



**Department
of Education**

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 3, 2019

Dear Superintendent,

Thank you for submitting the Great Western 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:

- Addresses both Word Recognition and Language Comprehension, as described in the Simple View of Reading.
- The elements of professional development as described in the action steps in Section 6 are data-driven, sustained, intensive, collaborative, job-embedded and instructionally focused.
- The school has a nice list of evidence-based reading strategies to use for instruction.

This plan will benefit from:

- The plan does not align with Ohio's Plan to Raise Literacy Achievement in terms of MTSS, Family Partnerships, Community Collaboration, or increasing collaboration among general and special educators.

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

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Great Western Academy

DISTRICT IRN: 143198

DISTRICT ADDRESS: 310 North Wilson Road, Columbus, Ohio 43204

PLAN COMPLETION DATE: December 13th, 2018

LEAD WRITERS: Kathryn Kountz, Laura Holler, Heather Carrick, Kelli Aler, Shannon Goldapp, Judy Shaal, Jennifer Wyant

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation	3
Section 1, Part A: Leadership Team Membership	3
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan.....	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts	4
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School	6
SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA	6
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT	12
Section 4: Literacy Mission and VISION STATEMENT(s).....	13
Section 5: Measurable learner Performance Goals	15
Section 6: Action PLAN MAP(s).....	15
Section 7: Plan for Monitoring Progress toward the learner performance goal(s).....	21
Section 8:	22
Expectations and Supports for learners and Schools	22
SECTION 8 PART A: STRATEGIES TO SUPPORT learners	22
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES	25
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN	26
Appendices.....	34

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
Kathryn Kountz	School Leader	Great Western Academy	Kathryn.kountz@imagineschools.org
Laura Holler	Academic Coach	Great Western Academy	Laura.holler@imageschools.org
Heather Carrick	Regional Director	Imagine Schools	Heather.carrick@imagineschools.org
Judy Shaal	Balanced Literacy Coach	Great Western Academy	Judy.shaal@imageschools.org
Jennifer Wyant	Title Coordinator	Great Western Academy	Jennifer.wyant@imagineschools.org
Shannon Goldapp	Special Education Coordinator	Great Western Academy	Shannon.goldapp@imageschools.org
Hayley Culp	Lead Teacher- 7 th /8 th Grade ELA	Great Western Academy	Hayley.culp@imageschools.org
Kelli Aler	Academic Coach	Great Western Academy	Kelli.aler@imageschools.org
Katelyn Smith	Lead Teacher- 2 nd Grade	Great Western Academy	Katelyn.smith@imageschools.org
Annamary Leonard	Fifth Grade ELA Teacher	Great Western Academy	Annamary.leonard@imageschools.org
Dan Wagner	Parent Representative	Great Western Academy	N/A
Mindy Farry	Sponsor Representative- Technical Assistance Only	Buckeye Hope Community Foundation	mfarry@buckeyehope.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 Building Leadership Team, along with Reading teachers and other pertinent team members gathered throughout the summer to analyze academic data, review stakeholder's survey results and input relating to our Reading programs and instruction, and identify areas of needed improvement. The sole focus of the committee was student learning and ensuring student success at every level. Part of this process was reviewing how we allot our energy and resources and if we were finding success with what was currently in place. Team members were divided into sub groups to focus on a specific aspect of student learning and report out on strengths, needed improvements and trends relating to that topic.

The plan will be monitored and communicated monthly at our BLT meetings to ensure action steps are happening and progress is being made towards each goal. In addition, leadership will also attend every Teacher Based Team meeting to field questions, focus conversations and ensure that goals and adult implementation indicators are the primary focus. Goals will be shared and discussed with parents at each Quarterly Curriculum Night.

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.

In order to ensure alignment between the district reading achievement plan and the Ohio Improvement Process (OIP), the leadership team conducted a thorough cross-walk to help align existing needs assessments, data analyses and specific strategies, actions and professional learning opportunities. We continue to reflect on our overall performance data over the past several school years to help guide our decisions moving forward.

SY 2016-2017

1. Our team completed the Decision Framework - Data concern of Reading below Proficiency is being addressed with the following measures: incorporation of Literacy across the curriculum with a specific focus on reading foundational skills (phonemic awareness, comprehension, fluency, vocabulary and phonics) use of Formative assessments to guide instruction, weekly TBT meetings and monthly CSLT meetings.

2. Great Western Academy's OIP Reading goal states: By the end of the 2016 – 2017 school year, the mean Reading Learning Gain for all students will improve from 1.06 to 1.08, as measured by the Fall to Spring STAR Reading Assessment. By the end of the 2016 – 2017 school year, 48% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. By the end of the 2016-2017 school year, the number of students deemed off track will decrease by 5%.

Outcomes for SY 2016-2017

Overall learning gain for reading was a 1.07 based on STAR learning gains assessments. Percentage of students deemed proficient or higher on the AIR ELA assessment was 41% collectively in 3rd-8th grade

SY 2017-2018

1. Our team completed the Decision Framework - Data concern of Reading below Proficiency is being addressed with the following measures: incorporation of Literacy across the curriculum with a specific focus on reading foundational skills (phonemic awareness, comprehension, fluency, vocabulary and phonics) use of Formative assessments to guide instruction, weekly TBT meetings and monthly CSLT meetings.

2. Great Western Academy's OIP Reading goal states: By the end of the 2017– 2018 school year, the mean Reading Learning Gain for all students will improve from 1.07 to 1.09, as measured by the Fall to Spring STAR Reading Assessment. By the end of the 2017 – 2018 school year, 50% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. By the end of the 2017-2018 school year, the number of students deemed off track will decrease by 5%.

Outcomes for SY 2017-2018

Overall Learning Gain for Reading was a 1.06 as measured by STAR Learning Gains Assessments. Percentage of students deemed proficient or higher on the AIR ELA assessment 40% collectively in 3rd-8th grade.

SY 2018-2019

1. Our team completed the Decision Framework - Data concern of Reading below Proficiency is being addressed with the following measures: incorporation of Literacy across the curriculum with a specific focus on reading foundational skills (phonemic awareness, comprehension, fluency, vocabulary and phonics) use of Formative assessments to guide instruction, weekly TBT meetings and monthly CSLT meetings.

2. Great Western Academy's OIP Reading goal states: By the end of the 2018– 2019 school year, the mean Reading Learning Gain for all students will improve from 1.06 to 1.07, as measured by the Fall to Spring STAR Reading Assessment. By the end of the 2018 – 2019 school year, 50% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. By the end of the 2018-2019 school year, the number of students deemed off track will decrease by 5%.

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.***

A targeted reading achievement plan is needed in our community school to support and maintain literacy during the critical phase of a student's early learning experiences. The plan will more effectively support our K-3 teachers to implement current literacy best practices, tools and resources into daily reading and writing instruction. The following information provides an in-depth analysis of relevant student performance data and factors believed to contribute to low reading achievement in the school.

