



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the Sunbridge Schools 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 and community schools 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 uses multiple assessments to measure students' skills; however, they are not necessarily utilized when designing curricular supports.

**This plan will benefit from:**

- This plan could benefit from alignment to Ohio's Plan to Raise Literacy Achievement; specifically, the Simple View of Reading and the language and literacy continuum in order to build a consistent and highly effective Tier 1 MTSS. Additionally, the Simple View of Reading components (Word Recognition skills as measured by DIBELS).

The 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](mailto:readingplans@education.ohio.gov).

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer".

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: SunBridge Schools

DISTRICT IRN: 013175

DISTRICT ADDRESS: 2105 N. McCord Rd. Toledo, OH 43615

PLAN COMPLETION DATE: 12-4-18

LEAD WRITERS: Joe Cordella-Executive Director; Kristie Stu-McCarthy-Principal; Diana Bergman-Director of Special Education; Melissa Griggs-Teacher

IMPLEMENTATION START DATE:

SUMMARY OF ACKNOWLEDGEMENTS:

In order to analyze and determine the most urgent needs in the area of reading achievement, SunBridge Schools assembled a team consisting of school administration, special education leadership, Title I reading specialist, and classroom teachers. The comprehensive team was able to provide insight into the reading achievement levels of all SunBridge students.

The team began by evaluating our current processes for providing support for underachieving students. Data driven discussions were conducted using the most recent data available from NWEA Map assessments, DIBELS assessments, state assessments and the KRA. The student performance data provided a focus for our analysis to determine the most critical areas of need. We then investigated researched-based interventions to help our students make significant gains in the area of reading achievement. The team determined that providing an even greater amount of individualized small group instruction would be most beneficial to our students. The small group instruction would be conducted utilizing strategies from Rasinski's Effective Reading Strategies, Orton- Gillingham, and Fountas and Pinnell. Furthermore, student ownership and motivation will be increased by conducting student conferences focused on engaging the student in their reading development. Finally, the team established ambitious, but attainable goals that will continue to steer our students towards reading success.

Implementation of this plan will require the support of our board of directors, school administration, teaching and support staff, and the families that we serve. By constantly carrying out the plan outlined here, SunBridge Schools is confident that our goals will be met, and our students will continue to show growth in the area of reading achievement.

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

### SECTION 1: 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
Joe Cordella	Superintendent	SunBridge Schools	joe@sunbridgeschools.org
Kristie Stu-McCarthy	Principal	SunBridge Schools	kristie@sunbridgeschools.org
Diana Bergman	Special Education Director	SunBridge Schools	diana@sunbridgeschools.org
Melissa Griggs	2nd Grade Teacher	SunBridge Schools	melissa@sunbridgeschools.org
Tina Gautz	3rd Grade Teacher	SunBridge Schools	tina@sunbridgeschools.org

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

## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.*

The goals and methods outlined in this plan fully align with our Ohio Improvement Process Plan and our School Improvement Plan. We have identified the same literacy strategies and will be using the same progress monitoring tool as a student performance indicator.

These same strategies and assessment methods are reviewed for their effectiveness during District Data Review meetings, Teacher Based Team meetings, District Leadership Team meetings, and Response to Intervention meetings.

## 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.*

Star Early Literacy % on track								
Grade	Fall '14	Spring '15	Fall '15	Spring '16	Fall '16	Spring '17	Fall '17	Spring '18
Kindergarten	12%	45%	2%	43%	23%	44%	16%	51%
1st Grade	15%	64%	8%	69%	36%	45%	34%	46%

Star Reading % on track								
Grade	Fall '14	Spring '15	Fall '15	Spring '16	Fall '16	Spring '17	Fall '17	Spring '18
2 <sup>nd</sup> grade	12%	32%	18%	25%	31%	46%	8%	24%
3 <sup>rd</sup> Grade	15%	34%	12%	32%	39%	55%	8%	22%
4 <sup>th</sup> Grade	7%	7%	28%	48%	40%	69%	31%	34%
5 <sup>th</sup> Grade	15%	28%	4%	28%	43%	65%	11%	20%
6 <sup>th</sup> Grade	NA	NA	14%	25%	25%	65%	12%	11%

Ohio Diagnostic			
Grade	14-15 Proficiency %	15-16 Proficiency %	16-17 Proficiency %
Kindergarten	51%	40%	96%
1 <sup>st</sup> Grade	81%	54%	80%
2 <sup>nd</sup> Grade	51%	47%	84%

