaching teachers throughout the process.

School leaders make regular walkthroughs and will easily be able to assess if implementation is taking place and identify areas for improvement.

Data will be the true indicator of success. All Wilson students are tracked individually to measure growth.

TBT grade levels will be assessing the data and effectiveness of these instructional programs and making recommendations for changes in interventions and strategies to move students to the OIP goals and other indicators of success. The embedded assessments will provide the ongoing monitoring of progress towards specific goals. Within the progress monitoring framework, student who are not meeting expected literacy goals will then move into the Tier 2 or 3 more intensive supplemental reading programs.

Additional training in all levels, in all areas will be made available and required for many staff to ensure we provide teachers with the necessary skills to ensure academic growth for students.

The Academic Coaches will work with school leaders and teachers to implement the proposed strategies and monitor the effectiveness of the plan. The Academic Coaches will support K-3 teachers in the usage of DataMap and the implementation of AimsWeb and/or Dibels to identify weakness and to drive interventions.

Reading Improvement and Monitoring Plans (RIMPs) will be monitored and revised and Coaches will oversee their schools to ensure all compliance is met.

All stakeholders at the school will monitor student data as identified in this plan and the school leader will implement the DataMap program and Dibels outlined in this plan.

Data will be collected from OST, NWEA, KRA and Dibels to analyze student performance and progress towards goals. The Academic Team will work with administrators to monitor the data closely through monthly check in meetings. TBT teams will use Ohio's 5 Step Process to analyze, strategize and monitor the student data. The school leader will oversee the process to ensure that strategies in place are moving students to targets.

## 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.*

The goals of the professional development plan are:

Goal 1: Curriculum & Instruction: To provide comprehensive staff development opportunities in core curriculum area that support best practice in curriculum, instruction and assessment.

Goal 2: Measures of Academic Progress (MAP) Assessments and Data Training: To learn and apply the technology involved in accessing the Measures of Academic Progress (MAP) class/grade-level reports, analyze the data provided, and utilize the data to plan instruction to better meet the needs of all learners.

Goal 3: People Development: To develop individuals to become instructional leaders within their classroom, building, the community the superintendent will develop the opportunities for growth.

Goal 4: Technology Integration: To provide staff with access to staff development resources in order to support technology skill development and curriculum integration, improve instruction with access to online resources.

The fundamental component of the professional development plan for Clark Prep is the Wilson Reading Program, FUNDations and Just Words. Within the Wilson Training there are several levels of professional development.

Wilson Overview: A two or three-day overview workshop is designed to introduce teachers to the program. After completing this workshop, teachers are able to use the program, but are not considered "trained" as a Wilson certified tutor. The two-day overview is a prerequisite to the Wilson Academy which an online community that provides resources, animated demonstrations of key concepts and procedures, threaded discussions and live chats with a Wilson trainer.

Staff trained are typically Special Education Teachers, Title Teachers (although anyone is permitted). Online Wilson Course: comprehensive online course worth 6 graduate credits is also available. Follow-up site visits are arranged for both intervention and intensive models of implementation.

Level I. certification: steps 1-6 requires the two day overview and one year of additional training that includes supervised practicum. Staff trained are typically Special Education Teachers, Title Teachers (although anyone is permitted).

Level II. certification: requires the Level I certification and also involves a one-year course for steps 7 – 12 and advanced group instruction. Staff trained are typically Special Education Teachers, Title Teachers (although anyone is permitted).

Our goal is to develop in-school Wilson trainers. These individuals receive ongoing support and training material from a certified Wilson Trainer and our on site Academic Coaches.

FUNdations: Teachers in grades K, 1, 2, and 3 receive FUNdations training and have follow up coaching with onsite academic coaches. All teachers in Grade K, 1, 2, 3 required, paraprofessionals and some Title teachers.

The Foundations Level K Workshop provides the practice and guidance needed to effectively begin teaching the Foundations@Level K curriculum. At the completion of the workshop, attendees will be able to:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations@instruction.
- Identify the skills taught in Foundations@Level K: phonological awareness; phonemic awareness and the alphabetic principle; sound mastery; ways to form the key linkages-letter name, formation and sound; phonics; vocabulary; high frequency/trick words; fluency; comprehension strategies; manuscript handwriting, spelling, and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multi-sensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily Level K Learning plan and practice lesson activity procedures.
- Build a learning focused classroom: maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging craftsmanship for optimum outcomes.