Area of Concern: K-3 Literacy

One common area of concern for our campus is our overall K-3 Literacy component on the local report card. For the 2017-2018 school year, we started with 189 students in grades K-3 that were reported as "Off Track." By the end of this school year, only 47 of these students demonstrated the expected growth to be considered "On Track." When reviewing the K-3 Literacy component results over the past several years, we still continue to have a significant amount of students in these grade levels performing "Off Track." When completing a root cause analysis for this particular area of concern, we have determined that one of the core reasons why we have not demonstrated expected growth with the students in these grade levels is due to our lack of implementation of research-based intervention programs to assist with the needs of our students performing below expectations. Another contributing factor that we have identified in impacting our student performance in K-3 Literacy is the increase of our student population identified as needing ELL instructional support and services. One last factor that we have determined as a root cause for the performance in K-3 Literacy is the percentage of the chronic and habitually truant/absent students in these grade levels. Higher percentages of poor attendance are being demonstrated in these grade levels which is certainly impacting performance and growth.

Area of Concern: Achievement in 4-8 ELA

When looking at our overall Achievement results in reading, the grade level of most concern is currently 3rd Grade. This grade level was both our lowest performing in regards to overall proficiency last year, as well as our lowest performing over a three year period of time. Our 3rd Grade students are demonstrating proficiency levels at approximately 1/3 of the statewide average at this time (GWA 25.8% vs. State 61.2%).

Also, when completing an item analysis for our overall achievement results for ELA in grades 3-8, we have determined that our area of greatest concern is writing. Students in 3rd, 5th, 6th and 7th grade showed that this particular area was our lowest sub-score of proficiency on our most recent AIR assessments.

For the 2017-2018 & 2018-2019 school year, areas of strength and growth were determined based on an analysis of STAR data.

Great Western Academy's results for On/Off track:

Kindergarten SY16-17:

Number of Students Tested= 80

Number of Students On Track= 24

Number of Students Off Track= 56

Percentage of Students On Track= 30%

Percentage of Students Off Track= 70%

SY 2017-2018 Trend Data Analysis

Kindergarten

Strengths:

Alphabetic Principles- 69% @ Benchmark or Above

Concept of Word- 75% @ Benchmark or Above

Areas of Growth:

Phonics- 31% Below Benchmark/Urgent Intervention

Structural Analysis- 46% Below Benchmark/Urgent Intervention

SY 2018-2019 Trend Data Analysis

Kindergarten

Number of Students Tested= 98

Number of Students On Track= 40

Number of Students Off Track= 58

Percentage of Students On Track= 41%

Percentage of Students Off Track= 59%

Kindergarten STAR Early Literacy Summary Report				
Sub-Domain	Sub-Domain Score Distribution			
	0-25	26-50	51-75	75-100
Alphabetic Principle (AP)	3%	22%	59%	16%
Concept of Word (CW)	3%	20%	55%	22%
Visual Discrimination (VS)	2%	8%	50%	40%
Phonemic Awareness (PA)	20%	58%	19%	3%
Phonics (PH)	26%	58%	13%	3%
Structural Analysis (SA)	45%	45%	7%	3%
Vocabulary (VO)	20%	55%	22%	3%
Sentence-Level Comprehension (SC)	40%	48%	9%	3%
Paragraph-Level Comprehension (PC)	41%	49%	8%	2%
Literacy Classification		Scaled Score (SS)	% of Students	
Early Emergent		300-487	39%	
Late Emergent		488-674	52%	
Transitional Reader		675-774	6%	
Probable Reader		775-900	3%	

- After a deep analysis of this

First Grade SY16-17:

Number of Students Tested= 99
 Number of Students On Track= 55
 Number of Students Off Track= 44
 Percentage of Students On Track= 56%
 Percentage of Students Off Track= 44%

SY 2017-2018 Trend Data Analysis

First Grade

Strengths:

Alphabetic Principles- 98% @ Benchmark or Above

Concept of Word- 97% @ Benchmark or Above

Areas of Growth:

Structural Analysis- 42% Below Benchmark/Urgent Intervention & Intervention

Sentence Level Comprehension- 39% Below Benchmark/Urgent Intervention & Intervention

SY 2018-2019 Trend Data Analysis

First Grade

Number of Students Tested= 91

Number of Students On Track= 34

Number of Students Off Track= 57

Percentage of Students On Track= 37%

Percentage of Students Off Track= 63%

First Grade STAR Early Literacy Summary Report				
Sub-Domain	Sub-Domain Score Distribution			
	0-25	26-50	51-75	75-100
Alphabetic Principle (AP)	0%	1%	19%	80%
Concept of Word (CW)	0%	1%	17%	81%
Visual Discrimination (VS)	0%	0%	7%	94%
Phonemic Awareness (PA)	1%	17%	59%	23%
Phonics (PH)	1%	19%	61%	20%
Structural Analysis (SA)	5%	32%	53%	10%
Vocabulary (VO)	1%	14%	62%	23%
Sentence-Level Comprehension (SC)	5%	25%	50%	20%
Paragraph-Level Comprehension (PC)	5%	34%	52%	9%
Literacy Classification		Scaled Score (SS)	% of Students	
Early Emergent		300-487	5%	
Late Emergent		488-674	40%	
Transitional Reader		675-774	40%	

Probable Reader	775-900	14%
-----------------	---------	-----

Second Grade SY 16-17:

Number of Students Tested= 96
 Number of Students On Track= 36
 Number of Students Off Track= 60
 Percentage of Students On Track= 38%
 Percentage of Students Off Track= 62%

SY 2017-2018 Trend Data Analysis

Second Grade

Strengths:

Phonemic Awareness- 73% @ Benchmark or Above

Areas of Growth:

Fluency- 77% Below Benchmark/Urgent Intervention

SY 2018-2019 Trend Data Analysis

Second Grade

Number of Students Tested= 84
 Number of Students On Track= 21
 Number of Students Off Track= 63
 Percentage of Students On Track= 25%
 Percentage of Students Off Track= 75%

BOY Domain Mastery Data (STAR Reading)

Acquisition of Vocabulary: 52% Mastery

Phonics and Word Recognition: 46% Mastery

Fluency: 38% Mastery

Key Ideas and Details: 39% (IT); 47% (LT) Mastery

Craft and Structure: 44% (IT); 33% (LT) Mastery

Third Grade SY 16-17:

Number of Students Tested= 104
 Number of Students On Track= 38
 Number of Students Off Track= 66
 Percentage of Students On Track= 37%
 Percentage of Students Off Track= 63%

SY2017-2018 Trend Data Analysis

Third Grade

Strengths:

Reading Literary Text- 62% Near, At or Above Proficient

Areas of Growth:

Reading Informational Text- 42% Below Proficient

SY 2018-2019 Trend Data Analysis

Third Grade

Number of Students Tested= 117

Number of Students On Track= 17

Number of Students Off Track= 100

Percentage of Students On Track= 15%

Percentage of Students Off Track= 85%

BOY Domain Mastery Data (STAR Reading)

Acquisition of Vocabulary: 61% Mastery

Phonics and Word Recognition: 60% Mastery

Fluency: 53% Mastery

Key Ideas and Details: 52% (IT); 53% (LT) Mastery

Craft and Structure: 48% (IT); 49% (LT) Mastery

Third Grade Reading Guarantee Results

2016-2017-15 Students are 3GRG

2017-2018-18 Students are 3GRG

2018-2019- 14 Students are 3GRG

Great Western Academy's 2016-17 KRA analysis:

3 Students at Demonstrating

31 Students at Approaching

45 Students at Emerging

Great Western Academy's 2017-18 KRA analysis:

