

Mike Dewine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the REACH 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:

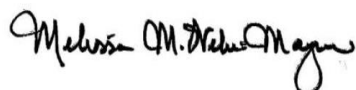
- This plan shows evidence of utilizing a shared leadership approach as outlined in the Ohio Improvement Process (OIP).

This plan will benefit from:

- This plan would benefit from aligning to Ohio's Plan to Raise Literacy Achievement; specifically, looking at the Simple View of Reading skills needed to be in place to teach the Word Recognition skills and Language Comprehension skills which enable students to become strong readers. This alignment would also look at the specific early, basic and advanced skills needed by students to demonstrate accurate decoding and the level of automaticity necessary to be successful throughout their school journey.

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

2018 - 2019 School Year

REACH Academy

IRN # 014858

2014 Consaul St. Toledo, OH 43605

Contributors:

CLST: Dawn Milner, School Leader; Ginger Hunt, Instructional Coach; Melissa Miller, Grade 4 Teacher; Tracy Harmon, Grade 5 Teacher; Julia McCafferty, Grade 2 teacher; Venessa Moya, School Psychologist
Parents: Cindy Garland, Lisa Hull

Board Members: Rachel Rodriguez, Carol Schwartz, Daniel Montrie, Crystal Harris, Rebecca Strand, Diana Bush
Leona Group (Management Company): Laura Kühlenbeck, Regional Vice President, Jean Chlebek, Director of Academic Achievement

Buckeye Community Hope Foundation (Sponsor): Dr. Carol Young, Accountability & School Improvement Department Lead

Implementation Start Date: January 2018

Summary and Acknowledgements:

REACH is not meeting academic performance standards as indicated by the 2018 Ohio School Report Card. The school scored an “F” on achievement and progress on the 2015 - 2016 Ohio School Report Card, had a performance index of (56.3 points) “F” on the 2016-2017 Ohio School Report Card, and (50.9 points) “F” on the 2017 - 2018 Ohio School Report Card.

The following plan addresses the systemic root cause of low student performance, lack of alignment between the rigor of classroom assessments and the state assessments, and the lack of consistency with extended response questions and formative assessments. Students at REACH will increase their achievement and close achievement gaps in reading by increasing their comprehension skills.

The initiative will be facilitated by the building leadership team (CSLT) which will set goals and timelines, facilitate training, assess progress, and make adjustments as indicated by analysis of data on student and adult response to the plan.

Section I: District Leadership Team, Development Process and Plan for Monitoring Implementation

A. CSLT Members

The Community School Leadership Team is comprised of REACH Academy team members across grade levels and job duties. The roles of these team members are to collect evidence to evaluate the quality of student achievement as well as the effectiveness of instruction. The following people serve on the REACH Academy District Leadership Team:

- Mrs. Dawn Milner, School Leader, dawn.milner@leonagroup.com
- Mrs. Melissa Miller, Grade 4 Teacher, melissa.miller@leonagroup.com
- Mrs. Ginger Hunt, Instructional Coach, ginger.hunt@leonagroup.com
- Mrs. Tracy Harmon, Grade 5 Teacher, tracy.harmon@leonagroup.com
- Ms. Julia McCafferty, Grade 3 Teacher, julia.mccafferty@leonagroup.com
- Ms. Venessa Moya, School Psychologist, venessa.moya@leonagroup.com

B. Plan Development

After forming the Community School Leadership Team (CSLT), our first task was to examine past data to provide a context for where the achievement of REACH Academy students stood. The primary source of data was the state test results for the past four school years (2014-15, 2015-16, 2016-17, 2017-18).

This table shows the percentage of students who tested proficient or above as reported on the State Report Card for 2014-15, 2015-16, 2016-17, and 2017-18 compared to the state average each year.

