



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- The plan includes a narrative supporting the alignment between the Reading Achievement Plan and the School Improvement plan.
- There is an emphasis on supportive teams in place to implement and monitor the data driven decision process.
- The professional development plan describes the learning activities teachers in specific grade bands will be held accountable to.

This plan will benefit from:

- The plan describes how many different programs will be used throughout the K-3 classrooms; a clear and concise description of how learning strategies specific to reading achievement will be implemented would strengthen the plan.
- The professional development plan would benefit from specifying what and how adults will learn and how this learning will be monitored.
- Student data is provided, but the plan lacks analysis of performance data; no conclusions or assumptions specific to the data is provided.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the community school 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, reading "Melissa M. Weber-Mayrer".

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Columbus Bilingual Academy North

DISTRICT IRN: 011468

DISTRICT ADDRESS: 2100 Morse Rd. Columbus Ohio 43229

PLAN COMPLETION DATE: December 28th, 2018

LEAD WRITERS: Courtney Williams, Stephen Kanzleamar

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

SECTION 1, PART A: 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
Courtney Williams	Interim Head of School	Columbus Bilingual Academy North	Cwilliams2@cbaschool.org
Stephen Kanzleamar	Assistant Principal	Columbus Bilingual Academy North	skanzleamar@accelschools.com
Michael Mora-Brenes	Family/Community Liaison	Columbus Bilingual Academy North	mmorabrenes@cbaschool.org
Megan Wietrzykowski	Title 1 Coordinator	Columbus Bilingual Academy North	mwietrzykowski@cbaschool.org

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

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

The Columbus Bilingual Academy North leadership team utilized its biweekly meetings on Wednesday afternoons and as needed meetings, all-staff meetings, grade level team meetings to develop, modify and enhance Columbus Bilingual Academy North Comprehensive Reading Achievement Plan. The leadership team developed Columbus Bilingual Academy North Comprehensive Reading Achievement Plan through engaging in large and small group discussions, research, brainstorming sessions, comments and input from parents, and the Columbus Bilingual Academy North Authority, the ACCEL Management Company and the Sponsor agency Richland Academy of the Arts over the last few months. During these meetings KRA, NWEA, State Test, and walk-through and teacher evaluation data was examined and discussed for relevance and utilization for accomplishing the following:

- Providing infrastructure and supports for teachers to ensure all students are proficient in reading, writing, and oral language.

- Developing and implementing effective instructional practices.
- Utilizing evidence-based supports.
- Partnering with parents, family members and community assets to avert learners "starting behind and staying behind".
- The leadership team will monitor Columbus Bilingual Academy North Comprehensive Reading Achievement Plan through:
 - Assessing Columbus Bilingual Academy North school-wide reading structures, services and supports using the Reading Tiered Fidelity Inventory Elementary-Level Edition,
 - A continuous review, analysis, and progress monitoring of student's reading achievement data to ensure we are on target to meet our goals and action steps
 - Meeting biweekly as the leadership team and biweekly teacher and all-staff meetings, review of student data based on DRA, KRA and State Summative Assessments and teacher formative assessments.
 - Ongoing progress monitoring completed by the classroom walk-throughs and teacher evaluations.
 - Utilizing assessment data gathered and analyzed through the Reading Tiered Fidelity Inventory (R-TFI).

Columbus Bilingual Academy North Comprehensive Reading Achievement Plan and the progress of our student's reading achievement will be communicated to parents via weekly teacher newsletters to parents, formal reports to the Columbus Bilingual Academy North governing authority, the ACCEL Management Company and the sponsor agency Richland Academy of the Arts via the School Leader's Monthly.

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 Reading Achievement Plan will align with the Columbus Bilingual Academy School Improvement Plan as part of its measurable student performance goals, expectations and supports for students and schools and through the implementation of its professional development plan. The leadership team understands how critical it is to develop a method for planning, implementation, monitoring and evaluation that can and will be used to improve learning for all students in all grades in all subjects. A planning process that has common strategies and action steps that align with the core curriculum, that institutes a school-wide formative assessment system, ensures differentiated instruction for all students, and establishes positive behavioral supports is a work in progress for us not fully implemented.

We understand and are aware that only through collaborative planning practices can we leverage our limited resources to successfully address our student's critical needs. Columbus Bilingual Academy North is doing just that; we are collaboratively working together as "One School" to meet the needs of our students. This literacy plan will not be used for a temporary quick fix to improve poor reading scores. This plan will be used as part of our overall plan, our vision of embed permanent changes in this school's operating and planning practices to upgrade systems and create school culture that will ensure lasting successes for all staff and students. This plan aligns with all of our improvement planning processes and will make a significant impact on aligning all of our improvement planning.