15 Students at Demonstrating

39 Students at Approaching

29 Students at Emerging

Great Western Academy's 2018-2019 KRA analysis:

16 Students at Demonstrating

45 Students at Approaching

37 Students at Emerging

2016-2017-Great Western Academy's ELA Assessment (AIR)

3rd grade - 28% Proficient

4th grade - 31% Proficient

5th grade - 51% Proficient

6th grade - 36% Proficient

7th grade - 40% Proficient

8th grade - 24% Proficient

2017-2018- Great Western Academy's ELA Assessment (AIR)

3rd grade - 37% Proficient

4th grade - 41% Proficient

5th grade - 37% Proficient

6th grade - 48% Proficient

7th grade - 47% Proficient

8th grade - 40% Proficient

2018-2019- Great Western Academy's ELA Assessment (AIR)

2017-2018 Imagine Great Western Academy State Testing Data- Reading							
English Language Arts	Student Count	Average Scale Score	% Proficient	Reporting Category	% Below	% Near/At	% Above
Third Grade	106	670	25%	Reading Informational Text	61%	30%	9%
				Reading Literary Text	49%	34%	17%
				Writing	67%	29%	4%
Fourth Grade	85	695	45%	Reading Informational Text	33%	46%	21%
				Reading Literary Text	28%	51%	21%
				Writing	29%	53%	18%
Fifth Grade	87	697	52%	Reading Informational Text	30%	38%	32%
				Reading Literary Text	36%	36%	28%
				Writing	38%	26%	36%
Sixth Grade	72	687	33%	Reading Informational Text	39%	47%	14%
				Reading Literary Text	32%	42%	26%
				Writing	58%	32%	10%
Seventh Grade	60	696	43%	Reading Informational Text	30%	37%	33%
				Reading Literary Text	22%	63%	15%
				Writing	33%	35%	32%
Eighth Grade	50	697	44%	Reading Informational Text	30%	58%	12%
				Reading Literary Text	48%	24%	28%
				Writing	32%	34%	34%

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.

During our summer reflection meetings, the Building Leadership Team determined the following barriers as the most direct impact to our current student population. Factors believed to contribute to low achievement at our school are:

- Need to adapt our instruction and knowledge to meet the needs and demands of our growing English Learner student population
- Parents may not feel confident with the skills needed to support their student’s educational needs
- Lack of pre-school experience or knowledge of Kindergarten Readiness expectations
- Students lack grade-level readiness skills in vocabulary and listening comprehension
- Students lack of access to technology for educational purposes
- Families lack of access to affordable healthy food options resulting in poor nutrition
- Lack of core strength to ensure fine motor skills resulting in poor tripod grasps and other writing skills
- Habitual truancy and tardiness
- Students need additional social and emotional supports to address past trauma

Area of Concern: K-3 Literacy

One common area of concern for our campus is our overall K-3 Literacy component on the local report card. For the 2017-2018 school year, we started with 189 students in grades K-3 that were reported as “Off Track.” By the end of this school year, only 47 of these students demonstrated the expected growth to be considered “On Track.” When reviewing the K-3 Literacy component results over the past several years, we still continue to have a significant amount of students in these grade levels performing “Off Track.” When completing a root cause analysis for this particular area of concern, we have determined that one of the core reasons why we have not demonstrated expected growth with the students in these grade levels is due to our lack of implementation of research-based intervention programs to assist with the needs of our students performing below expectations. Another contributing factor that we have identified in impacting our student performance in K-3 Literacy is the increase of our student population identified as needing ELL instructional support and services. One last factor that we have determined as a root cause for the performance in K-3 Literacy is the percentage of

the chronic and habitually truant/absent students in these grade levels. Higher percentages of poor attendance are being demonstrated in these grade levels which is certainly impacting performance and growth.

Area of Concern: Achievement in 4-8 ELA

When looking at our overall Achievement results in reading, the grade level of most concern is currently 3rd Grade. This grade level was both our lowest performing in regards to overall proficiency last year, as well as our lowest performing over a three year period of time. Our 3rd Grade students are demonstrating proficiency levels at approximately 1/3 of the statewide average at this time (GWA 25.8% vs. State 61.2%).

Also, when completing an item analysis for our overall achievement results for ELA in grades 3-8, we have determined that our area of greatest concern is writing. Students in 3rd, 5th, 6th and 7th grade showed that this particular area was our lowest sub-score of proficiency on our most recent AIR assessments.

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](#).

Our mission is to partner with parents in the education of their children by providing high-quality learning environments that prepare students for lives of leadership, accomplishment and exemplary character.

Our vision is to develop young men and women with active and creative mind within a caring and creative literacy-based learning environment that empowers staff, students and families to embrace the challenges of our global society.

All goals in the RAP are focused on improving student learning and ensuring student success at every level by partnering with parents and providing high quality educational experiences in a supportive and caring learning environment centered around positive character.

The following expectations have been set to ensure we are supporting our mission and vision

- Optimal Learning Classrooms including literacy/print-rich environments in every content area
- Flexible seating arrangements and options provided to meet individual student needs
- High quality classroom libraries in all content areas
- Provide support systems for parents in literacy awareness.
- Professional learning opportunities playing a critical role in the growth and development of teacher capacity.
- Collaboration among teachers and administration in plan implementation and monitoring
- Provide site-based professional development to train teachers and others in to provide research-based strategies for literacy instruction.
- Systematic utilization of small group and individualized instruction for differentiation
- Implementation of authentic formative and summative assessments.
- Engaged students who are fluent and can read for sustained periods of time
- Partnerships with community members working with the schools
- Increase in the use of technology to best prepare students for assessments and real world application.

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.

<p>Goal 1:</p> <p>Long Term: By the end of the 2019-2020 school year, students in grades K-3 deemed "On Track" will increase by 12% annually as measured by the K-3 Literacy Component of the Local Report Card.</p> <p>Short Term: By the end of the 2018-2019 school year, all students in K-3 will demonstrate a minimum learning gain of 1.07 as measured by STAR Early Literacy and/or STAR Reading Assessments.</p>
<p>Goal 2:</p> <p>By the end of the 2018-2019 school year, we will increase the percentage of Kindergarten students meeting or exceeding targets for Phonics from 16% to 36% as measured by the STAR Reading Assessments.</p>
<p>Goal 3:</p> <p>By the end of the 2018-2019 school year, we will increase the percentage of first grade students meeting or exceeding targets for Paragraph-Level Comprehension from 61% to 75% as measured by the STAR Reading Assessments.</p>
<p>Goal 4:</p> <p>By the end of the 2018-2019 school year, we will increase the percentage of second grade students meeting or exceeding targets for Fluency from 38% to 58% as measured by the STAR Reading Assessments.</p>
<p>Goal 5:</p> <p>By the end of the 2018-2019 school year, we will increase the percentage of third grade students meeting or exceeding targets for Fluency from 53% to 70% as measured by the STAR Reading Assessments.</p>

SECTION 6: ACTIONPLAN 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

Long Term: By the end of the 2019-2020 school year, students in grades K-3 deemed "On Track" will increase by 12% annually as measured by the K-3 Literacy Component of the Local Report Card.