Grade	2014-15	2015-16	2016-17	2017 - 18
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	School % Proficient	State % Proficient	School % Proficient	State % Proficient	School % Proficient	State % Proficient	School % Proficient	State % Proficient
3	20.9%	78.5%	20.9%	54.9%	16.3%	63.8%	19.5%	61.2%
4	20%	71.9%	20%	57.5%	33.3%	62.8%	15.8%	72.5%
5	20%	69.5%	20%	62%	44.1%	67.7%	40.9%	70.2%

The 2014-15 overall Performance Index score in reading, mathematics, science (grade 5) and social studies (grade 4) was 50.6% (D). The K-3 Literacy grade was a 0% (F). The assessments for reading and mathematics for this school year were through PARCC (Pearson). The science and social studies assessments were created by the American Institutes for Research (AIR).

The 2015-16 overall Performance Index score in English/language arts, mathematics, science (grade 5) and social studies (grade 4) as measured by the Performance Index was 41.5% (F). The K-3 Literacy grade was improved with a 5.6% (F). The assessments for all core content areas were created by the American Institutes for Research (AIR).

The 2016-17 overall Performance Index score in English/language arts, mathematics, science (grade 5) and social studies (grade 4) as measured by the Performance Index was 46.9% (F). The K-3 Literacy grade was improved to a D. The assessments for all core content areas were created by the American Institutes for Research (AIR).

The 2017-18 overall Performance Index score in English/language arts, mathematics, science (grade 5) as measured by the Performance Index was 50.9% (F). The K-3 Literacy grade remained at a D with 13.2%. The assessments for all core content areas were created by the American Institutes for Research (AIR).

While the overall Performance Index continues to improve each year, the goal is to move up out of the “F” range this year. This Reading Achievement Plan calls for higher levels of teaching and learning for all students. The specifics to the Plan will be addressed in greater detail in later sections.

C. Plan Monitoring

The Reading Achievement Plan is monitored at different levels. At the instructional level, teachers support one another in monitoring the implementation of the Reading Achievement Plan by conducting teacher-based team (TBT) meetings weekly. The purpose of these meetings is to encourage teachers to work together to analyze their student data and formulate intentional plans that include instructional best practices to improve student performance on specific learning targets/standards, using the Instructional Learning Cycle (ILC) process. At the highest level, the Plan is monitored by the CSLT. Meetings are held once a month to provide the CSLT an opportunity to examine TBT meetings and their effectiveness. The CSLT also examines internal assessment data (NWEA) results done three times every school year as part of our Response to Intervention (RTI) process.

D. Plan Communication

Communicating the Reading Achievement Plan and its progress lies with the CSLT. The monthly CSLT meeting is followed by a staff meeting later in the week so the team can provide updates to all staff members to ensure all team members at REACH Academy are kept informed on important matters. The CSLT also provides TBTs with feedback on their weekly meetings.

Section II: Alignment Between the District Reading Achievement Plan and Other District Improvement Efforts.

A. District Reading Achievement Plan Pillars

While examining the state assessment data as well as the internal assessment data (NWEA) the CSLT determined that because our reading achievement levels are below state averages addressing Tier I reading instruction is the most urgent need. Beneath the umbrella of Tier I reading instruction are several pillars that contribute to its effectiveness:

- Formative Assessment

- Positive Behavior Interventions Support (PBIS)
- Standards-Based Curriculum with Differentiated Instruction
- Response to Intervention with focus on Tier 1 and Tier 2 instruction
- Instructional Monitoring and Coaching with Effective Feedback

B. District Improvement Efforts

The pillars outlined for the District Reading Achievement Plan (II.A) all work together to contribute to the success of improvement efforts for all core content areas. These same focus areas are outlined through REACH Academy's Educational Plan and Decision Framework, Needs Assessment, and Comprehensive Continuous Improvement Plan (CCIP), as well as our Academic Corrective Action School Turnaround Plan for our sponsor, Buckeye Community Hope Foundation. In addition to the literacy focus in all of these plans, student behavior and attendance are focus areas. Increasing student attendance affects reading achievement because students need to be at school to receive high quality reading instruction. Increasing student's self-regulation skills (and reducing suspensions) also affects reading achievement because students are better able to focus and participate in learning activities within the classroom. ***This Reading Achievement Plan will focus on only the literacy goal through Spring 2020.***

Section III: Why a Reading Achievement Plan is Needed in Our Community School.

