

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 6, 2019

Dear Superintendent,

Thank you for submitting the Northeast Ohio College Preparatory School 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:

- Inclusion of MTSS framework;
- Access to instructional coaching;
- Use of varied assessments

This plan will benefit from:

- Reflection if the allocation of more time to read silently ("SSR") for a student who cannot read should trump access to additional instructional time delivered by a high quality teacher;
- Reflection on the difference between an evidenced based strategy and a program;
- Additional analysis of the first grade reading block and the lack of oral read aloud time (when it is allocated in K, 2 and 3).

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: Northeast Ohio Preparatory School (K – 8)

DISTRICT IRN: 011923

DISTRICT ADDRESS: 2280 Professor Ave. Cleveland, Ohio 44113

PLAN COMPLETION DATE: 12-14-2018

LEAD WRITERS: Mr. Edward. T. Muffet- Principal Lower, Dr. Veda Weeks-Giles- Principal High School, Mrs. Debra Fisher- Title I Coach, Ms. Alexandria Cardille- Title I Teacher

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	5
Section 3, Part A: Analysis of Relevant Learner Performance Data	5
Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement	7
Section 4: Literacy Mission and Vision Statement(s).....	10
Section 5: Measurable Learner Performance Goals.....	11
Section 6: ActionPlan Map(s).....	15
Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)	21
Section 8: Expectations and Supports for learners and Schools.....	23
Section 8, Part A: Strategies to Support Learners	23
Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies.....	25
Section 8, Part C: Professional Development Plan	26
Appendices.....	26

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
Mr. Edward T. Muffet	Principal- Lower School	NEO Lower School	emuffet@neocollegeprep.org
Dr. Veda Giles Weeks	Principal- High School	NEO High School	vgiles-weeks@neocollegeprep.org
Mrs. Debroah Mays	Regional Vice President	ACCEL Schools	dmays@accelschools.com
Mrs. Alexandra Cardille	Title I Teacher	NEO Lower School	acardille@neocollegeprep.org
Mr. Barry Yancy	Dean- Lower School	NEO Lower School	byancy@neocollegeprep.org
Mrs. Debra Fisher	Title I Coach	NEO High School	dfisher1@neocollegeprep.org
Mrs. Jennifer Turski	Instructional Coach Coordinator	ACCEL Schools	jturski@accelschools.com

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.

In developing this plan school improvement plan team carefully reviewed formative assessments, summative assessments, norm referenced assessments, school report card data, and ODE's report card data, we also examined our own power standards which directly align to Ohio's New Learning Standards. In examining this data, we know the key targeted areas in which we need to improve. All team members are aware of their part in the implementation of the plan.

In monitoring this plan we will outline a time table for implementation, specific dates, and measurable benchmarks we want to meet. We will hold stakeholders accountable for meeting the goals we set forth. We will be examining all data in detail throughout the plan.

We will communicate the outcomes of the plan monthly to all relevant stakeholders and adjust as necessary.

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.

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement plan in the Comprehensive Continuous Improvement plan (CCIP). Both plans encompass high quality professional development improvement goals for Ohio State Testing in Reading, as well as evidence based assessments and instructional strategies to improve student outcomes.

We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-3, our Teacher Based Teams (TBTs) will follow the 5-Step OIP process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Finally, our district has implemented a progress monitoring and accountability system to improve the cycle of teaching, learning, assessment, and intervention. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formative and summative, and designing lessons to meet the needs of our students. As we designed our Reading Achievement Plan (RAP), we worked diligently to align goals, strategies, implementation, and measurement with the School Improvement Plan (SIP) in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading, as well as evidenced based assessment and instructional strategies. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formative and summative, and designing engaging lessons to meet the needs of all of our students.

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.**

KRA-Fall

Kindergarten Readiness Assessment Literacy	Not on Track	On Track
2018-2019	29/43- 67%	14/43- 33%

i Ready

BOY (Beginning) 2018-2019	Not on Track	On Track
Kindergarten	12/15-80%	3/15-20%
First	14/20-70%	6/20-30%
Second	14/24-58%	10/24-42%
Third	20/27-74%	7/27-26%

MAP/NWEA

BOY (Beginning) 2018-2019	Not on Track	On Track
	RIT Expectations	Our Average RIT Scores
Kindergarten	141	124.1
First	160.7	150.2
Second	174.7	163.6
Third	188.3	174.7
Reading Foundations Skills	Not On Track	On Track
Kindergarten	11/15 73%	4/15 27%
First	12/18 67%	6/18 33%
Second	19/24 79%	5/24 21%
Reading Language and Writing		
Kindergarten	14/15 93%	1/15 7%
First	16/18 88%	2/18 11%
Second	15/24 63%	9/24 37%
Reading Literature Informational		
Kindergarten	14/15 93%	1/15 7%
First	12/18 67%	6/18 33%