Short Term: By the end of the **2018-2019** school year, all students in K-3 will demonstrate a minimum learning gain of 1.07 as measured by STAR Early Literacy and/or STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Monthly STAR Reading or Early Literacy Progress Monitoring and Goal Setting	Weekly Professional Learning Communities (PLC)

Timeline	Quarterly (or monthly)	Monthly	Weekly
Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Principal, Test Coordinators, Instructional Coaches	Principal, Instructional Coaches, Teachers
Resources Needed	STAR Renaissance	STAR Renaissance	STAR Data, Coaching Support, data chat and feedback protocols
Specifics of Implementation	STAR Reading or STAR Early Literacy will be administered quarterly to all students. Students identified in urgent intervention or intervention will take STAR monthly to more closely monitor progress.	Using STAR scores, progress monitoring goals will be established for all students falling in urgent intervention, intervention or for watch quartiles.	Grade-level teachers (including SPED and Title and Instructional Coaches) will meet weekly as a Professional Learning Community (PLC) to examine review formative and summative data, including STAR, to engage in feedback protocols and strengthen literacy instruction.
Measure of Success	Quarterly STAR LGs reports	Quarterly progress on established student goals	Monthly classroom observations
Check-in/Review Date	Late January/Early February 2019	Late January/Early February 2019	Late January/Early February 2019

Goal # 2 Action Map

Goal Statement: Goal 2: By the end of the **2018-2019** school year, we will increase the percentage of Kindergarten students meeting or exceeding targets for Phonics from 16% to 36% as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Kindergarten teachers will participate in phonics-based professional learning.	Weekly Kindergarten PLCs to support data analysis and unpacking standards	Provide Kindergarten teachers with additional resources and materials to support phonics instruction.
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Principals and Instructional Coaches	Principals, Instructional Coaches, Lead Teachers for TBTs	Instructional Coaches, Lead Teachers and Kindergarten Team
Resources Needed	Fundations PD and materials	Weekly meeting times incorporated into master schedule. Resources to support teachers in unpacking standards (Pacing Guides and Curriculum Guides)	Fundations PD and materials

Specifics of Implementation	Kindergarten teachers will become fully trained to teach a daily 35-minute Foundations lesson to support evidence-based phonics instruction.	Kindergarten teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to unpack and deconstruct standards focused on Reading Foundation Skills (Phonics)	Kindergarten teachers will receive Foundations teacher's guides/manuals and materials necessary to support phonics-based instruction in the classroom. Implementation will be monitored during weekly observations and coaching from Instructional Coaches.
Measure of Success	Participation in on-going PD (workshops and model lessons via Instructional Coaches).	TBT meeting minutes and teacher lesson plans.	Teacher observations and lesson plans. Assessment data outcomes
Check-in/Review Date	Monthly	Weekly Meetings	Monthly

Goal # 3 Action Map

Goal Statement: Goal 3: By the end of the **2018-2019** school year, we will increase the percentage of first grade students meeting or exceeding targets for Paragraph-Level Comprehension from 61% to 75% as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	First grade teachers will participate in professional development focusing on the Workshop model and the Thinking Strategies.	Weekly First grade PLCs to support data analysis and unpacking standards	Provide First grade teachers with additional resources and materials to support Workshop and Thinking Strategies.
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Principals and Instructional Coaches	Principals, Instructional Coaches, Lead Teachers for TBTs	Instructional Coaches, Lead Teachers and First grade Team
Resources Needed	Workshop PD and materials Thinking Strategies Read Aloud Materials Comprehension Toolkits	Weekly meeting times incorporated into master schedule. Resources to support teachers in unpacking standards (Pacing Guides and Curriculum Guides)	Workshop PD and materials Thinking Strategies PD Cultures of Thinking Book Study
Specifics of Implementation	First grade teachers will increase the quality and rigor of their Reading Instruction through the Workshop Model and the following Thinking Strategies Monitoring for Meaning	First grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly Planning meetings to examine grade level standards and develop rigorous activities relating to those standards.	First grade teachers will receive side by side coaching and other materials necessary to support literacy in the classroom. Implementation will be monitored during weekly observations and coaching from Instructional Coaches.

	Activating, Utilizing and Building Background Knowledge (Schema) Asking Questions Drawing Inferences Determining Importance Creating Sensory Images Synthesizing Information and Ideas Problem Solving		
Measure of Success	Participation in on-going PD (workshops and model lessons via Instructional Coaches).	TBT meeting minutes Planning Minutes Teacher lesson plans.	Teacher observations and lesson plans. Assessment data outcomes
Check-in/Review Date	Monthly	Weekly Meetings	Monthly

Goal # 4 Action Map

Goal Statement: Goal 4: By the end of the **2018-2019** school year, we will increase the percentage of second grade students meeting or exceeding targets for Fluency from 38% to 58% as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Second grade teachers will participate in professional development focusing on decoding (FUNdations) and fluency (Monitoring for Meaning and Problem Solving).	Weekly Second grade PLCs to support data analysis relating to decoding and fluency.	Provide Second grade teachers with additional resources and materials to support decoding and fluency within the classroom

Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Principals and Instructional Coaches	Principals, Instructional Coaches, Lead Teachers for TBTs	Instructional Coaches, Lead Teachers and First grade Team
Resources Needed	Thinking Strategies PD FUNdations	Weekly meeting times incorporated into master schedule. Resources to support teachers in decoding, fluency and running records	Workshop PD and materials Thinking Strategies PD
Specifics of Implementation	<p>Second grade teachers will put heavy focus on decoding strategies (Monitoring for Meaning and Problem Solving) in all Read Alouds, Shared Readings, and Conferring Sessions.</p> <p>Second grade teachers will become fully trained to teach a daily 35-minute Foundations intervention lesson to support evidence-based phonics instruction.</p>	<p>Second grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to analyze data relating to progress monitoring in the areas of decoding and fluency and plan/implement needed change.</p>	<p>Second grade teachers will receive Foundations teacher's guides/manuals and materials necessary to support phonics-based instruction in the classroom.</p> <p>Second grade teachers will receive side by side coaching and other materials necessary to support literacy in the classroom.</p> <p>Implementation will be monitored during weekly observations and coaching from Instructional Coaches.</p>
Measure of Success	Participation in on-going PD (workshops and model lessons via Instructional Coaches).	TBT meeting minutes Planning Minutes Teacher lesson plans.	Teacher observations and lesson plans. Assessment data outcomes
Check-in/Review Date	Monthly	Weekly Meetings	Monthly

Goal # 5 Action Map

Goal Statement: Goal 5: By the end of the **2018-2019** school year, we will increase the percentage of third grade students meeting or exceeding targets for Fluency from 53% to 70% as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Third grade teachers will participate in professional development focusing on decoding (FUNdations) and fluency (Monitoring for Meaning and Problem Solving).	Weekly Third grade PLCs to support data analysis relating to decoding and fluency.	Provide Third grade teachers with additional resources and materials to support decoding and fluency within the classroom
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Principals and Instructional Coaches	Principals, Instructional Coaches, Lead Teachers for TBTs	Instructional Coaches, Lead Teachers and First grade Team
Resources Needed	Thinking Strategies PD FUNdations	Weekly meeting times incorporated into master schedule. Resources to support teachers in decoding, fluency and running records	Workshop PD and materials Thinking Strategies PD
Specifics of Implementation	Third grade teachers will put heavy focus on decoding strategies (Monitoring for Meaning and Problem Solving) in all Read Alouds, Shared Readings, and Conferring Sessions. Third grade teachers will become fully trained to teach a daily 35-minute Foundations intervention lesson to support evidence-based phonics instruction.	Third grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to analyze data relating to progress monitoring in the areas of decoding and fluency and plan/implement needed change.	Third grade teachers will receive Foundations teacher's guides/manuals and materials necessary to support phonics-based instruction in the classroom. Third grade teachers will receive side by side coaching and other materials necessary to support literacy in the classroom. Implementation will be monitored during weekly observations and coaching from Instructional Coaches.
Measure of Success	Participation in on-going PD (workshops and model lessons via Instructional Coaches).	TBT meeting minutes Planning Minutes Teacher lesson plans.	Teacher observations and lesson plans. Assessment data outcomes
Check-in/Review Date	Monthly	Weekly Meetings	Monthly

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.

