

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 7, 2019

Dear Superintendent,

Thank you for submitting the Harrisburg Pike Community School Reading Achievement Plan. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. The submitted plan is missing one or more components required in Ohio Administrative Code (OAC) 3301-56-02. Please find below, feedback associated with the school's submitted Reading Achievement Plan and areas that do not currently meet requirements outlined in OAC 3301-56-02:

**Areas of the plan not in compliance with OAC 3301-56-02:**

- **Section 3 Part A: Please analyze the data provided.**
- **Section 3 Part B: Please provide analysis of the listed factors believed to contribute to low reading achievement in the school district or community school.**

**Strengths of the Reading Achievement Plan:**

- **Goals are well written and support student learning across grade bands.**
- **Goals are supported by evidence-based reading strategies across grade bands.**
- **Use of the OIP process as a framework to support teaming and data-based decisions is documented in the plan.**

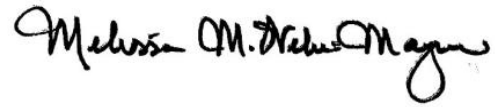
**This plan will benefit from:**

- **The plan lacks analysis of student performance data; no assumptions or conclusions are drawn in relation to data provided.**
- **Aligning the Reading Achievement Plan goals with the professional development offered to teachers would strengthen the plan.**

Please address the above requirements and resubmit the Reading Achievement Plan to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov) by **June 21, 2019**. The Ohio Department of Education has created a [template and guidance document](#) to aide districts and community schools in developing their Reading Achievement Plans.

Questions and requests for additional feedback may be sent to Dr. Melissa Weber-Mayrer at [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov)

Sincerely,

A handwritten signature in black ink, reading "Melissa M. Weber-Mayrer". The signature is fluid and cursive, with the first name "Melissa" being the most prominent.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

## READING ACHIEVEMENT PLAN

**DISTRICT NAME:**

Harrisburg Pike Community School

**DISTRICT IRN:**

009954

**DISTRICT ADDRESS:**

680 Harrisburg Pike, Columbus, OH 43223

**PLAN COMPLETION DATE:**

**LEAD WRITERS:**

Dreama Carroll – Principal

Heather Carrick – Regional Academic coach

Andrea Fabbro – Instructional Coach

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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
Dreama Carroll	Principal	Harrisburg Pike	<a href="mailto:Dreama.carroll@imagineschools.org">Dreama.carroll@imagineschools.org</a>
Heather Carrick	Regional Academic Coach	Ohio	<a href="mailto:Heather.Carrick@imagineschools.org">Heather.Carrick@imagineschools.org</a>
Andrea Fabbro	Instructional Coach	Harrisburg Pike	Andrea.Fabbro@imagineschools.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 plan was developed by the leadership team after an analysis of formative progress monitoring data through STAR and TBT pre/post test data, through the BLT and MTSS meetings. The team analyzed summative scores of Kindergarten, grades 3 and 4 including KRA, AIR and STAR (beginning of year). Throughout the school year, the building leadership team will also examine the data collected through classroom walk-throughs and teacher evaluations to determine next steps.

As leaders of the building, we believe that we need to provide more evidence-based programs for our teachers to use. There are a high number of students currently in grade 2 that are not on track. The team has determined that there is a lack of phonics instruction at the first and second grade level. Using this knowledge has led us to create goals for the year that will provide intense instruction in this area.

Communication to the stakeholder has and will continue to occur in a variety of ways. Dojo (online app) and monthly newsletters are targeted specifically to parents, social media is used to communicate to the community at large while direct communication with board members, teachers and the leadership team are emails, newsletters and presentations.

## 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.

The building leadership team annually completes the decision framework to help identify data concerns and guide next steps in our improvement plans and professional development. Data specific to K-3 literacy is being addressed with the following measures: incorporation of literacy across the curriculum with the specific focus on reading foundational skills (phonological awareness, phonics, comprehension, fluency and vocabulary).

Harrisburg Pike Community School's OIP reading goals state:

- **GOAL 1:** BY THE END OF THE 2018-2019 SCHOOL YEAR, BASED ON THE ANNUAL MEASURABLE OBJECTIVES IN THE WHITE, NON-HISPANIC SUB-GROUP WILL INCREASE A MINIMUM OF 10 PERCENTAGE POINTS IN ELA AS MEASURED BY THE OHIO STATE TEST.