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.**

DRA Results for fall 2018 testing are as below:

Grade 1: 88% of students are reading below grade level

Grade 2: 80% of students are reading below grade level

Grade 3: 91% of students are reading below grade level

Grade 4: 78% of students are reading below grade level

Grade 5&6: 78% of students are reading below grade level

NWEA Analysis Percentage of Students Below Grade Level RIT Fall 2018

KG- 68%

1st- 77%

2nd- 84%

3rd- 64%

4th- 66%

5th- 63%

Performance on Grade 3 English Language Arts Test

Total Students Tested- 41

Limited- 33

Basic- 6

Proficient- 2

Accelerated- 0

Advanced- 0

KRA Fall 2018

Total Number of Students Tested: 52

Approaching: 27

Demonstrating: 11

Emerging: 14

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

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

There are many factors that have contributed to low reading scores at Columbus Bilingual Academy North. The largest contributing factor has to be the lack of focus on reading growth and achievement as a school in previous years. Administration was more focused on being a refuge for bilingual and Spanish speaking families who really just wanted a safe place for the kids to be during the day, and the school fulfilled that!

More than 50% of the student population qualify for some form of ELL support and/or services. This language barrier proves difficult to overcome and push the students to become successful readers in a short period of time. Most of the students come from backgrounds that do not value formal education thus are not attending pre-school and educationally based day care centers prior to enrolling at the school. Student enter school 3-4 grade levels below, so the plans to catch them up will be very aggressive!

Beginning in the 2017-2018 school year, teachers were trained on the Ohio Learning Standards, lesson planning, assessment building, data tracking and interventions. Schedules with 90 minutes of reading instruction school wide, instructional assistants who are focused on specific skill development, lesson plans that are developed based on standards rather than the next page in the textbook, will all contribute to

increasing student reading proficiency. In previous years the focus was more so on providing a safe environment for the children and not academics. We, this year, plan to achieved both! The school is safe and supportive to both ELL and English-speaking students while focused on instruction and assessment and achievement!

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 Columbus Bilingual Academy North is to ensure that every student is literate and to provide a high quality, and challenging education for our students. We will provide our students with an accessible literacy education.

Our vision is to provide high quality, challenging and accessible literacy acquisition and achievement education for all of our students to allow all students to read and comprehend grade level text. We believe that it is our responsibility as educators to ensure that every child can read, write, speak and listen.

We believe that every teacher has the ability to create literacy pathways for student achievement in content areas and can use the tools and researched based knowledge and tools, such as the Simple View of Reading, that is provided to them so all students can achieve academic success.

We will provide job embedded professional development such as coaching and modeling best practices, Professional Learning Communities (PLC) and peer observations to our teachers so that they can meet the academic and behavioral needs and challenges of each of our students. Teachers will hold students to high and realistic expectations and valid opportunities to read on grade level, so just because they start behind they will not leave our school behind.

To accomplish our vision and mission the following must be in place:

- A Multi-Tiered System of Supports
- Scientifically-Based Reading Research Systems and Practices (SFA)
- Evidenced-Based Practices Focused on the Big Ideas of Reading
- Integration of Reading and Behavioral Supports
- Improve Student Outcomes by Focusing on Data, Systems and Practices

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.

Goal 1- Students evidence strong K-3 reading growth, resulting in improvement on how Columbus Bilingual Academy North scores on the Third Grade Reading Guarantee, with the goal of achieving and maintaining at least a "C" on this indicator by school year 2020 and beyond.

Students performed at a 76.5% rate on the Third Grade Reading Guarantee passage goal in the 2017-2018 school year. Through professional development and curriculum alterations we will raise the proficiency level to 85% by the end of the 2021 academic school year.

- Sub goal- 1st & 2nd grade DRA results show students attain more than a year of growth until they reach grade level.

Goal 2- Students are performing at a 15% proficiency rate in English per OELPA scores. We will improve ELL services so OELPA results show students are meeting annual expected learning targets (EL Gap Closing indicator on the LRC) to a 30% proficiency rate by the end of the 2021 school year.