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the BLT. Results will be charted and shared with all teams through data meetings as well as weekly TBTs. In addition, results will be presented to our governing board quarterly.

Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers will meet weekly with the principal and instructional coach to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress.

The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- Classroom/Curriculum-based assessments
- FUNdations Unit Assessments
- Developmental Reading Assessments (DRA) administered 3 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)
- Sight Word Assessments
- Developmental Spelling Assessment
- Hearing and Recording Sounds-Sentence Dictation

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.

Strategies to Support Students

The following is a comprehensive list of evidence-based strategies that are based on the five critical components of reading. These strategies will be used both in the general education classroom and targeted small-group intervention groups in order to meet specific student needs and improve literacy instruction.

PHONEMIC AWARENESS TECHNIQUES (FUNdations)

Increase student's awareness of individual sounds letters make. Identify beginning, middle and ending sounds. Practice blending, segmenting and categorizing sounds.

Sound Manipulation Activities: Explore sound elements of spoken language. Find a variety of ways to play with words. Involve gestures, hopping, marching, dancing or other movement. For instance, have the student segment sounds and clap along while pronouncing syllables. Incorporate music.

Sound Boxes and Word Boxes: Connected boxes are drawn on paper. One sound is written in each box. The teacher says the word. Then the student slides a token across the boxes while the teacher and student together say the word slowly. The structure of the connected boxes is gradually faded. Eventually, student can write letters and articulate sounds that form the words.

Sound Sorts: Categorize sounds according to beginning and ending sounds. Find rhyming words. Teacher begins by modeling and narrating process. After sorting words, student should pronounce them and explain why s/he sorted them together.

Alphabetic Principle: This principle refers to letter-sound correspondences. Teach phonics skills directly through demonstration 1:1 correspondences with letters and sounds in words. Have student practice and provide feedback. Once the student reads a word successfully several times, ask him or her to distinguish it from another. Teach word families, or phonograms—also called onsets and rimes. These allow the student to generalize and thereby command a greater number of words. Follow by teaching sight words from lists of irregular and high frequency examples.

Word Sorts: Devise activities that allow the student to sort phonograms. Allow the student to identify and discuss similarities and differences in spelling and sound patterns.

FLUENCY TECHNIQUES

Target oral reading rate and expression, which contribute to comprehension, first through repeated practice under timed conditions.

Traditional Flashcard Drill and Practice: The teacher models reading the word printed on a flashcard, asks the student to read the word and follows up with feedback.

Simultaneous Verbal Prompting: Use flashcards as above. Teacher presents the word and its definition, then pronounces word just ahead of student who repeats the word in quick succession. To a listener, this drill sounds like teacher and student are reading the words simultaneously.

Incremental Rehearsal: This technique is built on teaching 10 percent of new words in a group that is 90 percent familiar words. The teacher writes 10 new words and nine known words on cards. The teacher presents the new word and its definition, then asks the student to pronounce it. This first unknown word is added to the deck of nine known words and flashcard drill is conducted nine times. Once the student masters the first new word, it becomes part of the known deck, the first known word is dropped, and a second unknown word is presented. This continues until all 10 new words have been mastered and the original deck of nine has been completely replaced.

Repeated Readings: In successive lessons, student repeats reading of same text. Readings may be timed to determine correct words per minute. The texts are usually short passages, 50–300 words. Teacher records and corrects errors. Student should be able to read 85 percent of the words on the first try and with these repeated readings, work toward 100 percent.

Phase Drill: The student reads a text while teacher notes words read inaccurately. Teacher gives feedback on oral reading miscues, models correct reading, and has student reread the sentence or phrase where the error happened three times. After practice, student rereads entire text.

Listening While Reading: If a student has difficulty reading words in a passage or reads very slowly, teacher models reading a text aloud and requires student(s) to follow along with their finger. After student follows along, s/he rereads the text.

VOCABULARY AND COMPREHENSION TECHNIQUES

When a student experiences difficulty, the teacher must provide explicit instruction on comprehension. Comprehension difficulties may arise for many reasons, but various vocabulary deficits seem to contribute significantly. New words and concepts should be taught a few at a time, and care should be taken to constantly review those that have been mastered (see Incremental Rehearsal).

Semantic Webs: A graphic organizer, effective for pre-reading. Key concept or word is placed in center of web. Characteristics applicable to the word are placed around the center. The teacher guides the student to complete the web by asking questions.

Story Map: A graphic organizer, effective during or after storybook reading to aid comprehension of characters, setting, theme/main idea, plot, conflict and additional elements. A teacher demonstrates and guides practice.

Response Cards: This strategy increases participation among all students. Teacher uses available media to prepare either blank spaces where students construct a response or options for them to select. After reading, teacher asks group comprehension questions and students respond on their cards.

Questioning: Student generates his or her own factual and inferential questions—before, during and after reading.

Paraphrasing: Student restates reading in his or her own words.

Retelling: Student reports reading in exact words from the text.

Increasing Rate of Comprehending Text: Teacher sets up and helps student participate with/track timed repeated readings and timed repeated drills answering comprehension questions.

RIMPS are updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development.

In addition to the high yield strategies listed above that will be embedded in daily instruction, students on RIMPs are provided additional instruction in their specific area of deficiency (Foundational Skills, Vocabulary/Language, Comprehension, Fluency, Monitoring/Accuracy, Reading Literature, Reading Informational). Targeted interventions include classroom interventions and supplemental pullout services based on the student's need. Some of these targeted interventions include, additional Guided Reading, FunDations, Leveled Literacy Intervention, Wilson, Orton Gillingham, Dobbs and Stevenson).

Balanced literacy brings together the best of both whole language and phonics reading education. It addresses our Reading Improvement and Monitoring Plan (RIMP) by allowing teachers to differentiate learning, to support learners where they are and to advance students who are ahead. Teachers are not forced to cover it all but they are provided the freedom to meet the child's need providing rigorous learning opportunities. Since over half of our students come to us as English Second Language learners, it is important that strategies vary to include hands-on, visual, interactive learning while still addressing students who learn auditorily. In the balanced literacy classroom student are exposed to both worlds optimizing learning for all.

The core of balanced literacy addresses the big 5 areas of reading and writing. While this is not an exhaustive list, some of the strategies for phonological awareness and phonics techniques include: Categorizing sounds according to beginning, middle and end sounds through rhyming words. The teacher begins sort the 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.