Per ORC 3302.13 (A) REACH Academy is required to submit a Reading Achievement Plan because the Academy "received a grade of "D" or "F" on the kindergarten through third-grade literacy progress measure under division (C)(3)(e) of section 3302.03 of the revised code." Additionally, ORC 3302.13 (B) also requires REACH Academy to submit a Reading Achievement Plan because "less than sixty percent of the district's students who took the third grade English language arts assessment prescribed under section 3301.0710 of the Revised Code during the most recent fall and spring administrations of that assessment attained at least a proficient score on that assessment."

A. Analysis of Relevant Student Performance Data

The following data analyses are broken down by grade level and assessment. The data will be organized as 'on track' or 'not on track' (K-3) or percentages of students that tested proficient (3-5). Proficiency and 'on track' is determined by each assessment's own measure.

AIR English/Language Arts Assessment – Spring 2018

3rd Grade – 81% students not proficient, 19% students proficient

4th Grade – 68% students not proficient, 32% students proficient

5th Grade – 59% students not proficient, 41% students proficient

NWEA - Fall 2018

Grade K - 24 students, 3 students not on track (12%), 21 students on track (88%)

1st Grade - 26 students, 14 students not on track (54%), 12 students on track (46%)

2nd Grade - 35 students, 21 students not on track (60%), 14 students on track (40%)

3rd Grade - 27 students, 23 students not on track (85%), 4 students on track (15%)

4th Grade - 27 students, 22 students not proficient (81%), 5 students proficient (19%)

5th Grade - 36 students, 23 students not proficient (64%), 13 students proficient (36%)

Data from 2017-18

AIR English/Language Arts Assessment – Spring 2017

3rd Grade – 74% students not proficient, 16% students proficient

4th Grade – 67% students not proficient, 33% students proficient

5th Grade – 56% students not proficient, 44% students proficient

Kindergarten Readiness Assessment (KRA) – Fall 2017

38 students: 25 students 'not on track' (65%), 13 students 'on track' (35%)

STAR – Fall 2017

1st Grade – 38 students: 24 students 'not on track' (63%), 14 students 'on track' (37%)

2nd Grade – 39 students: 27 students 'not on track' (69%), 12 students 'on track' (31%)

3rd Grade – 49 students: 40 students 'not on track' (82%), 9 students 'on track' (18%)

4th Grade – 39 students: 28 students not proficient (71%), 11 students proficient (28%)
5th Grade – 25 students: 12 students not proficient (36%), 21 students proficient (63%)

AIMSWEB - Fall 2017

Grade K- Initial Sounds Fluency: 44% on track
1st Grade – Oral Reading Fluency: 13% on track.
2nd Grade – Oral Reading Fluency: 37% on track
3rd Grade – Oral Reading Fluency: 34% on track
4th Grade – Oral Reading Fluency: 34% on track
5th Grade – Oral Reading Fluency: 29% on track

B. Analysis of Factors Contributing to Low Reading Achievement

There are several contributing factors that contribute to the low reading achievement levels of the students at REACH Academy. The *National Education Association** identifies several contributing factors to the achievement gap that exists in urban schools. Many of the factors identified can be applied to the reading achievement gap at REACH Academy. Below are factors that may contributing to the reading achievement levels:

- Student family income level
- Student mobility
- Student access to health and social services
- Students' diet and nutrition
- Community safety
- Activities that support student development during years 0-4 (not listed by NEA)
- Low expectations for students
- Low expectations for staff (not listed by NEA)

**"Identifying Factors that Contribute to Achievement Gaps" (<http://www.nea.org/home/17413.htm>)*

The systemic root cause leading to low student performance is that students do not know how to use close reading skills to find supporting details in passages they have read to adequately respond to open ended questions across the curriculum.