Second	11/24 46%	13/24 54%
Reading Vocabulary Use and Functions		
Kindergarten	14/15 93%	1/15 7%
First	14/18 77%	4/18 23%
Second	14/24 58%	10/24 42%

Reading Info. Text: Key Ideas and Details		
Third	17/24 71%	7/24 29%

Reading Info. Text Lang, Craft, and Structure		
Third	16/24 67%	8/24 33%

Reading Literary Text: Key Ideas and Details		
Third	15/24 63%	9/24 37%

Reading Literary Text: Lang. Craft and Structure	15/24 63%	9/24 37%
--	-----------	----------

Reading Vocabulary Acquisition and Use		
Third	19/24 79%	5/24 21%

Dibels

Kindergarten	13/16 81%	3/16 19%
First	9/21 43%	12/21 57%
Second	14/25 44%	11/25 56%

Ohio's Third Grade ELA Test

Third Grade State Test (spring)	Not on Track	On Track
	76.2%	23.8%

According to KRA scores 67% of incoming students are not demonstrating the skills necessary to be successful in Kindergarten. In order for them to be successful we need to do remediation at their current level, and fill in the gap for the skills that they should have received prior to entering kindergarten.

Our iReady data also shows that 80% of our Kindergarten students, 70% of our 1st grade students, 58% of our 2nd grade students, and 74% of our 3rd grade, are not on track to meet their respective benchmarks. iReady, is a norm referenced diagnostic tool which has historically been a good indicator to measure how students are expected to perform on all Ohio State Tests. iReady will tell us specifically which area we need to focus in for each student, whether it is Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension of Literature, or Comprehension of Informational Text. Our teachers will consistently use this data to guide their instructional choices.

NWEA: We assess students 3 times per year using NWEA, a nationally normed reference tool. For each grade band K-3 our students score below expectations in reading. We look specifically at the Mean RIT scores. Though the RIT score does not track directly to a grade level equivalency, it does tell us where instruction should be based on those scores. For example, our 3rd grade students Mean RIT score for math was 163.6, this means that based on our data, instruction would be similar to what you would normally see in a 1st grade classroom.

Our data shows that our students are struggling the most with *Reading Language and Writing, Reading Informational Literature, and Vocabulary Use and Functions*. The good news is that we are improving our cohorts' scores with each passing year.

According to our DIBELS' data 14/25 56% scored not on track

DIBELS are individually administered measures of student skills in each of the key basic early literacy skills. The Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

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.

Our data indicates several factors to the low reading scores. For example, KRA data alone indicates that only 33% of kindergarten students are on track at the start of the school year. The root cause is that students are not being exposed to language, literacy, and vocabulary at an early age.

Our data from multiple sources show exactly where students are on their learning journey. Below are other root causes contributing to low reading achievement. We were unable to capture comprehensive, historical data, as there have been several changes within leadership over the past five years and no systematic approach to organizing data for analysis.

Inconsistency in the implementation of board approved curriculum. This problem is exacerbated with high turnover of teachers. As teachers gain more experience this will continue to improve.

Lack of access to Trade Books:

Research tells us that the best way to improve reading is giving students access to books. Since there are varying levels of reading ability in classrooms, there should be varied levels of classroom books. Research by Irene Fountas and Gay Su Pinnell tell us that the best way to meet the needs of young readers is through a balanced literacy program for grades K-3. Instruction should be based on guided reading, reading aloud, shared reading, interactive writing, and time to read. Nothing will improve reading more than giving students time to read high quality literature.

Inexperienced Teaching Staff:

There is a central importance for quality teachers, there have been literally hundreds of research studies that have focused on the importance of teachers for student achievement. It has been shown there is an economic value to increased teacher quality, as it pertains to student achievement. (National Bureau of Economic Research, 2010). According to the National Bureau of Economic Research, "teachers are very important; no other measured aspect of schools is nearly as important in determining student achievement" (2010). According to our 2017-18 Report Card data, 54.8% of NEO teachers are inexperienced compared to CMSD district teachers, which has 17.3% of inexperienced teachers. This sheds light on the expressed need for on-going embedded professional development.

Understanding the needs of our teaching teams, we believe that increased student achievement requires on-going, reciprocal professional development. Research tells us that students who receive inadequate instruction for two consecutive years may not recover academically. Therefore, teacher development must be imbedded. The content of professional development can make the difference between enhancing teachers' competence and simply providing a forum for teachers to talk. The most useful professional development emphasizes active teaching, assessment, observation, and reflection rather than abstract discussions (Darling-Hammond & McLaughlin, 1995). Professional development that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Blank, de las Alas, & Smith, 2007; Wenglinsky, 2000).