The use of graphic organizers allows the student to grasp whole to part concepts. Concept maps/Frayer models etc. can be used to foster reading comprehension, language and vocabulary development, verbal communication, build background information, focus attention, make connections and demonstrate personal understanding of reading materials.

Teaching phonic skills through direct instruction demonstrating 1:1 correspondence with letters and sounds in word called the alphabetic principle allows students to practice and to provide feedback. Once the student has read a word successfully several times, asking them to distinguish the word from another helps to build letter and sound awareness and understanding.

Word sorts allow students to identify and discuss similarities and difference in spelling and sound patterns. Word walls can be created for content words to be used for reference and can be displayed alphabetically or by concept. Word walls support the growth of vocabulary and understanding of root words. Students are able to add/remove prefixes and suffixes. Students are able to test each other's knowledge using word cards and offering a definition. Some words lend themselves to illustration. Other activities include developing knowledge of the parts of speech, being able to categorize.

Some of the other techniques that are best practices in all areas of teaching include scaffolding, questioning techniques, interaction, clarifying concepts, application, previewing and predicting, and encouraging more elaboration

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.*

We will monitor strategies during our walkthrough observations, lesson plans, weekly TBT meetings and ongoing PLCs. We will use end of year staff, student and family surveys, the decision framework and student data from STAR learning gains, Success exit tickets, weekly benchmarks, ODAs and AIR tests to show progress and improve our strategies. We will analyze observation data, coaching notes and lesson plans to create future PD plans. Continued job embedded professional development provided through the Learning Lab classroom process.

The specific evidence-based strategy that our campus will be implementing is a Learning Lab Classroom (previously referred to as a demonstration classroom). We are currently in our second year of implementation and have expanded our Learning Lab cycle to nine classroom teachers spanning three content areas. All Learning Lab hosts spent time over the summer digging into Thinking Strategies, building community, conferring and the Workshop Model. This core group of teachers will continue to work closely with PEBC who will provide yearlong development to Leadership, Learning Lab, and the entire staff over a course of 4 visits spanning 10 days. In addition, we will host Ellin Keen again in October who will spend time modeling high quality lessons to all educators. This core group will provide monthly high quality booster sessions based on the needs of the building.

This continuous improvement model promotes change through authentic actions and experiences. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. Demonstration classrooms provide experiences that are relevant and specific to teacher concerns. Teachers will be provided opportunities to actively engage and participate in experiences aimed to address specific needs in a collaborative learning community. This evidence-based strategy requires classroom teachers that were specifically chosen by the school leadership team, to complete intensive training on high-level instructional strategies and methodology.

In 2015, the school with the Ellin Oliver Keen completing an intensive two year residency through the Heinemann Foundation. It was during these two years that we began to understand and embrace the Comprehension/Thinking strategies, allowing us to better create classrooms of rigor, inquiry, and innovation. In preparation for this residency, Ellin guided us through a collaborative needs assessment and planning process. Through this practice, we identified a need to better equip our students with the skills needed for comprehending complex text. "The more a teacher understands about the nature of reading itself, the more he or she will be able to develop a palette of instructional strategies to respond to and challenge each student appropriately" (Keene, 2007) With imperative information and feedback provided by all staff, at the conclusion of our residency, Ellin along with several stakeholders came together to develop a Follow-up Plan that aimed to sustain the work and progress made during our residency. It was at this time that Ellin described the benefits of Demonstration Classrooms and how they may have a positive impact on the quality of teachers and student achievement. We felt it was important to have a quality professional learning environment where teachers could see Thinking Strategies and best practices in place immediately. In addition to providing needed support to new and returning team members,

these classrooms provide leadership opportunities and help promote a culture of collaboration and accountability amongst colleagues.

Keene, Ellin Oliver. *Mosaic of thought: the power of comprehension strategy instruction*/Ellin Oliver Keene, Susan Zimmermann.-2nd ed.

The short term impact that we expect to see with the implantation of demonstration classrooms with students is a substantial increase in our student's ability to use the Comprehension strategies to help develop a deeper understanding of text. Our goal is for all students to have exposure to high quality instruction focused around the Thinking strategies such as monitoring for meaning, activating schema, drawing inferences determining importance, etc. Teachers will be able to assess their student's exposure and use of the strategies through informal observation and consistent conferring with each child. Instructional leaders will be able to monitor progress through informal and formal observation, student conferencing and our quarterly progress monitoring measures. The long term impact that we expect to see with the sustained implementation of our demonstration classrooms is an increase in student growth and achievement. Improving academic instruction and building teacher capacity through long term job embedded professional development will allow us to have a more focused and consistent approach to delivering research based strategies to our students. With heightened and constant exposure to these strategies as each child moves throughout a grade level, students will be able to build upon their skills as readers. We will measure our impact on student achievement by the progress shown towards proficiency and value added scores on our local report card. These scores will indicate yearly if our focus on high level strategies will be effective on increasing student performance.

The monitoring of student data will allow for the creation of further professional development for teachers based on those outcomes has been happening quarterly for the past 2 years and teachers have met biweekly to review data from formative assessments. The impact that we expect to see on a short and long term basis is significant. On a short term basis, we anticipate seeing a substantial increase in the delivery of high-level thinking and comprehension strategies by our instructional staff. Because this is an internal, side-by-side model for imbedded professional development and leadership, teachers will have the opportunity to quickly, regularly and consistently receive this assistance in order to modify and improve their instruction. By completing and working on the above we will be see a change in the teachers' mindset and a willingness to try these best practices.

This plan aligns with all other improvement measures and plans currently being implemented within the district, including School Improvement Plan and Decision Framework. All efforts are focused on improving student achievement through research based strategies and interventions and focus. Student sub-group data and individual assessments are used to guide decisions and instructional practices, as well as interventions utilized with students. Adult implementation indicators focus on the thinking strategies supported by high quality professional development.

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.

[Calendar Template](http://www.calendarlabs.com) © www.calendarlabs.com

Great Western Academy PD | 2018-2019 CALENDAR

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

PD Day January 2nd

PEBC Onsite Jan 2nd-4th
Learning Lab
Cycles/Community/School
Safety/ Anti-Bullying &
Harassment

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Orientation Week August 13th-
21st
Policies/Procedures
CPI/Blood Bourne/RTI/PBIS
PowerSchool/Lesson Planning
Foundations/Math /ELA
RTI/ School Culture/PEBC-
Thinking Strategies

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

PD Day February 15th

PEBC Onsite Feb 13th-15th
Learning Lab Cycles

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

PD Day September 21st

Optimal Learning
Environments/STAR FLOW 360/
Lesson Planning/ Professional
Goals/LPDC

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Ellin Keene Visit October 10th-
11th Model Lessons

PD Day October 12th
Engagement/Literacy Studio

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PD Day April 22nd- TBD based on
needs

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Booster Sessions
Cultures of Thinking Book Study
November 7th- Core Beliefs
November 14th- Time

November 26th-28th
PEBC Onsite
Learning Lab
Cycles/Conferring/Writing

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

* On-going, year-long-
job-embedded
professional
development in learning
lab classrooms with side
by side coaching