While this issue was an area of focus last year, the reading curriculum materials being used were not designed with the level of rigor required by the state reading standards. This led to the CSLT researching more effective school-wide reading programs in the spring of 2018. The new program selected for implementation in the 2018-19 school year was American Reading Company CORE, which met all requirements for text complexity, building knowledge, and usability by Edreports.org, earning all green designations for grades K-5.

(Source: <https://www.edreports.org/reports/overview/arc-american-reading-company-core-2017>)

Another contributing factor was that the assessments being used did not reflect the level of rigor used on state tests, and the benchmark assessments used (STAR) did not adequately predict student performance on state assessments. For the 2018-19 school year, the benchmark assessment was changed to NWEA, as the Map Growth assessments have a much higher correlation with state test scores, which helps the school better identify which students need intensive intervention to reach standards mastery. In addition, FocalPoint K-12 is being used school-wide for quarterly benchmark tests and ongoing classroom assessment. FocalPoint K-12 utilizes the Inspect Item Bank, which contains online test items for reading, math, and science at the same level of rigor as the state assessments. FocalPoint K-12 tests are used by teachers as part of the ongoing Instructional Learning Cycle process.

Section IV: Literacy Mission and Vision Statement

REACH Academy's literacy mission is to promote reading, writing, speaking, listening, and thinking not only through traditional means, but technology based as well. We believe that:

- instruction occurs through a challenging, Common Core-aligned curriculum that is delivered by highly qualified teachers who provide effective instruction, high standards and expectations so that students achieve their fullest potential.

- literacy is a life enriching experience that is fundamental to the economic well being of individual citizens and the economy of our area.
- our school, families, and community are partners in education and share the collective responsibility of educating today's youth for tomorrow's challenges.

Section V: Measurable Student Performance Goals

Goal: Each student at each grade level will reach his/her reading NWEA Map Growth goal by the spring of each year.

Rationale: Because of the close correlation of NWEA scores with state test scores, students who annually meet/exceed growth goals on NWEA will move up categories on the state test (Limited to Basic, Basic to Proficient, Proficient to Accelerated, etc.), which in turn will increase REACH Academy's Performance Index score each year. We expect every student, regardless of current skill level, to make a minimum of one year's growth in reading, as indicated by NWEA Map Growth goals.

Section VI: Action Plan Map(s)

Goal Statement: Each student at each grade level will reach his/her reading NWEA Map Growth goal by the spring of each year.

Evidence-based strategies: Close Reading
(see Fisher, Frey, and Hattie, *Visible Learning for Literacy K-12*, 2016)

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Students will be provided with weekly instruction on how to utilize close reading strategies to improve comprehension of what they have read.	Teachers will develop and administer common quarterly benchmark assessments aligned to ELA pacing guides using FocalPoint K-12.	All teachers will utilize the Instructional Learning Cycle (ILC) to reflect on student progress towards ELA standards mastery and adjust instruction accordingly.	CSLT will ensure that Tier I and Tier II interventions are being implemented with fidelity, including interventions for K-3 students with a Reading Improvement and Monitoring Plan,
1. Timeline	Ongoing	Year 1: Assessments created by Ohio Leona grade-level teachers at 2018 Summer Teacher Institute. Assessments given at the end of each quarter. Years 2 and 3: Assessments revised where needed each summer for the upcoming year. Assessments given at the end of each quarter.	Ongoing. ELA ILC meetings take place every two weeks. One cycle (teach, assess, reteach, reassess) lasts four weeks.	Ongoing
2. Lead Person(s)	School Leader Instructional Coach Teachers	Leona Academic Team School Leader Instructional Coach	School Leader Instructional Coach Leona Academic Team	School Leader Instructional Coach
3. Resources Needed	Monthly PD on close reading strategies for teachers Anchor charts in each classroom Lesson Plan monitoring	PD for all teachers in how to use FocalPoint K-12 to create and administer assessments Standards-based ELA	PD for all teachers in the ILC process, including structured framework for meetings and expectations for	PD on the American Reading Company CORE program, including unit/lesson planning and how to use IRLA/SchoolPace