Professional development is more effective when schools approach it not in isolation (as in the traditional one-shot workshop) but rather as a coherent part of a school reform effort. To avoid disparities between what teachers learn in professional development work and what they can actually implement in their classrooms, schools should seamlessly link curriculum, assessment, standards, and professional learning opportunities. (Darling-Hammond & McLaughlin, 1995).

Mental Health Concerns: Trauma and Underdeveloped Social Skills:

When children and youth experience trauma in their lives, their capacity to engage in their education can be challenged. The effects of trauma on children can hinder their ability to appropriately access their education because of their emotional reactions to stress. Research suggests that approximately one in four children in America will experience at least one traumatic event by the age of 16. With that, schools are a critical resource for children to obtain the support and structure they need to be successful. Creating an environment where children can learn and grow regardless of the trauma they have experienced or are continuing to experience is critical for the child/ youth's future success. (Ohio Department of Mental Health and Addictive Services, 2018).

School teams consisting of teachers, administrators and support staff can aid in the reducing the impact of trauma by engaging in professional development surrounding the different trauma responses children/ youth can experience, using trauma sensitive language when responding to traumatized students within the classroom setting, and referring children and families for additional mental health supports when necessary. NEO partners with two community mental health organizations to have contracted clinicians in the schools to counsel children with trauma and various other mental health concerns.

NEO school administrators and teachers are focused on creating opportunities for learning for all students, which can be enhanced by using a trauma informed approach. Trauma informed education is not a new initiative, many of the components of this approach can be woven into existing frameworks including the Ohio Improvement Process (OIP) a Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention and Supports (PBIS) (Interconnecting School Mental Health and School-wide Positive Behavior Support <http://www.pbis.org/school/school-mental-health> and Response to Intervention (RTI) along with a myriad of other frameworks and programs.

Chronic Truancy and Absenteeism:

According to our Report Card data from 2017-18, NEO has a chronic truancy problem that requires interventions. Last year, our truancy rate was 38.8%. Our competitors' relative truancy data is as follows: CMSD 30.5%; Maple Heights; 37.1%; Bedford Heights 18%; and Warrensville Heights 32.1%. We exceed our feeder school districts in chronic truancy.

As outlined in HB410 (December, 2017), regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absences including, but not limited to:

- Notifying the parent or guardian of a student's absence
- Developing and implementing an absence intervention plan on a case-by-case basis, which may include supportive services for students and families
- Counseling
- Parent education and parenting programs
- Mediation
- Intervention programs available through juvenile authorities or
- Referral for truancy if applicable.

According to Ohio's Resource Guide to Reduce Chronic Absenteeism (2017), schools and districts may find that social-emotional and behavioral health are barriers to student attendance. PBIS is a general education initiative that proactively addresses behavior supporting all scholars. According to our PBIS data, mental health, behavioral concerns, and limited parental involvement, can impact student motivation, engagement and overall behavior, which impact attendance and ultimately academic performance.

When students feel good about themselves, their relationships with staff and peers, and the school as a whole, they want to attend school on a regular basis. Social and emotional learning focuses on growing the social and emotional competencies of students through classroom instruction, student engagement in positive activities and active parent and community involvement in program planning, implementation and evaluation.

As asserted by the PBIS research, behavior whether appropriate or inappropriate, can greatly impact attendance. A student's behavior and how it is managed in the school environment can influence the student's motivation, engagement and additional behavior choices. All of which can promote or deter connection to the school and attendance. In some cases, behavior policies and practices can result in removal from the classroom and the building and contribute to chronic absenteeism. Additionally, transportation and proximity to the school building can effect overall truancy and absenteeism. We have students riding public transportation (RTA) and due to where they reside, requires them to board their first bus by 5:00am in efforts to be to school by 8:00am.

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](#).

At Northeast Ohio College Preparatory school, our mission is to inspire all students to become skilled readers who have an appreciation for literacy and will become life-long readers.