(16-17 WHITE, NON-HISPANIC SUBGROUP PI: 14.6)

(17-18 WHITE, NON-HISPANIC SUBGROUP PI: 38.8)

### 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.

#### KRA Data 2018

Number Tested	Emerging reader	Approaching reader	Demonstrates reading readiness
55	(32) 55.8%	(19) 36.5%	(4) 7.7%

#### RIMP data

Grade	# tested	# on	% on	# off	% off
Kinder	58	9	16%	49	84%
First	32	7	22%	25	78%
Second	27	1	4%	26	96%
Third	44	7	16%	25	84%

#### AIR testing 2017-2018

Grade Level	% reading proficient
Third	7%
Fourth	14%
Fifth	21%

Sixth	9%
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### 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.*

The following factors are believed to contribute to low reading achievement at our school are:

- Teacher absenteeism
- Lack of social exposure-especially in lower grades (knowing how to be in a school setting)
- Lack of pre-school experience
- Lack of literacy/vocabulary exposure in the home and community
- Lack of technology in the home
- Poor nutrition
- Poor fine motor skills
- Transient student population
- Parental involvement
- Truancy and tardiness



#### 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 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.

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

- High quality literacy instruction that specifically addresses the 5 components of reading (Phonics, Phonological Awareness, Vocabulary, Fluency, Comprehension)
- Schools having literacy-rich classrooms in every content area
- Acquisition of high-quality reading libraries
- District schools providing 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
- Each school providing site-based professional development to train teachers and others in to provide evidence-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

## 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 Statement #1: By the end of the 2018-2019 SY students in grade K/1 will demonstrate more than 50% of students above the 51% score as measured by Star Early Literacy, phonemic awareness sub category.

Goal Statement #2: By the end of the 2018-2019 SY students in grade 2 will demonstrate an increase in reading comprehension score from 15% to 50% as measured by the Spring Star Reading Assessment.

Goal Statement #3: By the end of the 2018-2019 SY students in grade 3 will demonstrate an increase in reading comprehension score from 35% to 70% as measured by the Spring Star Reading Assessment.

## 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:** By the end of the 2018-2019 SY students in grade K/1 will demonstrate that more than 50% of students have moved to at least the 51% mastery level score as measured by Star Early Literacy, phonemic awareness sub category.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Kindergarten/1st grade teachers will participate in phonemic awareness-based professional learning.	Weekly Kindergarten/1st grade PLCs to support data analysis and unpacking standards	Provide Kindergarten/1st Grade teachers with additional resources and materials to support phonemic awareness 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 and 1st grade teachers will become fully trained to teach a daily 35-minute Foundations lesson to support evidence-based phonemic awareness instruction.	Kindergarten and first grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to unpack and deconstruct standards focused on Reading Foundation Skills (Phonemic Awareness)	Kindergarten and 1st grade teachers will receive Foundations teacher's guides/manuals and materials necessary to support phonemic awareness 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	Late January/Early February	Late January/Early February	Late January/Early February

### Goal # 2 Action Map

Goal Statement #2: By the end of the 2018-2019 SY students in grade 2 will demonstrate an increase in reading comprehension score from 15% to 50% as measured by the Spring Star Reading Assessment.

### Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	2nd grade teachers will participate in phonemic awareness-based professional learning	2nd grade PLCs to look at RIMPs and conduct data analysis and unpacking standards	Provide 2nd Grade teachers with additional resources and materials to support phonemic awareness instruction.
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Instructional Coaches, lead teachers, 2nd grade Teachers	Instructional Coaches, lead Teachers, 2nd grade team

Resources Needed	<p>Fundations Lexia Core 5</p>	<p>Fundations Lexia Core 5</p> <p>Weekly meeting times incorporated into master schedule.</p> <p>Resources to support teachers in unpacking standards (Pacing Guides and Curriculum Guides)</p>	<p>2nd grade teachers will receive Fundations teacher's guides/manuals and materials necessary to support phonemic awareness instruction in the classroom.</p> <p>Implementation will be monitored during weekly observations and coaching from Instructional Coaches</p>
Specifics of Implementation	<p>2nd grade teachers will become fully trained to teach a daily 35-minute Fundations lesson to support evidence-based phonemic awareness instruction.</p> <p>They will also be fully trained to support students in logging into Lexia Core 5</p>	<p>2nd grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to unpack and deconstruct standards focused on Reading Foundation Skills. They will use data from Lexia Core 5 to group students for intervention.</p>	<p>2nd grade teachers will receive Fundations teacher's guides/manuals and materials necessary to support phonemic awareness instruction in the classroom.</p> <p>Teachers will also receive training on how to pull and analyze data from Lexia Core 5.</p> <p>Implementation will be monitored during weekly observations and coaching from Instructional Coaches.</p>
Measure of Success	<p>Participation in on-going PD (workshops and model lessons via Instructional Coaches).</p>	<p>TBT meeting minutes and teacher lesson plans.</p>	<p>Teacher observations and lesson plans.</p> <p>Assessment data outcomes</p>
Check-in/Review Date	<p>Late January/Early February</p>	<p>Late January/Early February</p>	<p>Late January/Early February</p>

### Goal 3 Action Map

Goal Statement #3: By the end of the 2018-2019 SY students in grade 3 will demonstrate an increase in reading comprehension score from 35% to 70% as measured by the Spring Star Reading Assessment.

#### Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	3rd grade teachers will participate in phonemic awareness-based professional learning	3rd grade PLCs to look at RIMPs and conduct data analysis and unpacking standards	Provide 3rd Grade teachers with additional resources and materials to support phonemic awareness 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 3rd grade Team
Resources Needed	Fundations Lexia Core 5	Fundations Lexia Core 5  Weekly meeting times incorporated into master schedule.  Resources to support teachers in unpacking standards (Pacing Guides and Curriculum Guides)	3rd grade teachers will receive Fundations teacher's guides/manuals and materials necessary to support phonemic awareness instruction in the classroom.  Implementation will be monitored during weekly observations and coaching from Instructional Coaches
Specifics of Implementation	3rd grade teachers will become fully trained to teach a daily 35-minute Fundations lesson to support evidence-based phonemic awareness instruction.  They will also be fully trained to support students in logging into Lexia Core 5	3rd grade teachers will work collaboratively with Lead Teachers and Instructional Coaches during weekly TBT meetings to unpack and deconstruct standards focused on Reading Foundation Skills. They will use data from Lexia Core 5 to group students for intervention.	3rd grade teachers will receive Fundations teacher's guides/manuals and materials necessary to support phonemic awareness instruction in the classroom.  Teachers will also receive training on how to pull and analyze data from Lexia Core 5.  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	Late January/Early February	Late January/Early February	Late January/Early February

Evidence-Based Strategy or Strategies:

#### 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 district leadership team.

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
- Developmental Reading Assessments (DRA) administered 3 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)
- Sight Word Assessments

Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers 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.



## 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.*

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.

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 provided the freedom to meet the child's need, while providing rigorous learning opportunities.

Teachers implement a 120 minute ELA block that encompasses writing, shared writing, read aloud, shared reading, guided reading, and independent reading. Teachers also implement 30 minutes each day for intervention. During this intervention period, students are broken down into small homogeneous groups, and focus on one specific skill or strategy. Student groups are determined every 2 weeks and teachers may use formative or summative assessments to determine which group each student fits best. Teachers determine which focus skill to teach by cross referencing current pacing guides and critical standards. There are times that each grade level has a different skill they are working on, and there are times when the skills are similar.

The core of balanced literacy addresses the big 5 ideas relating to reading and writing. Because the plan addresses the needs of K-3 learners, the focus will be on phonemic awareness, phonics and fluency.

In the area of phonemic awareness and phonics, teachers will utilize the program Foundations. This program provides a multi-sensory, structured language approach to reading. The systematic program provides a strong foundation at the classroom level. This program provides progress monitoring so that students who are identified as needing more instruction will advance to the tier 2 program.

Teachers are also using the evidence based program, Lexia core 5 as an intervention. Students work independently to develop critical language and reading skills through individualized learning pathways. Students work at their own level, and teachers are able to review ongoing data. Teachers are also provided with resources that may be necessary to reinforce concepts at the face to face level.

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

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

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

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

Through questionnaires, needs assessment, and student data, we were able to discover teacher learning gaps. For the 2018-2019 school year, we provided more structured professional development for our staff. However,

through our needs assessment we can see that our staff need to be developed in the balanced literacy areas even further. We are now adding literacy booster session weekly into our morning meeting routines and during our weekly staff meetings. We have established clear literacy performance objectives that are being monitored daily through walkthrough observations and lesson planning evaluations. We continue to also look at our end of year staff, student, and family surveys as well as the decision framework to help us identify areas of deficiencies.

We are also continuing to monitor of student data and will allow for the creation professional development for teachers based on those outcomes. We will continue to analyze observation data, coaching notes and lesson plans to design future professional learning and coaching techniques for our teachers.

## 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.*

Implementation of our comprehensive literacy professional development plan will include whole staff instruction, grade level instruction and individual instruction. The sessions will have face to face components as well as online components. High quality on-boarding professional development will bring all new staff to the level of our more seasoned teachers. Sessions continued throughout the year will facilitate sustained growth. For new staff, we will support and expand the learning presented during the on-boarding session. For experienced staff, booster sessions will be conducted and needs surveys will help us to grow our staff professional skills.

1. Components of balanced literacy framework (research, rationale and specific teaching techniques & strategies)
2. 120 minute ELA/Writing block framework training, resources and coaching for teachers
3. Daily classroom coaching and resources to support teacher understanding of interactive read- alouds, shared reading, guided reading and writing workshops
4. A Framework for Understanding Poverty, by Ruby Payne (workshops and book studies)
5. Creating culturally relevant classroom environments and resources for ELL students
6. Effective usage of Lexia Core 5 program and the use of data to drive instruction
7. Training in Wilson Language foundations to ensure appropriate and consistent le
8. Effective lesson delivery and rigor
9. Effective literacy instruction across all content areas (integrating Ohio's Social Studies and Science Model Curriculum into literacy instruction)

## APPENDICES

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