The Foundations Level 1 Workshop provides the practice and guidance needed to effectively begin teaching the Foundations Level 1 curriculum. At the completion of the workshop, attendees will be able to:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations@instruction.
- Identify the skills taught in Foundations@Level 1: phonemic awareness; the alphabetic principle; sound mastery; ways to form the key linkages-letter name, formation and sound; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; manuscript handwriting, spelling, and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multi-sensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily Level 1 learning plan and practice lesson activity procedures.
- Build a learning focused classroom: maximizing instructional time, learning lesson activities, using questioning to learning and mastery, and encouraging craftsmanship for optimum outcomes.

The Foundations Level 2 Workshop provides the practice and guidance needed to effectively begin teaching the Foundations Level 2 curriculum. At the completion of the workshop, attendees will be able to:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations@instruction.
- Identify the skills taught in Foundations Level 2: phonemic awareness; the alphabetic principle; sound mastery; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; spelling and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multi-sensory instruction, repetition, and immediate, specific feedback.
- •Prepare a daily Level 2 learning plan and practice lesson activity procedures.
- Build a learning focused classroom: maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging craftsmanship for optimum outcomes.

The Foundations@Level 3 Workshop provides the practice and guidance needed to effectively begin teaching the Foundations@Level 3 curriculum. At the completion of the workshop, attendees will be able to:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations@instruction.
- Identify the skills taught in Foundations Level 3: the alphabetic principle; sound mastery; phonics and advanced word study; vocabulary; high frequency/trick words; fluency; cursive handwriting, advanced spelling rules and morphology, and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily Level 3 learning plan and practice lesson activity procedures.

- Build a learning focused classroom: maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging craftsmanship for optimum outcomes.

Just Words Just Words in an intervention setting in grades 4-8, all teachers in all subjects are required to take the course in addition to paraprofessionals serving in these grade levels.

Teacher-leadership and development is a major component of the professional development plan teachers are expected to do more than provide instruction to students. These individuals are prepared to provide assistance and support to other teachers in their school by promoting student achievement through full implementation, supporting the development of teachers' skills and knowledge and use of various interventions, and training other teachers to utilize Wilson programs to meet specific needs of students.

When this training is completed, facilitators are able to support effective program implementation while assisting other teachers by demonstrating specific activities or reinforcing the curriculum. Trained teachers are expected to assist and support teachers with an understanding of program materials, classroom setup, and access to Wilson's online learning communities and facilitate ongoing data talks based on implementation by using a variety of data to measure the outcomes of teaching and learning, independently and in collaboration with colleagues.

All teaching staff will attend ongoing, high quality professional development in the areas of common core standards, writing objectives, high quality instructional strategies, creating assessments, and remediation/acceleration.

All teachers will attend a one day Depth of Knowledge Workshop which the TBT and BLT will implement by assessing the rigor of assessments and students' performance on them.

## APPENDICES

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

Attached:

Data -Excel Spreadsheet Database Attached with Several tabs of Detailed Data by which the plan was derived: AIR, NWEA, KRA State Report Cards.

Clark Preparatory has made a substantial investment in the Wilson Reading, Foundations Reading Program and Just Words based on the KRA scores from Fall 2016, 2017 and 2018 and NWEA MAP Reading assessment data. Wilson Foundations is a research-based multisensory language program designed to teach students of Grades K through 3 the structure of the English language so as to improve overall attainment of literacy instruction for all students.

Wilson Foundations is aligned with the goals of the Common Core State Standards and the Ohio Third Grade Reading Guarantee:

- Increasing the number of students reading at grade level by grade three
- Aligns to the Common Core State Standards and prepares students for Ohio's next generation of assessments
- Instill effective early literacy and reading intervention practices at grades K-3
- Minimize the number of students retained at grade three excluding exceptions