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: 1st & 2nd grade DRA results show students attain more than a year of growth until they reach grade level.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Evaluate and re-distribute students in second grade. Provide lesson planning and curriculum supports to first and second grade teachers.	Initiate instructional rounds	Purchase, train staff on, and implement Success for All throughout K-3
Timeline	1/7/2019	1/14/2019	1/22/18
Lead Person(s)	Megan Wietrzykowski	Stephen Kanzleamar	Courtney Williams, KG-3 Teachers
Resources Needed	Success for All, DRA, Title 1 Coordinator, Principal, Assistant Principal, KG-3 Teachers	Coaching guidelines, time to reflect	Success for All, DRA, Title 1 Coordinator, Principal, Assistant Principal, KG-3 Teachers
Specifics of Implementation	Check lesson plan data base weekly. Meet with first and second grade teachers biweekly to discuss curriculum supports and outcomes.	<ol style="list-style-type: none"> 1. guidelines based on need and release guidelines to staff. 2. Create coaching calendar. 3. Discuss timeline Provide resources and curriculum to teachers as needed to help support them in ELA instruction. 	Evaluate students weekly with SFA, and at recommended intervals for DRA and NWEA. Student achievement to be monitored and measured at least biweekly by the administrative team.

Measure of Success	Teachers growth will be measured by modified OTES and students will be measured by NWEA and benchmark data.	Teacher observation and lesson plans	Minute tracking data, discussions, plans, etc.
Check-in/Review Date	Weekly	Weekly	2/22/2019

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

The leadership team uses its bi-weekly meetings on Wednesday afternoons and as needed meetings, all-staff meetings, and grade level team meetings to develop, modify, enhance and monitor Columbus Bilingual Academy North student academic and behavioral progress. The leadership team uses large and small group discussions, research, brainstorming sessions and input from parents, the Governing Authority, the ACCEL Management Company and the Sponsor agency Richland Academy of the Arts. During these meetings KRA, NWEA, State Test, and walk-through and teacher evaluation data were used to monitor and improve following focused areas:

- Infrastructure and supports for teachers to ensure all students are proficient in reading, writing and oral language.
- The development and implementation of effective instructional practices.
- How evidence-based supports are being researched and employed to improve student academic achievement and to help students strategize effective methods for self-monitoring and improving their behavior.
- The effectiveness of parent, family and community engagement to avert learners "starting behind and staying behind".

The Columbus Bilingual Academy North leadership team will monitor Columbus Bilingual Academy North Comprehensive Reading Achievement Plan through:

- A continuous review, analysis and progress monitoring of student's reading achievement data to ensure we are on target to meet our goals and action steps.
- Meeting bi-weekly as the leadership team and bi-weekly teacher and all-staff meetings, review of student data based on DRA, KRA and State Summative Assessments and teacher formative assessments.
- On-going progress monitoring completed by the classroom walk-throughs and teacher evaluations.

Columbus Bilingual Academy North monitoring process is an extension of the School Improvement Plan and compliments as well as validates the fidelity of the plan's application. The leadership team will use the compiled qualitative and quantitative data evidence to document, track and monitor the progress of Columbus Bilingual Academy North Comprehensive Reading Achievement Plan. The progress of our student's reading achievement will be communicated to parents via weekly teacher newsletters to parents, formal reports to the Columbus Bilingual Academy North Governing Authority, the ACCEL Management Company and the Sponsor agency Richland Academy of the Arts via the School Leader's Monthly Report and a Columbus Bilingual Academy North Comprehensive Reading Achievement Plan Progress Reports.

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

Columbus Bilingual Academy North Reading Achievement Plan will focus on evidence-based practices based on the MIBLSI Five Components of Reading: phonics awareness, phonics, fluency, vocabulary and comprehension. We believe this approach provides the best potential for producing high rates of achievement through providing multi-faceted reading instruction. A balanced literacy program addresses and encourages proficiency and development at all five areas.

The plan will also rely heavily on the multi-faceted, integrated approach as developed by the Ohio Department of Education for knowledge, data, tools, and resources to address our implementation and of School Improvement Plan goals, strategies and interventions which is supported by strong to moderate evidence-based resources found on Ohio's Evidenced Based-Clearinghouse and

Given Reading is the foundation for all learning Columbus Bilingual Academy North completed an extensive research for a solid and successful literacy program that can address the literacy and reading language needs based on the language development continuum of our students.

Literacy and Reading Instructional coaching is also needed by administrators and our leadership team to develop knowledge, skills, and abilities related to specific practices to improve student outcomes.