Vision and Beliefs:

We believe that providing challenging, meaningful, and engaging literacy instruction in every classroom, we will ensure that all students can read and comprehend on grade level. We will achieve this goal by implementing the following:

- Providing Systematic Intervention with Standardized Practices
- Cultivating Literary Interest
- Encouraging parents to Read to their Children
- Utilizing Consistent, Decisive, and Data-Based Decision-making
- Providing Intensive Intervention to Struggling Readers.
- Using research based curriculum that will prepare students for College and Career Readiness

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 sub goals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Third Grade Reading Guarantee

During the 2017-18, we had a passage rate of 23.8% for the 3rd grade OST. We will increase the percentage of students who pass the 3rd grade OST as follows:

Sub goal

School year 2018-2019: 24% - 40%

School year 2019 – 2020: 30% - 45%

Overarching Goal

School year 2020 – 2021: 35% - 50%

iReady scores

Our current on track scores for iReady Reading data is K 20%, 1st 30%, 2nd 42%, and 3rd 20%. We will increase the percentage of students who are on-track are on-track for The 3rd Grade Reading Guarantee in grades, K, 1st, 2nd, and 3rd as follows:

Kindergarten

Sub goal

School year 2018-2019: 25% - 40%

School year 2019 – 2020: 30% - 45%

Overarching Goal

School year 2020 – 2021: 35% - 50%

1st Grade

Sub Goal

School year 2018-2019: 35% - 50%

School year 2019 – 2020: 40% - 55%

Overarching Goal

School year 2020 – 2021: 50% - 65%

2nd Grade

Sub Goal

School year 2018-2019: 45% - 60%

School year 2019 – 2020: 55% - 70%

Overarching Goal

School year 2020 – 2021: 65% - 80%

3rd Grade

Sub Goal

School year 2018-2019: 45% - 60%

School year 2019 – 2020: 55% - 70%

Overarching Goal

School year 2020 – 2021: 65% - 80%

Map NWEA

Our current scores show that our students are not on-track according to MAP NWEA data. On-track scores for K, is 141 we scored 124.1, on-track scores for 1st, is 160.7 we scored 150.2, on-track for 2nd is 174.7, we scored 163.6, on-track for 3rd is 188.3, we scored 174.7. We will increase MAP NWEA scores in grades, K, 1st, 2nd, and 3rd as follows:

Kindergarten

Sub Goal

School year 2018-2019: 125-130

School year 2019 – 2020: 128-133

Overarching goal

School year 2020 – 2021: 132-138

1st Grade

Sub Goal

School year 2018-2019: 150-155

School year 2019 – 2020: 153-158

Overarching Goal

School year 2020 – 2021: 156-161

2nd Grade

Sub Goal

School year 2018-2019: 163 - 168

School year 2019 – 2020: 165-171

Overarching Goal

School year 2020 – 2021: 170-175

3rd Grade

Sub Goal

School year 2018-2019: 175-180

School year 2019 – 2020: 177 – 184

Overarching goal

School year 2020 – 2021: 183-189

DIBELS

Kindergarten:

Sub Goal

School year 2018-2019: 22% - 25%

School year 2019 – 2020: 24% - 28%

Overarching Goal

School year 2020- 2021: 27% - 32%

First Grade:

Sub Goal

School year 2018-2019: 55% - 65%

School year 2019 – 2020: 55% - 70%

Overarching Goal

School year 2020- 2021: 70% - 80%

Second Grade:

Sub Goal

School year 2018-2019: 55% - 65%

School year 2019 – 2020: 55% - 70%

Overarching Goal

School year 2020- 2021: 70% - 80%

KRA – We have no control as to the scores students will receive prior to instruction, but will use prior year’s data to best prepare for the start of the school year. We will go with the assumption that start of year KRA data will not change drastically year to year.

KRA-Fall

Kindergarten Readiness Assessment Literacy	Not on Track	On Track
2018-2019	29/43- 67%	14/43- 33%

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: 3rd Grade Reading Guarantee: By 2021 65% of our students will score proficient on the 3rd grade reading OST

Evidence-Based Strategy or Strategies: Fountas and Pinnell Leveled Literacy Intervention (LLI)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	NEO will develop a School-wide Reading plan (Balanced Literacy) that outlines the components of a strong Tier 1 reading program for implementing Reading Tiered Fidelity Inventory (R-TFI).	NEO will communicate the plan among the BLT and other school teams that are working to support the strong Tier I reading program in conjunction with school and company priorities	Schools will develop teaming structures to oversee intervention supports and fidelity of implementation of the plan and to engage in individualized intensive problem solving for students who do not respond to interventions (RTI).
Timeline	1/2019 – 5/2019	6/2019 – 9/2019	9/2019 – 5/2021
Lead Person(s)	Reading Support Team	Reading Support Team	Reading Support Team
Resources Needed	<p>Reading Tiered inventory</p> <p>Fountas and Pinnell LLI (K-3)</p> <p>Fountas and Pinnell Benchmark Assessment System K-3</p> <p>Fountas and Pinnell Data analysis System</p> <p>Cordinated Professional Development received from Sponsors, SST, and Regional ESC.</p>	<p>Reading Tiered inventory</p> <p>Professional development to adequately train teachers on proper implementation of this intervention strategy.</p> <p>Access to instructional coaching.</p> <p>Guidance document for proper tracking and monitoring of identified students' progress.</p> <p>Fountas and Pinnell LLI (K-3)</p> <p>Fountas and Pinnell Benchmark Assessment System K-3</p>	<p>Reading Tiered inventory</p> <p>Ongoing professional development. In conjunction with our local ESC, SST, and Sponsor support.</p> <p>Ongoing access to instructional coaching.</p> <p>All classrooms will have a leveled library of books at the proper guided reading level for each student.</p> <p>Students will not read books that are more than 1 level above their guided reading level.</p> <p>Teachers will continue to monitor student progress to</p>