Orientation Week Schedule

Imagine Great Western Academy 2018-2019

Day #	Session	Location	Notes
Day # 1	August 13th	8am-3pm	
Time	Session	Location	Notes
8:00-10:00	Welcome/Team Building	Gym	You will be active during this session- please wear comfortable clothing and shoes.
10:00-11:00	Rotation #1	See Notes →	Bloodborne Pathogens & McKinney Vento- Smart Lab 2 Group 1
11:00-12:00	Lunch	Gym	Lunch is Provided this day for all staff ☺
12:00-1:00	Rotation #2	See Notes →	Classroom Community Booster Session – Smart Lab 1- Group 2
1:00-2:00	Rotation #3	See Notes →	RTI Information & Procedures- Gym- Group 3
2:00-3:00	Rotation #4	See Notes →	Procedure Manual Session- Library- Group 4
Day # 2	August 14th	8am-3pm	
Time	Session	Location	Notes
8:00-11:00	Cultures of Thinking	Gym	PEBC
11:00-11:30	Lunch	On Your Own	
11:30-3:30	Cohort Meeting	Smart Lab 2	This session is for Learning Lab hosts & coaches
11:30-3:00	Work in classrooms	Open	The afternoon is open for staff to work in/on classrooms and within departments.
12:00-1:00	Meet w/teams	Gym	Support staff will meet to discuss daily duty assignments
12:00-1:00	Duty Coverage Meeting		
Day # 3	August 15th	8am-3pm	
Time	Session	Location	Notes
8:00-9:30	Coaches Meeting	Conference Room	This session is scheduled for coaches only
9:00-9:30	MobileTek	Smart Lab 1	This session is for whole staff
9:45-12:45	Cohort Meeting	Smart Lab 2	This session is for Learning Lab hosts only
12:15-12:45	Lunch	On Your Own	
12:45-2:30	Leadership Meeting	Conference Room	This session is for Leadership Team only
8:00-3:00	Work in classrooms	Open	
Day # 4	August 16th	8am-3pm	
Time	Session	Location	Notes
8:00-9:00	Thinking Strategies	Gym	All Staff to attend both morning sessions. Please come ready to participate in discussions and activities.
9:00-10:00	Lesson Planning	Gym	
11:00-12:00	Lunch	On Your Own	
12:00-12:30	Rotation #1	See Notes →	Positive Language & The 3 R's-
12:30-1:00	Rotation #2	See Notes →	Time & Space-
1:00-1:30	Rotation #3	See Notes →	Morning Meetings
1:30-2:00	Rotation #4	See Notes →	Closing Circles
Day # 5	August 17th	8am-3pm	
Time	Session	Location	Notes
8:00-11:30	CPI/Behavior/PBIS	Gym	All Staff to attend this whole day session- everyone must be recertified as program & processes have been updated.
11:30-12:30	Lunch	On Your Own	
12:30-3:00	CPI/Behavior/PBIS	Gym	This will be an interactive session- please come prepared to be active participants and contribute to conversations & activities. Please do not bring items from your classroom to work on during this training time- thank you!

Day #	Session	Location	Notes
Day # 6	August 20th	9am-6pm	
Time	Session	Location	Notes
9:00-11:00	Staff Pictures	Gym	Staff will have yearbook/badge photos taken between 9-11
9:00-12:00	EL/SPED Session	Library	This session introduces a framework for distinguishing/serve ELs who qualify for special education, and describes program requirements for ELs in special education. ESL & SPED staff required to attend this sponsor provided session. Grade Level Meetings will occur today for approximately 1 hour
9:00-10:00	Kindergarten	K Lounge	
	Fourth Grade	Conference Room	
10:00-11:00	First Grade	K Lounge	Staff are free to grab lunch as needed but be sure to attend the sessions required. We will serve an early meal for the staff before open house since this is a late night for everyone!
	Fifth Grade	Conference Room	
10:00-11:00	2nd-3rd Grade Meeting	Smith's Room	K-1 teams and 2 nd -3 rd grade teams will be meeting with King/Goldapp on transitions and other developmental needs.
11:00-12:00	K-1 Meeting	Pavan's Room	
11:00-12:00	Second Grade	K Lounge	
	Sixth Grade	Conference Room	
12:00-1:00	Third Grade	Conference Room	
	7 th /8 th Grade	Smart Lab	
2:00-3:00	FOOD!	Gym	
4:00-5:00	Open House	Building Wide	
Day # 7	August 21st	8am-3pm	
Time	Session	Location	Notes
8:00-9:00	Resident Educator	Aler's Room	This Meeting is for Staff currently in the Resident Educator process Only (8:00-8:30- new staff) (8:30-9:00- returning staff)
9:00-10:00	Team Lead Meeting	Conference Room	
10:00-11:00	Committee Lead Meeting	Conference Room	This day is open to work in classrooms and within your teams.
11:00-12:00			
12:00-1:00			
1:00-2:00			
2:00-3:00			

Group #1			Group #2		
Pavan	Lepley	Nagle	Smith	Richards (Faska)	Cheeseman
Bezmen	M. Norris	Oliver	Hazard	Oriandi	Johnston
Davis	Zahler	Frendberg	Huff	Campbell	M. King
Murray	Nelson	Shaw	Hilmoe	Browning	Handley (Wong)
Beard	Varona	Rasmussen	Borland	Hirsch	Oyster
Shaal	MacNaughton	Wyant	Dush	Doyle	Goldapp
Group #3			Group #4		
Mauger	Leonard	Cimini	Fitts	Aler	Firehammer
Ellis	Walsh	Peters	Kingham	Culp	Hockenbery
K. Norris	Slaughter	Brown	Morse	Williams	Francisco
Keil	Moats	Andrews (Coty)	Teaford	Roberts	B. Jones
Cooper	Matthes	Powers	Buzard	Innes	Millett
Applegett			Gaddy		



Imagine Great Western Academy

Professional Development Friday, September 21st, 2018

	All Staff/Departments
8:00-9:00	Group #1 STAR 360 (Art Room) Group #2 OLE (Smart Lab 2)
9:00-10:00	Group #1 OLE (Smart Lab 2) Group #2 STAR 360 (Art Room)
10:00-10:30	Professional Goal Setting/LPDC/HQT (Gym)
10:30-11:00	Columbus Public Library Presentation (Gym)
11:00-12:00	Lunch- On Your Own
12:00-12:30	Work in Rooms/Team Planning
12:30-1:30	Lesson Planning Session: Linear Group Meets in <u>Pitts's</u> Room Wheel Group Meets in <u>Teaford's</u> Room Weekly Group Meets in Culp's Room
1:30-2:00	Team Building (Gym)

For the session on Lesson Planning- remember which group you signed up to participate in. If you were not able to sign up for a session- please choose one group to join- all staff are asked to participate. Learning Lab Hosts have copies of which session you signed up for if you do not remember.

Lunch will be on your own so you can have a break outside of the building.

Dress is casual/professional- please dress comfortably, but appropriately☺.

- **Group #1 is K-2 teachers/aides/specials**
- **Group #2 is 3-8 teachers/aides/subs**

Title, ESL & SPED staff go with either the lower or upper grades groups depending on who you service most.



Imagine Cohort Agenda

November 8, 2018

Peer Learning Lab

7:20-7:45: Pre-brief

- Opening: "I teach...so I must..."
- Amanda's Words...and 'What might we see from your kids today?'
- Setting intentions...Look-For's...and Why (in question format)
- Norms for the lab...