The primary strategy that we plan to put in place is requesting the services of the Success for All Foundation (SFA). Success for All is a foundation that has aided disadvantaged schools and students all over the United States to improve their reading ability and fluency. They do this through professional development and the assistance of SFA “coaches” that travel to schools and oversee as well as assist them in the installment or blending of new and old curriculum. SFA shares the common belief that reading is the foundation of all other education, putting emphasis on rooting students in the English language, further allowing them to grow in other educational disciplines. Over 50,000 educators, 1,000 schools, 48 states, and 4 other countries have joined with SFA in order to help over 500,000 students grow in reading fluency. In the last 3 years, SFA reported a 55% jump in the number of schools adopting its services. Some of these schools have even seen increases of 16-60% as well as 60-98% in their student’s reading proficiency. As mentioned before, our school is extremely underprivileged and underfunded; our students experience the backlash of this harsh reality in the form of their educational growth. Despite our desperate circumstances, we have hope because of the overwhelming success that SFA has had in disadvantaged communities just like our own including the ELL community.

We believe that this is a Tier I evidence-based practice that provides strong evidence from more than one well-designed and well-implemented experimental study. There have been countless positive reviews on SFA as well as many success stories from schools that match our demographic. The representative that we spoke with at length told us about a school in Cincinnati that she helps regularly that matches our student/community demographic very closely and has seen tremendous success as a result of SFA.

With the assistance of SFA, we plan to institute their suggested curriculum based on the needs of our student body. This curriculum will focus on the reading ability of all of our students, especially our ELLs. The Kinder-Corner portion of the curriculum is designed for kindergarten students that need practice and experience with basic phonemic awareness and oral language development. Another benefit of this kindergarten curriculum is the emphasis it puts on the social and emotional health of students, teaching them to handle their problems and situations with others in a healthy and respectful way. Students will then be tested every 8 weeks to determine if they are ready advance to the next level of the curriculum.

Another program that our ESL department plans to continue to use is Reading A-Z, where students use technology in a way that helps practice both listening to and reading online books. This program promotes the use of technology as well presents kids with a fun way to read. Reading A-Z has proven to be successful for ELL students, with over 170,000 users, and over 2,500 books available for students. This program has also won several prestigious awards such as the Parent's Choice Recommended Award, the Global Learning Initiative Award, and the Teacher's Choice Award, highlighting how widely successful it is. Not only does this program benefit kids, but teachers and parents are clearly behind it as well and it has even received global attention because of its accommodations to ELL students, translating books into English, Spanish, and French.

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

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.*

Columbus Bilingual Academy North will invest the time and resources needed to identify and implement evidenced-based language the literacy practices, to provide job-embedded opportunities for professional development to ensure professional learning in literacy focuses on the identified literacy and language development needs of our students

RIMPs were created to target deficiencies in an individual student's achievement in reading and create a tracking method to increase proficiency. The focus areas were identified through testing and scoring, best context for delivery of instruction is identified, skills are targeted based on NWEA MAP and Ohio Reading Diagnostic Assessment and KRA in reading, and plans were developed for tracking and reporting progress.

These are some of the strategies we will use and will provide professional development on for phonological awareness and phonics techniques: categorizing sounds according to beginning, middle and end sounds through rhyming words. The teacher begins sorting words by modeling and narrating the process out loud (metacognition). After sorting the words, student should pronounce the words and explain why they were sorted together (I do, We do, You do Strategy). As an extension activity, student can practice blending, segmenting and categorizing sounds.

Teachers will use direct instruction to teaching phonic skills demonstrating 1:1 correspondence with letters and sounds in word "the alphabetic principle" permits students to practice and to provide feedback. When the student reads a word successfully several times, then asking them to distinguish the word from another helps to build letter and sound awareness and understanding.

Teachers will use word sorts which encourages students to identify and discuss similarities and difference in spelling and sound patterns. Teachers will create Word Walls displayed content words alphabetically and by concept for word reference. Teachers will use other best practice techniques such as scaffolding, questioning techniques, interaction, clarifying concepts, application, previewing and predicting, and encouraging more elaboration.

Columbus Bilingual Academy North will use the Success for All Member Center which allows each teacher to have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students' spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.

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.

1. For teachers K-3: they will focus on the overarching concepts of balanced literacy will be scaffold as follows: Independent Reading, Shared Reading, Interactive Read Aloud, Word Work Phonics, Phonemic Awareness and Writers Workshop.
2. For teachers 4-5 the topics will be narrowed to meet the needs of their older learners which will include: Independent Reading, Shared Reading, Interactive Read Aloud, Book Clubs, Word Study and Writers Workshop.
3. 120-minute reading block for all grade levels.
4. Training teachers and equipping them with the knowledge of how to put the SFA reading curriculum in place

Additionally, all of Columbus Bilingual Academy North staff will receive differentiated professional learning on the following interventions, curriculum, structure and systems tools:

- Simple View of Reading,
- Balanced Reading
- Success For All (SFA)

APPENDICES

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