	Action Step 1	Action Step 2	Action Step 3
			get students on-grade level as quickly as possible. Being more than 1 year behind will not be acceptable and students and families will be required to do additional reading both at home and at school until students are on grade level.
Specifics of Implementation	<p>Create Building Reading Support Team.</p> <p>Building Reading support team will complete the R-TFI, analyze results and prioritize needs.</p>	<p>Purchasing of F&P LLI will be a priority and be in place by the start of the 2019-20 school year.</p> <p>Purchasing of F & P Benchmark Assessment Kits will be a priority and in place by the start of the 2019-20 school year.</p> <p>Resourcing books for classroom libraries will become a priority.</p> <p>SLT will be trained on F&P LLI and benchmark kits and be able to answer questions on its validity to both staff members and families.</p>	<p>Implementation of F & P LLI will be firmly in place.</p> <p>Teachers who have difficulty implementing the program will receive 1 on 1 support with an instructional coach.</p>
Measure of Success	<p>Building Reading Support Team will support this intervention and make suggestions for a smooth roll out to teaching staff.</p>	<p>All PD will be completed prior to the start of the 2019-20 school year.</p> <p>All materials will be resourced or purchased.</p>	<p>Implementation of F& P LLI will be ready.</p> <p>Identification measures for students will be established with targeted timelines and benchmarks.</p> <p>Students will grow at minimum 1-5 reading levels with 30 minutes of daily intensive ELA, small group instruction for a duration of 16-18 weeks.</p>

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Monthly	Monthly	Weekly

Goal # 2 Action Map

Goal Statement: Increase Reading Vocabulary Use and Functions for grades K-2 by 70% by school year 2021.

Evidence-Based Strategy or Strategies: Vocabulary Acquisition

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All K-3 teachers will analyze results of NWEA and iReady data focusing on vocabulary usage.</p> <p>All K-3 teachers will participate in research-based language and literacy professional development on vocabulary acquisition strategies.</p> <p>The teachers along with the Building Reading Support team will identify students in need of vocabulary intervention.</p>	<p>Teachers will receive summer PD on how to hone in on skills necessary for vocabulary acquisition.</p> <p>Teachers will be given copies of <i>The CAFÉ Book Engaging all Students in Daily Literacy Assessment and Instruction</i>.</p> <p>During PD teachers will focus specifically on the E section of CAFÉ which stands for Expanding Vocabulary. Teachers are given specific intervention strategies they can teach in a mini-lesson.</p>	<p>Ongoing analysis of students requiring intervention.</p> <p>Ensure that reading aloud to students is happening for no less than 15 minutes per day and that students are engaged in SSR for 30 minutes per day.</p> <p>Teachers will conference with students no less than once per week, which will allow them to form purposeful reading groups and deliver the right mini-lesson.</p>
Timeline	1/2019 – 5/2019	6/2019 – 9/2019	9/2019 – 5/2021
Lead Person(s)	Reading Support Team	Reading Support Team	Reading Support Team
Resources Needed	<p>Teachers need access to high quality picture books they can read aloud to students on a daily basis including Big Book sets.</p> <p>Cordinated Professional Development received from Sponsors, SST, and Regional ESC.</p>	<p>Teachers will participate in reading PD on the components of <i>The CAFÉ Book- Engaging all Students in Daily Literacy Assessment and Instruction</i>.</p>	<p>Teachers will implement all components of <i>CAFÉ</i> paying specific attention to E – Expanding Vocabulary. The lower students score on vocabulary measures on norm referenced assessments the more time they must spend on targeted intervention strategies.</p>
Specifics of Implementation	<p>Teachers will be given the time within their instructional day to read aloud to students. Young children need to hear how written language sounds</p>	<p>Teachers will participate in summer PD on how to teach vocabulary acquisition and how to incorporate reading</p>	<p>Teachers will be evaluated on the implementation of this program as outlined in summer PD. Student MAP NWEA and iReady Data will be closely</p>