State Testing				
Grade	14-15 Proficiency %	15-16 Proficiency %	16-17 Proficiency %	17-18 Proficiency %
3 <sup>rd</sup> Grade	53.7%	7.4%	25%	25%
4 <sup>th</sup> Grade	29.2%	44.8%	39%	39%
5 <sup>th</sup> Grade	48.1%	22.2%	47%	42%
6 <sup>th</sup> Grade			15%	17%

	14-15 % on track	15-16 % on track	16-17 % on track	17-18 % on track	18-19 % on track
KRA	35%	51%	52%	30%	27%

A Reading Achievement Plan is needed in the district because the percentage of students that are not proficient is much lower than the state average of students that scored proficient and higher. This data shows that a strategic intervention is needed in the grades K-3.

Focusing the researched-based interventions in the early grades will give our students the basic reading foundation needed to become successful readers and the skills needed to score proficient on the state tests.

### 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.*

As a community school, SunBridge Schools has strived to support students with some of the greatest needs in the Toledo area. Ninety- nine percent of our student population receives free lunch, live in areas that are served by underperforming traditional public schools, face transiency, and are members of families that are affected by low socioeconomic status. As a result of these factors, our students' reading achievement is negatively impacted. In analyzing the factors that contribute the low reading achievement, SunBridge recognizes that poverty, insufficient tier one instruction, transiency and homelessness, absenteeism, lack of parental involvement, and lack of student ownership in learning, all inhibit the reading success of our students. SunBridge Schools continues to seek out ways to support our students despite the overwhelming influence that poverty plays in their lives.

- Poverty – Ninety-nine percent of the students we serve meet the federal poverty guidelines necessary to receive free lunch. Poverty has been highly correlated with deficiencies in reading achievement. Students living in poverty face poor nutrition, chronic stress, health and safety issues, and emotional and social challenges that inhibit their early literacy growth. Students in poverty often lack a print rich environment and access to high quality early learning experiences. The effect of student poverty is far-reaching and introduces a multitude of variables that influence overall student success.
- Tier One Instruction
- Tier one reading instruction needs to include 90 minutes of instruction encompassing the five components of reading as indicated by the National Reading Panel. Current tier one instruction across grade levels is not consistent with evidence-based practices.

- Transient and homeless students – Stable housing is a constant concern for a number of our students. Students who are homeless move frequently, causing disruptions in their learning. Often transiency results in multiple days absent from school as families must establish themselves into their new home and secure transportation to school from their new address.
- Absenteeism – Additionally, absenteeism is also greatest for students who are affected by poverty. Studies have indicated that students who miss more than 10 days of schools have significant delays in the development of early literacy skills. Furthermore, research by Balfanz and Byrnes (2012) states that chronic absenteeism is most prevalent among low-income students. Students who attend school regularly have a greater academic success.
- Lack of Parental Involvement –Often low-income parents lack the resources and supports to able to fully support their child’s academic endeavors. Studies have indicated that students who live in poverty hear fewer spoken words and less complex words which affects their reading and oral comprehension.
- Ownership of Learning – Students of low-income families often face emotional trauma that directly impacts their social and emotional resiliency and therefore causes a decrease in academic motivation.

## 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](#).*

**Literacy Mission:** The mission of SunBridge schools is to inspire students to become productive 21st century literate citizens.

**Vision:** At SunBridge Schools, we believe that literacy is the foundation of all learning and is essential to fully participate in a society. Competence in English enables children to communicate effectively at home, at school, in the community and the corporate world to improve life opportunities. The skills of listening, speaking, reading and writing enable children to organize and express their own thoughts and to access the knowledge and ideas of others. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children’s lives.

## 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.*

**Overall Student Performance Goal:**

1. Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 25% to 32% by spring, 2019 as measured by the Ohio State Assessment.

**Kindergarten:**

2. Increase the percentage of Kindergarten students meeting or exceeding targets for nonsense word fluency from 4% to 15% by spring, 2019 as measured by DIBELS Next assessment.

**1st Grade:**

3. Increase the percentage of 1st grade students meeting or exceeding targets for nonsense word fluency (CLS) from 0% to 13% by spring, 2019 as measured by DIBELS Next assessment.
4. Increase the percentage of 1st grade students meeting or exceeding targets for nonsense word fluency (WWR) from 26% to 31% by spring, 2019 as measured by DIBELS Next assessment.