	<p>for specific use of close reading Classroom observations of fidelity of strategy use. Student data and work samples (analyzed through ILC process). Student data binders for self-tracking of progress.</p>	<p>Pacing Guides for each grade level FocalPoint K-12 Student Chromebooks</p>	<p>reporting. FocalPoint K-12 Student Chromebooks ILC Forms and Meeting Calendar Lesson Plan monitoring and observations/walkthroughs</p>	<p>for student leveling/goal setting and progress monitoring. IRLA Toolkits for Tier 1 intervention i-Ready for Tier 2 intervention Lesson Plan monitoring Walkthroughs/observations in classrooms RIMPS completed by Sept 30</p>
4. Specifics of Implementation	<p>Year 1: 1. PD in close reading strategies provided monthly, through whole-staff training sessions (provided by Leona Academic Team) and/or individual coaching meetings. 2. Implementation of American Reading Company CORE school-wide (new reading curriculum). 3. Close reading strategies included in weekly lesson plans and observed through walkthroughs/observations. 4. Ongoing tracking of student progress through ILC process and student self-tracking through student data binders.</p> <p>Year 2 and 3: 1. Monthly PD in close reading strategies provided to new teachers; differentiated PD provided to returning teachers. 2. Continued tracking of close reading used in lesson plans with evidence seen in observations. 3. Ongoing tracking of student progress through ILC process.</p>	<p>Year 1: 1. Summer 2018 Teacher Institute. Initial PD on FocalPoint K-12 for all teachers. Assessments created by Ohio Leona grade-level teachers at using Leona ELA Pacing Guides to ensure that key standards are taught to mastery throughout the year. 2. Follow-up Teacher Institute in September 2018. Teachers finalize adjustments for the first Quarter 1 assessments. 4. Assessments given at the end of each quarter. 5. Assessment results each quarter analyzed by teachers through ILC process. 6. Results from all Leona schools compared to determine district-wide PD needs.</p> <p>Year 2 and 3: 1. Assessments revised where needed each summer for the upcoming year. 2. PD in FocalPoint K-12 given to new staff. 2. Assessments given at the end of each quarter. 3. Assessment results each quarter analyzed</p>	<p>Year 1: 1. PD in the ILC process for all teachers in August/September 2018. 2. Teacher begins an ILC by creating a FocalPoint K-12 test over specific ELA standards for a unit that will be taught. After teaching, students take the assessment. 3. Teachers analyze data and reflect on the effectiveness of the teaching strategies used to teach those standards. 4. Teachers make a reteaching plan to increase the number of students who are proficient in that standard, using different instructional strategies. "ILC Reteach" is a required component to be included in weekly lesson plans if all students did not demonstrate mastery on the initial assessment.. 5. Teachers reassess those standards and reflect on student progress. Successful teaching strategies applied in future lessons. 6. Follow-up support</p>	<p>Year 1: 1. Implementation of new reading program (American Reading Company CORE) in every classroom. 2. PD provided by American Reading Company to teachers monthly, including how to accurately assess student reading levels, set individual Power Goals, and provide differentiated instruction. 3. Fall benchmarking (NWEA) completed by September 30 and RIMPS written for K-3 who are not on track. All not on track students are placed in Tier 2 or Tier 3 for intervention. 3. PD provided to new teachers on i-Ready (online program used for Tier 2 reading). 4. Title 1 Paras assist in classrooms during daily Intervention Block to help provide small-group instruction using IRLA Toolkits (from American Reading Company). <u>All</u> students grouped by level for targeted Tier 1 intervention (in addition to any required Tier 2/Tier 3 intervention). 5. Students needing Tier 2 intervention</p>