	Action Step 1	Action Step 2	Action Step 3
	by a fluent reader. Teachers will teach vocabulary acquisition strategies within the books they read such as figuring out unknown words, making sure what they read makes sense etc.	aloud to students within the instructional day. Teachers will understand that this is a non-negotiable and comes before any other form of reading instruction.	monitored for growth measures.
Measure of Success	Teachers will analyze student data with Reading Support Team and identify instructional strategies that will best support student learning.	Teachers will participate in PD opportunities and develop lesson plans that can be utilized at the start of the school year to help students who come into the school with low scores on vocabulary acquisition.	By the end of 2021 students' vocabulary acquisition scores will grow by 70% in each grade level on MAP NWEA and iReady assessments.
Check-in/Review Date	Monthly	Monthly	Monthly

Goal # _3_ Action Map

Goal Statement: Students will improve overall abilities to answer key ideas and details from both literature and non-fiction texts by 70% by 2021.

Evidence-Based Strategy or Strategies: Comprehension of main ideas and details in coherent and non-coherent discourse by aphasic and non-aphasic listeners.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All K-3 teachers will analyze results of NWEA and iReady data focusing on how students answer questions based on key ideas and details from informational text.</p> <p>The teachers along with the Building Reading Support Team will identify students needing this support in their reading comprehension.</p>	<p>All K-3 teachers will participate in research-based language and literacy professional development on helping students understand key ideas and details from a passage.</p> <p>Teachers will receive individualized professional development from instructional coaches in the skills needed to help our students.</p>	<p>Ongoing analysis of students requiring intervention.</p> <p>Teachers will conference with students no less than once per week, which will allow them to form purposeful reading groups and deliver the right mini-lesson.</p>

	Action Step 1	Action Step 2	Action Step 3
Timeline	1/2019-5/2019	06/2019-9/2019	9/2019-5/2021
Lead Person(s)	Reading Support Team	Reading Support Team	Reading Support Team
Resources Needed	<p>High quality fiction and non-fiction picture and chapter books.</p> <p>Cordinated Professional Development received from Sponsors, SST, and Regional ESC.</p>	<p>Teachers will participate in Professional development on best practice instruction for this objective.</p> <p><i>Text Dependent Questions K-5 – Fisher and Frey</i> will be used to create much of the PD for this objective.</p> <p>Teachers will develop a guidance document for monitoring students' progress.</p>	Continuous acquisition of high quality literature for classroom and teacher libraries.
Specifics of Implementation	Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to implement best practices in identifying main idea and key details.	<p>Instructional Coaches will develop the PD required for summer PD based on the components of <i>Text Dependent Questions K-5 Fisher and Frey</i> making it specific to the building.</p> <p>Teachers will be required to submit 3-5 lessons during the summer on how this will be implemented in the classroom.</p>	<p>Ongoing professional development.</p> <p>Teachers and RST will monitor and adjust curriculum and instruction based on student data.</p>
Measure of Success	Review of iReady, and MAP NWEA data to monitor student growth.	<p>All PD will be completed prior to the start of the 2019-20 school year.</p> <p>All materials will be resourced or purchased.</p>	<p>Teachers will be evaluated on the implementation of the program as modeled during summer PD.</p> <p>Student will improve their overall abilities to answer questions based on main idea and key details by 70% by the end of 2021</p>
Check-in/Review Date	Monthly	Monthly	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.

The following current modes of assessment will be reviews to monitor, measure, and report student progress along with the proposed F&P LLI program.

1. Tier 1 formative assessment based on the established reading framework: iReady growth monitoring 6 times per year.
2. Achievement, diagnostic test scores (fall, winter, spring): MAP NWEA, iReady Diagnostic
3. Reading Improvement Plans RIMPs,
4. Observations and walk-throughs

FORMATIVE ASSESSMENTS

Progress monitoring provides a critical piece of data in determining effective tier 1 instruction. No level of instruction or intervention is more valuable than what the classroom teacher provides on a daily basis. Formative assessments are ongoing and help to guide instruction and re-teaching of power standards not yet mastered. These can take the form of teacher generated assessments, end of unit exams, exit tickets, etc.

DIAGNOSTIC/ACHIEVEMENT

Diagnostic assessments provide school personnel with in-depth information about a student's strengths and weaknesses in key skill areas. It is critical that this data be analyzed and acted upon quickly and with purpose.

MAP NWEA – Measures what students know and informs teachers what each individual student is ready to learn next. MAP growth reveals how much growth has occurred between testing events. MAP NWEA is administered to students three times a year. Teachers and administrators will analyze the data to drive instruction in the classroom.