**2nd Grade:**

5. Increase the percentage of 2nd grade students meeting or exceeding oral reading fluency targets (words correct) from 22% to 32% by spring, 2019 as measured by DIBELS Next assessment.
6. Increase the percentage of 2nd grade students meeting or exceeding oral reading fluency targets (accuracy) from 31% to 45% by spring, 2019 as measured by DIBELS Next assessment.

**3rd Grade:**

7. Increase the percentage of 3rd grade students meeting or exceeding oral reading fluency targets (words correct) from 22% to 30% by spring, 2019 as measured by DIBELS Next assessment.
8. Increase the percentage of 3rd grade students meeting or exceeding oral reading fluency targets (accuracy) from 35% to 50% by spring, 2019 as measured by DIBELS Next assessment.

9. Increase the percentage of 3rd grade students meeting or exceeding comprehension targets (Daze) from 10% to 20% by spring, 2019 as measured by DIBELS Next assessment.

## SECTION 6: ACTIONPLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

### Goal # 1 Action Map

**Goal Statement:** Students will make growth in the area of literacy as outlined in section 5 of this document.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Pull-out support	Pull-out support	Student Goal Conference
Timeline	Fall to Spring	Fall to Spring	Prior to DIBELS benchmark administration
Lead Person(s)	Reading Specialist	Teachers and Teacher Aides	All K-3 Classroom Teachers
Resources Needed	<ul style="list-style-type: none"> <li>Orton-Gillingham Multi-Sensory</li> <li>Reading Program; Leveled</li> <li>Readers such as Reading A-Z;</li> <li>Assessments such as Fountas and Pinnell Benchmark Kits 1 and 2; Rasinski's Effective</li> <li>Reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Orton-Gillingham Multi-Sensory</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Score Sheets; Goal Setting Sheets</li> </ul>
Specifics of Implementation	<p>Reading Specialist will engage in pull-out small-group instruction of students that have performed Not-On-Track according to NWEA Map and/or standardized assessments. Selected students will receive intervention a minimum of 3 days a week. The program's instructional focus will be determined according to reading inventory assessments and reading fluency assessments. Instruction will utilize leveled readers chosen to be at the group's average instructional reading level.</p> <p>Lessons utilize Rasinski's Effective Reading Strategies, including, but not limited to, repeated readings,</p>	<p>Aides and teachers will use pull-out small group instruction focused on Kindergarten and 1st grade students that demonstrate deficiencies in basic grade-level phonics.</p> <p>Instruction will occur 4 days a week on average. During instruction, aides and teachers will utilize Orton-Gillingham. Grouping will remain flexible with students moving in and out based upon progress monitoring assessments.</p>	<p>Teachers will conduct individual student conferences to review previous DIBELS scores and to assist students in creating appropriate and achievable growth goals.</p> <p>Furthermore, teachers will discuss test-taking strategies. Prior to testing, the teachers will provide reminders of the student's goals.</p>



	word walls, word ladders, and focused word work. Lessons also incorporate Orton-Gillingham. The program's flexible grouping will adjust according to consistent running records and benchmark assessments are utilized to adapt instruction to the learner's specific decoding and comprehension learning.		
<b>Measure of Success</b>	Fountas and Pinnel's Benchmark Assessments; NWEA Map, standardized assessments	DIBELS Non sense Word Fluency, Phoneme Segmentation Fluency, DORF, DAZE and Letter and Sound Identifications	Number of students who met prescribed goals.
<b>Check-in/Review Date</b>	We will perform benchmark assessment reviews quarterly and adjust grouping accordingly.	We will review effectiveness of this effort quarterly using DIBELS benchmark assessment data and reorganize groups accordingly.	We will review this action step after each DIBELS benchmark assessment.

## 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.*

Monitoring- We will monitor progress using DIBELS Next assessment. DIBELS benchmark assessments will be administered 3 times a year in the Fall, Winter, and Spring.

Measuring- We will review student data after each benchmark and adjust strategies and interventions accordingly.

Reporting- We will share information on progress towards set goals with all stakeholders, administration, and teachers. Data reports will be accessible throughout the year. Parents and guardians will be informed of student progress with reports sent home after each benchmark period.