		<p>by teachers through ILC process.</p> <p>4. Results from all Leona schools compared to determine district-wide PD needs</p>	<p>from Leona Academic Team after first ILC cycle to coach teachers.</p> <p>7. ILC cycles continue (alternate between ELA and Math each week) throughout the year.</p> <p>8. Leona Academic Team and CSLT monitor ILC reports from teachers.</p> <p>Year 2 and 3:</p> <p>1. PD in ILC process provided to new teachers; differentiated PD provided to returning teachers.</p> <p>2. Continued use of ILC cycles in every classroom.</p>	<p>work on individualized lessons on i-Ready in addition to Tier 1 small-group instruction.</p> <p>6. CSLT and RTI team monitor student progress in all tiers at least monthly.</p> <p>7. School Leader/Instructional Coach monitor intervention implementation through lesson plan monitoring and classroom observations.</p> <p>Year 2 and 3:</p> <p>1. Provide PD for new staff on American Reading Company CORE (including IRLA/SchoolPace) and on i-Ready, with differentiated PD provided to returning staff.</p> <p>2. Continue to support teachers with resources and support staff to deliver reading intervention at Tier 1 and 2.</p> <p>Continue to monitor implementation of intervention at all tiers.</p>
5. Measure of Success	<p>Student data from ILC process</p> <p>Student data from NWEA Map Growth</p> <p>Walkthrough data</p>	Student data from Quarterly Benchmarks	Student data from ILC process	<p>Student IRLA data</p> <p>Student i-Ready data</p> <p>Walkthrough data</p>
6. Check-In/Review Date	Monthly	Quarterly	Weekly/Monthly	Monthly

Section VII: Plan for Progress Monitoring

A. What Evidence is Being Collected, When is it Collected, and By Who?

Monitoring the Plan is essential to ensure that all at REACH Academy are working together effectively and that the hard work by teachers and students show positive results. While progress monitoring the action steps to both Reading Achievement Plan goals there will be several things examined. Below are examples of evidence collected and the person(s) responsible for collecting it.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Evidence Collected	PD sign-in sheets, agendas Walkthrough/observation forms Lesson plans Student work samples	Quarterly Benchmark assessment results	ILC Forms, including teacher reflection and data collected	IRLA/SchoolPace data iReady reports Lesson plans Walkthrough forms
Frequency	Weekly (plans) Monthly	Quarterly	Weekly	Weekly/Monthly
Collector	School Leader Instructional Coach	School Leader Instructional Coach	School Leader Instructional Coach	School Leader Instructional Coach

Section VIII: Expectations and Supports for Students and Schools

A. Strategies to Support Students

Using instruction and specific techniques which are evidence based practices (Ohio Department of Education 2015; National Literacy Panel 2008) the following strategies will be systematically infused into the reading achievement plan: Code Focused interventions including phonological awareness instruction, alphabet knowledge is an area that most student have not mastered upon enrollment and yet, learning letter names, sounds, and shapes is a pivotal component of literacy development (Neuman and Dickson 2011). Instruction in early decoding using a phonological approach combined with systematic phonics instruction facilitates improvement in early reading achievement (Neuman and Dickson 2011).

Tiered Instruction

Tiered instruction is given IN ADDITION TO regular whole-class instruction. REACH Academy has a dedicated Intervention Block built into each grade level schedule. During this time, ALL students receive targeted instruction at one or more of three tiers. Tier placement is determined at the fall and the winter RTI meetings.