DIBELS – (Dynamic Indicators of Basic Early Literacy Skills) a set of procedures and measures for assessing the acquisition of early literacy skills including fluency. Second graders need to demonstrate growth in accurate and automatic word recognition. DIBELS will be administered 3 times a year to inform growth in meeting the Words Correct per Minutes/Oral Reading Fluency grade level benchmarks.

iReady that is administered 3 times per year as a diagnostic and 6 times per year for growth monitoring which specifically looks at reading skills in the domains of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension Literature, and Comprehension Informational Texts.

READING IMPROVEMENT PLANS

Students individual RIMPS will be monitored and reported on monthly. Specific growth will be reported to families with each grading period. Reading support teams will meet and develop intervention plans for students who are not meeting their growth targets.

OBSERVATIONS and WALKTHROUGHS

The building leadership teams will meet with teachers to discuss specific students and their progress so there will be no surprises when it comes to state testing. The BLT will make sure that board approved instruction is happening in the classroom and if it isn't, that there is a pedagogical reason for the change. Each classroom teacher is ultimately responsible for student outcomes.

The Reading Support Team will provide embedded professional development, support, as well as instructional/intervention strategies to colleagues.

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.

The data obtained from achievement/diagnostic testing and formative assessments including benchmarking and progress monitoring will be utilized to obtain valuable information about students' acquisition of foundational reading skills and potential gaps in knowledge to drive our Tier 1 instruction. Likewise, the information gleaned from these assessments will be applied to the school wide intervention structure, allowing for the identification of the foremost needs of our students as well as the appropriate placement of students requiring interventions.

Additionally, students' progress will be evaluated on a monthly basis through the use of classroom assessments at grade level TBT meetings. During these meetings, data on student progress, as well as appropriate interventions for RTI and the possible need for more intensive services (i.e. Tier 2 & 3 interventions, special education) will be discussed and acted upon. This monthly data will be shared with the BLT and other stakeholders.

Using the guidance provided for evidence-based direct instruction for early literacy (Ohio Department of Education, 2005; National Early Literacy Panel, 2008) the following strategies will be systematically implemented into the Reading achievement Plan. The following scientifically, research-based components will be included in our Tier 1, 90 minute reading block.

1. Foundational skills (phonological awareness, phonics, word recognition).
Jan Richardson's Next Step in Guided Reading for work (including phonological awareness and phonics).
Lucy Calkins – The Art of Teaching Reading
Words Their Way for word work – phonics and developmental spelling
Exploring phonological awareness frameworks for Tier 1 instruction such as Heggerty's Phonemic Awareness
The CAFÉ book – the Accuracy component.
2. Fluency
Rasinski's Fluency Development lesson Protocol and Synergistic Instruction.
The CAFÉ Book – The Fluency component.
3. Vocabulary
Marzano's Vocabulary Steps
The CAFÉ Book – The Expanding Vocabulary component
4. Text Comprehension
Reader's Workshop Framework
Fountas and Pinnell Leveled books
Scholastic leveled books
Jan Richardson's The Next Step in Guided Reading
The CAFÉ Book – the Comprehension component.

On a daily basis, students will be provided with a structured 90 minute reading block broken down into:

Reader's Workshop

1. Mini-lesson (20%-25% of reading block)
Model the reading strategy

Guided Practice – whole group, small group

2. Self- Selected Reading 30 minutes (50%-60% of reading block)

Students' application of reading strategy

Teacher/student reading conference

Guided reading groups.

3. Reflection (20%-25%)

Sharing reading responses

Book sharing

Check for understanding

Outcome from mini-lesson

Reading instruction will be prescribed in the following manner for each individual grade:

Kindergarten Block (90 minutes)

- Read Aloud
- SSR
- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Vocabulary
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Reader's Workshop Framework (reading continuous texts): mini-lesson; guided practice; independent reading/application of strategy; reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a guided reading group

1st Grade Block (90 minutes):

Read Aloud

- SSR
- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Vocabulary
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Reader's Workshop Framework (reading continuous texts): mini-lesson; guided practice; independent reading/application of the new strategy
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a guided reading group; reflection and response to reading

2nd Grade Block (90 minutes):

- Read Aloud
- SSR
- Direct Phonics Instruction - Words Their Way, Word Sort
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Vocabulary
- Reader's Workshop framework (reading continuous text): mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a group

3rd Grade Block (90 minutes)

- Read Aloud
- SSR
- Direct Phonics Instruction - Words Their Way, Word Sorts
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Vocabulary
- Reader's Workshop framework (reading continuous text) Lucy Calkins Reading Units of Study: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a group