## 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.*

For our pull-out instruction of students on RIMPs (Action Step 1), we will utilize a combination of Orton-Gillingham, leveled readers, and Rasinski's Effective Reading Strategies.

#### **Orton-Gillingham**

This strategy combines multi-sensory techniques along with the structure of the English language. Those items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways, which are: auditory, kinesthetic, and visual. This approach is beneficial for all learners. It can be implemented in a large group setting as well as with individuals, small groups and at-risk populations. The program introduces skills in succession of the reading process by beginning with phonemes, then blending and finishing with fluency and comprehension. This strategy is used in whole group, small group and intervention times. Orton-Gillingham is specifically effective for students on RIMPs because it allows for direct-instruction of the phonological learning gaps present in students that are struggling readers.



## Effective Reading Strategies by Timothy Rasinski:

Rasinski's strategies incorporate a focus on the areas of word recognition, nurturing fluent reading, building vocabulary, comprehension development with literary and nonfiction text and writing development. Strategies will include, but will not be limited to, word sorts, word ladders, repeated readings, paired reading, choral reading, list group label, analogies, and copy change. These strategies will be utilized throughout the grade levels during whole group, small group and intervention times. Rasinski's strategies are especially effective for students on RIMPS, as they allow students to have supported repeated reading practice and tangible manipulation with a variety of word study activities.

### Leveled Readers

Leveled Readers will be utilized by the reading specialist in focused small-group instruction, with the level being chosen according to the group's fluency and comprehension leveled assessments. By choosing leveled readers at such a level, students will have opportunities to be not only appropriately challenged, but to also achieve success while decoding and comprehending. This will allow for interventions to be focused on the RIMP students' specific reading instruction needs.

## 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.*

The district's leaders will ensure that instructional personnel are using the evidence-based strategies in the classroom by reviewing lesson plans, observing during informal walkthroughs and formal evaluations, observing TBT meetings, and attending grade band common planning times. The District Leadership Team will review each grade level's TBT lesson cycle data as well as completing data reviews periodically throughout the school year to ensure the evidence-based strategies are effective.

In addition to these strategies, upon reviewing our previous two years' benchmark data we have seen a need to work specifically to improve "word study" skills (word recognition, nurturing fluent reading, building vocabulary, comprehension development with literary and nonfiction text and writing development.) To improve upon our previous years' results we have also added "Effective Reading Strategies" by Timothy Rasinski, to do this we conducted Professional Development on Rasinski's methods for our staff. We expect this will impact results for Grades 1-3.

In addition we have modified how we do our Orton-Gillingham groups for our Kindergarten students needing interventions. We have begun to focus instruction based specifically on data from our TBTs. We will be looking at letter recognition and sound recognition in our NWEA Map test and also use TBT to focus on specific letters we see them struggling with.

More broadly, the administration is more directly involved in every TBT meeting this year. The building principals have both received training on leading TBT meetings and are modeling all meetings for every grade level this year. We expect this will drive improvement in the efficacy of our TBTs.

## 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.*

Pathways to Comprehension: Effective Strategies for Struggling Readers (K-6) – Three teachers and our Reading Specialist attended a three-day training. This series was presented by Timothy Rasinski, Ph.D. The series supports the Third Grade Reading Guarantee, Ohio Improvement Process, and Multi-Tiered Systems of Supports and is designed to include students who are at risk of academic failure and students with disabilities. During a staff work day in November, this team presented the information to the entire staff of teachers and paraprofessionals. Reading strategies and resources were shared. A brainstorming session was held for the staff to share ideas on how to use these strategies in the classroom. In addition to the formal training, we have purchased several copies of Timothy Rasinski's book, Effective Reading Strategies. The principals are reviewing the strategies and offering suggestions to the teachers on how to use them in the classroom during coaching sessions.

Orton-Gillingham: SunBridge schools has sent five staff members to the Comprehensive Orton-Gillingham training given by the Institute for Multi-Sensory Education. One staff member also completed the Advanced Continuum Orton-Gillingham Training. This training has equipped the teachers with the strategies to easily incorporate the five essential components of an effective reading program into their daily lessons. These strategies are shared with the entire staff during a full day professional development training prior to the beginning of every school year. The principal provides continuous

monitoring and coaching of these strategies throughout the year. The administration is planning to have all instructional staff trained in Orton-Gillingham by the end of August of 2019.

## APPENDICES

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