Evidence for the effectiveness of RTI:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

RTI Meetings

An RTI Meeting is held after each benchmark period (fall, winter, spring) and then monthly thereafter. Each teacher meets with the RTI team (school leader, instructional coach, Title 1 staff, a licensed teacher, and parent) to review benchmark and progress monitoring data. Every student in the class is placed into a tier based on current level of achievement and rate of growth during previous interventions. A RIMP (K-3) or Intervention Plan (4-5) is written for each student scoring below the 40th percentile on NWEA. Students may also have an Intervention Plan for Math and/or Behavior.

Tier 1

MOST students will be placed in Tier 1. These are the 80% who are performing within the expected grade level range. Typically, there are two levels of Tier 1 students: those who are at or above grade level and need enrichment, and those who are slightly below grade level and need some extra support to reach grade level expectations.

During the Intervention Block, these students will work at learning stations on differentiated activities designed to meet their individual needs. Typically, they will work independently during this time, although the teacher may provide mini-lessons to these groups depending on their needs. Intervention strategies

include small group instruction using IRLA Toolkits to address specific skills needed to advance to the next reading level.

Progress monitoring for Tier 1 students typically takes place through bi-weekly student-teacher reading conferences. Teachers update skill mastery in each IRLA level online using SchoolPace.

There are multiple layers to Tier 1. The first layer of the pyramid are the most widely used strategies. This is where the classroom teacher differentiates their core instruction. The second layer of the pyramid is where research based interventions are started. Progress monitoring is completed monthly and is reviewed at the monthly RTI meetings.

Students in Tier 2 & 3 are on a Reading Improvement and Monitoring Plan and will receive the following intervention:

Tier 2

In the classroom, the teacher will likely have one or two small groups of students who need targeted instruction. **The purpose of Tier 2 is to help students progress so they can return to Tier 1.** During the monthly RTI meetings, we will select which students will be in the Tier 2 groups, which skills they need to work on, and what intervention strategies will be used. The Title 1 staff will help the teacher with planning and materials so that they can deliver high-quality intervention to these students.

Tier 2 reading interventions for grades K-3 take place for at least 90 minutes per week. Interventions will be documented and reviewed at the RTI meetings. At Tier 2, students work on phonics, fluency, and reading comprehension using i-Ready, in addition to small group instruction with the teacher. I-ready is a research-based, online intervention program that provides individual instruction to each child based on individualized diagnostic assessment. The program provides teachers with ongoing progress monitoring information and strategies for small-group, face-to-face instruction to support student learning. The online instructional modules in i-Ready Instruction provide explicit instruction in skills, based on the results of students' assessments. The instructional modules appeal to different learning styles as well as to different learning abilities. Instruction comes to life and is presented in a fun, exciting environment.

Tier 2 students will be progress monitored weekly. This may be done by Title 1 staff or the classroom teacher, depending on the caseload. The RTI team will meet monthly to review student progress and make any needed adjustments to the intervention.

Tier 3

Students who are placed in Tier 3 need individualized instruction tailored to their specific needs. Students in Tier 3 were not successful in Tier 2 and need more targeted support. **The goal is to return these students to Tier 2 or Tier 1.** During the monthly RTI meetings, we will select which students will be in the Tier 3 group(s), which skills they need to work on, and what intervention strategies will be used. Typically, these students are pulled out by the Title 1 staff four days per week during the Intervention Block, for a total of at least 120 minutes of instruction each week. The Title 1 staff will document the interventions and bring the documentation to all RTI meetings. Students at Tier 3 receive targeted reading instruction using Phonics First (Orton-Gillingham) strategies. Orton-Gillingham is a research-based set of strategies that explicitly teach the connection between letter and sounds in multisensory ways, which has been proven to be especially effective with students with specific reading difficulties, such as dyslexia.

Tier 3 students are progress monitored weekly, usually by the Title 1 staff. The team will meet monthly to review student progress and discuss any needed adjustments to the intervention.

Tier 3 also includes students who have an IEP. The intervention specialist will work with some or all of IEP students during the Intervention Block. Progress monitoring will be administered by the intervention specialist according to IEP and RIMP requirements.