9:30-10:15: Observation: 3rd Grade

10:15-10:45: Debrief:

- "I teach so I must..." how does this relate to today's lab and our work from last period. What did we notice about how core beliefs aligned with practice?
- General Noticings...about students and teaching
- Share 'expanded noticings' on the 4 Square: Discourse/Thinking Strategies/Workshop/Community (one for students/one for Linda)

Determining Importance	Inferring Beliefs	Synthesizing Implications
I saw...I heard... Example: Students use sticky notes	And I think this matters for student understanding... The teacher values student's holding their own thinking	and so...(this is important to me in my practice, for my students...) I will incorporate ways for students to hold their thinking in my science class so they'll be able to talk about their thinking with others.

- Words from Amanda
- 'Wonderings' and Words from Amanda...
- "Take-away's...Large I use to think ____, therefore, _____. But now I realize ____, therefore, _____. OR We are most powerful as teachers when our core beliefs align with our instructional practices...and so now I will begin_____.

Imagine Great Western Academy PD Day:
 Tuesday, January 2nd, 2019
 8:00 am to 3:00 pm

	PRESENTER	WHAT:	WHERE:	WHO:
Session #1 8:00 – 11:00	PEBC	Core Beliefs	Gym	All Staff

11:00-11:30 LUNCH (on your own)

	PRESENTER:	WHAT:	WHERE & TIME:	WHO:
Session #2 See Times	PEBC	Cohort Meeting & Training	Library 11:30-2:00 Work in Rooms 2:00-3:00	Learning Lab Hosts/Coaches
	Raponi & King	Anti-Bullying/ Harassment & School Safety Training	Gym – 11:30-12:30	Rest of Team

	PRESENTER:	WHAT:	WHERE & TIME:	WHO:
Session #3 See Times	None	Work in Classrooms	Classrooms/Prep 12:30-3:00	Rest of Team
	Lexia	Lexia Training	Millett's Room 12:30-2:30 Work in Rooms 2:30-3:00	Title Team ESL Team SPED Team

*PEBC to meet with Pavan 2:15-2:45 for Pre-Brief in Conference Room

*PEBC to meet with Coaches 2:45-4:00 in Conference Room



Imagine Schools Great Western Academy “Creating a Culture of Thinking”

Whole Staff Shared Learning
January 2, 2019

8:00: Opening Structure/Gathering: Welcome!

“...knowledge of a teacher’s goals and beliefs provides the basis for understanding much, if not all of a teacher’s behaviors.” Ron Ritchhart

Setting Intentions...read, annotate, discuss.

Enduring Understanding:

- A collaborative learning community, both students and adults, creates the best environment where those doing the reading, writing, thinking, and problem-solving are the ones doing the learning: the language of thinking is universal in every classroom.

Overall Essential Questions:

- How might the thinking strategies, workshop model, classroom community, and discourse promote understanding, meet the needs of all students, and encourage intellectual risk?
- In what ways might we create the student-centered, thinking-centered classroom at Imagine School?
- In what ways do beliefs, practice, content, and passion intersect in our world of teaching?

Today’s Guiding Questions:

- What role do our core beliefs play in our work/practice?
- How do we ensure our core beliefs match our practice?

Today’s Learning Targets:

- I can reflect on my teaching in order to identify beliefs I hold.
- I can explain how my beliefs impact student success.
- I can recognize how I communicate my beliefs.

Today’s Success Criteria/Outcomes:

- Participate and reflect using a ‘success analysis’ protocol.
- Create a web of my beliefs.
- Apply a text-based discussion to my practice.

Shared Learning: “Window into Our Beliefs”

Instructional Spotlight: “Research into Beliefs”

Break

Shared Learning #2: “Warning: Confirmation Bias

Reflection: “Inside/Outside Circle”

T.O.T.D.: ‘One plus One plus One’

Imagine Great Western Academy PD Day:
Friday, February 15th, 2019
8:00 am to 3:00 pm

	PRESENTER	WHAT:	WHERE:	WHO:
Session #1 8:00 – 11:00	PEBC	Cultures of Thinking Discussions Conferring	Gym: Remember to have your chapter of Cultures of Thinking read!	All Staff

11:00-11:30 LUNCH (Provided)

	PRESENTER:	WHAT:	WHERE & TIME:	WHO:
Session #2 See Times	PEBC	Cohort Meeting & Training	Conference Room 11:30-2:30 Work in Rooms 2:30-3:00	Learning Lab Hosts/Coaches
	Kountz	Interactive Activity	Library Group #1 1:30-2:15 Group #2 2:15-3:00	TBD

	PRESENTER:	WHAT:	WHERE & TIME:	WHO:
Session #3 See Times	None	Work in Classrooms	Classrooms/Prep 11:30-3:00 (Group Activity)	Rest of Team
	Lexia	Lexia Training- Core5 -data analysis	Millett's Room 12:00-1:00	Title Team-REQ. ESL Team-REQ. SPED Team-REQ.
	Lexia	Lexia Training- Core5 & Powerup resources review	Millett's Room 1:00—2:15	Open to any staff interested in more information
		Lexia Training- PowerUp -data analysis	Millett's Room 2:15-3:00	

APENDICES

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

PEBC-

In 2015, this LEA partnered with the Ellin Oliver Keen completing an intensive two year residency through the Heinemann Foundation. It was during these two years that we began to understand and embrace the Thinking strategies, allowing us to better create classrooms of rigor, inquiry, and innovation. In preparation for this residency, Ellin guided us through a collaborative needs assessment and planning process. Through this practice, we identified a need to better equip our students with the skills needed for comprehending complex text. At the conclusion of our residency, Ellin along with several stakeholders came together to develop a Follow-up Plan that aimed to sustain the work and progress made during our residency. It was at this time that Ellin described the benefits of Learning Lab Classrooms and how they may have a positive impact on the quality of teachers and student achievement. Professional development is not an event but a process. We felt it was important to have a quality professional learning environment where teachers could see Thinking Strategies and best practices in place immediately. In addition to providing needed support to new and returning team members, these classrooms provide leadership opportunities and help promote a culture of collaboration and accountability amongst colleagues.

This continuous improvement model promotes change through authentic actions and experiences. By welcoming our staff into their classrooms to observe and discuss, we are fostering a reciprocal environment where teachers are being provided strong, internal professional development with members of our own team and with the actual students that we serve. This process will allow us to build capacity amongst our team because it is a fluid, on-going system to help develop and strengthen our teacher's ability to be strong instructionally and developmentally. This model allows for side-by-side coaching with opportunities for more observation, specific feedback and modeling. We are currently in our second year of implementation. The Public Education and Business Coalition (PEBC) from Colorado has partnered with us in the development of these classrooms and the process of creating a culture of thinking school wide. This year they will be on site with us providing professional development for 10 days.

Success Time is a daily 30 minute intervention/enrichment block designed for all students. During this time, explicit and systematic instruction provided to every student based on his/her mastery of skills and standards. Success groups are fluid based on on-going formative data. Students who continue to struggle with specific skills and standards receive targeted and intensive support in a small group setting. This time does not supplant additional Title 1 and/or intervention support a student may receive through the MTSS process. Students who have mastered grade level skills and standards are provided enrichment opportunities to extend their learning and challenge them through additional practice and mastery of skills.