This plan addresses the identified gap of phonemic awareness as well as the five pillars of literacy instruction. These evidenced-based instructional practices support specific student needs based on the Reading Achievement Plan data which encompass all students including those with disabilities and those on Reading Improvement and Monitoring Plans. According to Tim Rasinski and Nancy Padak (2004), Reading Workshop is a daily routine that focuses on individual needs of all students while keeping a cooperative, collaborative classroom environment. This type of environment and framework involves direct teaching and practice of skills necessary for reading, including phonemic awareness, fluency, vocabulary and comprehension (Armbruster & Osborn, 2001). The Reading Workshop framework supports reading and writing abilities through a variety of instructional methods. Read alouds, shared reading and writing, guided reading and independent reading and writing, as well as fluency, vocabulary, and word work are all components included in this framework (Fountas & Pinnell, 1996). The Reading Workshop framework uses each learner's needs to drive instruction (Carolan & Guinn, 2007). Differentiating instruction is an important aspect of the Reading Workshop, therefore these instructional practices scaffold and support all students including those with reading difficulties. As part of Reading Workshop, teachers can support children's reading development in small groups. Guided Reading is one such setting, in which the teacher works with students who have similar reading needs. This meets the individual needs of all students including those on a Reading Improvement and Monitoring Plan.

Reading Workshop also involves choice, authenticity, and time and many researchers agree this encourages and enables all students (to make a commitment to reading (Guthrie, 1996; Rasinski & Padak, 2004; Miller, 2002). Research also suggests fluency and the level at which children enjoy reading are related to engagement with materials that are interesting to them for extended periods of time (Smith, 1985). Providing choice enables teachers to make a more meaningful and authentic learning environment for their students (Combs, 2002). In fact, Miller (2002) has found that "when children understand that they share in the responsibility for their learning, when they have a say in the books they read, and when what they are asked to do has meaning, they are able to read for long stretches at a time." This key component allows all readers, even those with reading difficulties, to be successful.

These Tier I instructional practices support the needs of all students including those on Reading Improvement and Monitoring Plans. In addition, students with reading difficulties will be monitored and more intense instruction may be implemented. Students on Reading Improvement and Monitoring Plans may receive services with Leveled Literacy Intervention and Reading Recovery as part of their plan.

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.*

Northeast Ohio College Preparatory School support the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systemic method to evaluate the effectiveness of the Reading Achievement Plan components and provide support for instructional design and delivery as well as exploring curriculum supplements to foster Early Literacy skills.

The practices detailed within the Reading Achievement Plan (RAP) improve upon the strategies of previous years through the use of norm-referenced assessments, the implementation of a standardized set of progress monitoring tools, a research-based reading framework, systematic intervention practices, and a dedicated feedback loop aimed at improving instructional and intervention practices. Improving literacy skills in the Tier 1 classroom is a keystone to our goal to foster academic growth in reading. Monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with Fidelity Walk-throughs will ensure that the research-based strategies our Reading Achievement Plan will occur.

In order to ensure the integrity and effectiveness of the Reading Achievement Plan (RAP), we have identified dedicated teams of individuals who specialize in the acquisition, assessment, and instruction of early literacy skills. As part of this Reading Achievement Plan, the Reading Support Team (RST) was created to further support and coach teachers and principals. Building principals will monitor the daily implementation of the Reading Achievement Plan, RST will initiate the Reading Tiered Fidelity Inventory (R-TFI) annually, and teachers will complete a Needs Assessment based on their professional development needs in reading instruction.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Professional Development will be implemented and sustained on a quarterly-basis to introduce and solidify implementation of classroom instruction. Professional Development will include the Five Component Pillar areas (phonemic awareness, phonics, fluency, vocabulary, and text comprehension).

Professional Development will be designed based on the analysis of the following data: scores from the R-TFI, TBT data, needs assessments, MAP, KRA, and iReady data. Additionally, we will coordinate Professional Development opportunities from Sponsors, SST, and Regional ESC.

After careful exploration of research-based curriculum supplements Northeast Ohio College Preparatory will provide the teachers with the necessary training to implement with fidelity these resources and provide the Reading Support Teams with the necessary training to execute, analyze, and interpret all data, benchmarking and progress monitoring assessments prior to the beginning of the 2019-2020 school year. Furthermore, we will provide quarterly training to educators to improve Tier 1 reading instruction, allow for the interpretation of our data, and use this data for explicit, direct reading instruction.

Due to this professional development training, teachers will be equipped to assist parents in understanding the development of early literacy skills.

APPENDICES

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