Referrals for Special Education

In some cases, students consistently fail to show progress even after receiving several rounds of both Tier 2 and Tier 3 intervention. When this occurs, the RTI team may decide to refer a student with parent consent to the educational psychologist for an evaluation.

B. Ensuring Effectiveness and Improving Upon Strategies

In doing so, the academy has the expectation of meeting all goals, per grade level, in alignment with the Literacy Mission Statement and Vision. These evidence-based strategies include:

- Reciprocal Teaching strategies (predict, question, clarify, summarize)
- Close Reading Strategies
- Differentiated Instruction
- Tiered grouping for intervention (RTI)
- Positive Behavior Interventions Support (PBIS)
- Reading Improvement and Monitoring Plans (RIMPs)
- Increasing Depth of Knowledge of cognitive tasks (Norman Webb)

Each classroom teacher responsible for developing and designing lesson plans for instruction are required to identify evidence-based instructional strategies per lesson. The determination of the use of each strategy will be based upon assessment data collected in order to diagnose student mastery levels per standard. Diagnostic assessments, formative assessments, pre- and post-assessments are all utilized in order to make professional decisions on the most effective strategy to be implemented.

REACH Academy instructional staff also meets weekly by grade bands in TBTs, which include intervention specialists, in order to discuss data collected and make team determinations on the most effective evidence-based strategies for which to apply in their classrooms (ILC process). While making these decisions, the instructional staff takes into consideration the tier of intervention per student as well as groups of students.

During the previous years, the basic structures for these supports were developed. This plan focuses on implementing the structures with fidelity and increased monitoring, along with continued professional development for all staff. Close reading is our specific reading target, as there are many supports in place already to address decoding and fluency. Our students need to be able to better comprehend text at the level of rigor required by the standards and the state tests.

The implementation of a new reading curriculum (American Reading Company CORE) and its leveling system (IRLA), and new assessment tools (NWEA, FocalPoint K-12), and a new Teacher-Based-Team focus on Instructional Learning Cycles (ILC) will all ensure that teachers are both teaching and assessing the standards with fidelity and at the appropriate level of rigor.

The new partnership with the Leona Academic team, along with REACH Academy's instructional coach help teachers build their capacity in analyzing their data to provide high quality interventions for their students. Monitoring and support will continue in the form of assistance with lesson planning, observations and feedback, and regular monitoring of student achievement data.

FocalPoint K-12 is a key piece for school improvement this year, as teachers will be utilizing high quality assessment items from the Inspect Item Bank to increase rigor in the classroom. Teachers will unpack the Ohio Learning Standards, analyze the Depth of Knowledge in the Inspect items, compare the items to the Ohio state assessment, and create assessments to backwards plan for instruction in the classroom. Instructional strategies to support the shift in rigor will be a professional development focus this year. The data from the rigorous assessments items, including summative, formative and classroom data, will be used to guide instruction and areas of reteach based on standard proficiency. The ILC process will help teachers reflect on the effectiveness of instructional strategies so that they can adjust their teaching to best meet the needs of their students.

C. Professional Development Plan

REACH Academy's professional development plan is designed to provide staff with the skills and strategies needed to most effectively improve student achievement. Below is the professional development plan for

reading instruction and assessment at REACH Academy for the 2018 - 2019 year.

REACH Professional Development 2018 - 2019

Topic	Provider	Timeline
FocalPoint K-12	Leona Academic Team	August 2018
Use of Tier 1 Instructional Based Materials	American Reading Company	August 2018
Use of IRLA Assessments	American Reading Company	September 2018
Power Goal Setting & Conferencing With Students	American Reading Company	October 2018
Differentiated Instruction/IRLA Toolkits	American Reading Company	December 2018
Topics TBD	American Reading Company	2019: 1/28, 2/26, 4/10
Close Reading	Leona Academic Team	Ongoing
Instructional Learning Cycles for ELA	Leona Academic Team	Ongoing