

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the Toledo SMART Elementary 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 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:

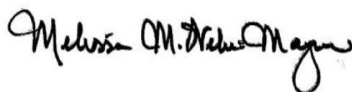
- The plan does include contributing factors for root cause analysis on chronic absenteeism however, there is no evidence of how they will work with families to reduce chronic absenteeism.

This plan will benefit from:

- This plan does not show evidence of alignment to Ohio's Plan to Raise Literacy achievement for Tier 1 universal instructional strategies as part of a MTSS Model.

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.

Sincerely,



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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Toledo SMART Bilingual Elementary

DISTRICT IRN: 014864

DISTRICT ADDRESS: 1850 Airport Highway Toledo, Ohio 43609

PLAN COMPLETION DATE: December 4, 2018

LEAD WRITERS: Jessica Molina Kuhlman, Principal; Cindy Wilson, Assistant Principal

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Jessica Molina Kuhlman	Principal	Toledo SMART	jmolina@toledosmart.org
Cindy Wilson	Assistant Principal	Toledo SMART	cwilson@toledosmart.org
Michelle Garee	Third Grade ELA teacher	Toledo SMART	mgaree@toledosmart.org
Ed McDaniel	Fourth/fifth ELA Teacher	Toledo SMART	emcdaniel@toledosmart.org
James Hartz	ELA Title Teacher, 4 – 5	Toledo SMART	jhartz@toledosmart.org
Amber Norden	Special Education Teacher	Toledo SMART	anorden@toledosmart.org
Ryan Koester	ELL Teacher aide	Toledo SMART	rkoester@toledosmart.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

The District Leadership team identified needs by reviewing end of FY18 academic data, School Report Card Data, beginning of year diagnostic assessments, teacher-based team meeting minutes, and surveys. The team determined the trends in data and identified areas of focus. The lead writers of this plan then consolidated the ideas and created an action plan using the School Improvement Plan model. The goals and timeframe for monitoring and implementing are outlined in both this Reading Plan and the School Improvement Plan. The lead writers presented the plan to all instructional staff, sponsor representatives for technical assistance, and the Board of Director's Academic Committee, asking for feedback and suggestions. The lead writers included the feedback and presented the plan to the Board of Directors in December of 2018. The plan includes check in and review dates which will be followed by the TBTs and DLT.

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.

Our plan was written in consideration of our mission, charter contract, and the state's literacy plan. Our mission is Toledo SMART Elementary will serve students in grades K-6 with a challenging individual learning path filled with academic growth and character development within a Spanish-English, bilingual curriculum format. The students, teachers, families, staff, and board of TSE will serve as active stakeholders in closing the achievement gap and creating community-oriented leaders by establishing an environment in which students will perform at or above proficiency in academics and character development.

Our plan emphasizes the individualized learning paths and closing the achievement gap by focusing on building proficiency through targeted intervention. Our plan also adheres to the SMART goals that are included in our education plan with our sponsor, Buckeye Community Hope Foundation. In our sponsor contract we have committed to reaching 80% proficiency in core subjects, including literacy. Our Reading Achievement Plan mirrors the education plan in our charter contract by setting subgoals, specific to reading skills. The reading skills goals in our plan align the the state's literacy plan because we have chosen to focus on the simple view of reading and the literacy continuum. Our goals aim for 80% proficiency of decoding, encoding, fluency, and comprehension. In reaching these subgoals we will carryout our mission of establishing an environment in which students will perform proficiently in literacy.

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.*

After reviewing comprehensive data from the 2017-2018 school year and first quarter data from the current year, we found our strengths to be: Student growth on the 4-5 grade state tests, our ability to track sub group data including English Language Learners and Students with IEPs, and school climate. The data used to support these statements include, 2017-2018 school report card, internal assessment data with subgroup focus, and teacher and parent perception surveys. Our school also benefits from the presence of shared leadership teams. The school has experienced stability in terms of administration, which is usually a challenge for community schools. Our team has active teacher-based teams, building-leadership team, and PBIS team. These teams create a welcoming, supportive school environment that sets the groundwork for our focus on academics.

The areas of concern include our K - 2 foundational skills achievement, 3 - 5 literacy proficiency, and chronic absenteeism. All measures are located on the state report card and are supported by internal assessment analysis of normative-reference testing, teacher-based teams, lesson plan reviews, and classroom walkthroughs. Our Improving K-3 At-risk Readers measure for the 2017-2018 school year was a "D", while our third - fifth graders scored 41.7%, 36.4% and 52.9% proficient on the ELA AIR assessments, respectively. This is the primary reason for which a Reading Achievement Plan is needed. Our instructional staff has completed data analysis at the class, grade, and school level to find that one root cause is that teachers are not teaching to the rigor of grade-level standards because the majority of their students are below grade-level. Therefore, our solutions will address both the interventions given to students and the preparedness of students entering kindergarten.

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 students start kindergarten at a disadvantage because they do not yet know letter names or sounds. Nearly 40% of our students are English language learners; their home language is not English. Therefore parents lack strategies for helping their children read English. In turn, a large percent of instruction in kindergarten is dedicated to teaching the recognition and identification of letter names and sounds, while a smaller percent of instruction has been committed to writing sentences and reading with fluency. Given this break-down of instructional focus paired with societal factors including lack of kindergarten readiness, limited-English proficiency and summer reading loss, our first graders then start the year with a minimal ability to write sentences and read with fluency. Thus, first grade teachers attempt to meet the needs of their students by working on basic skills, yet they are simultaneously neglecting the more rigorous components of their grade-level standards. This cycle continues from grade to grade.

In order to minimize the gaps, while still teaching grade-level concepts, teachers can only meet student needs through differentiated intervention while also meeting the demands of grade-level standards. Teachers must adhere to intervention cycles with firm progress monitoring dates in order to assess/re-asses students' progress on the reading continuum towards grade-level proficiency. Our current teacher-based teams and building leadership teams have determined that intervention plans need to address blending phonemes, encoding phonograms, reading text fluently, and writing to retell. These intervention focuses can be recorded and measured using both the Ohio Improvement Process and Reading Intervention Monitoring Plans. To improve the instruction of foundational skills, teachers also need further assistance in teaching reading fundamentals to diverse populations, including our significant population of English Learners. In order to promote kindergarten readiness, we will also partner with a preschool provider in order help our incoming kindergartners become school ready.

Our percent of students with chronic absenteeism, 38.8%, is far above the state annual goal and we did not meet the indicator of decreasing the percent of students with chronic absenteeism. A recent analysis of our current truancy data shows that there is no trend among demographics. Therefore, the root cause of

chronic absenteeism varies on a case-by-case basis depending on the student and family, but can include family illness (physical and mental), disengagement, access to reliable time keeping mechanisms and transportation.

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](#).

The Toledo SMART Bilingual Elementary literacy program is committed to providing students a challenging individual learning path in reading, writing, speaking, and listening in both English and Spanish. The students, teachers, families, staff, and board of TSBE will serve as active stakeholders in establishing an environment in which all students can perform at or above proficiency in literacy.

This literacy mission statement flows directly from the Toledo SMART Bilingual Elementary mission statement and will be implemented adhering to the language and literacy development continuum and Ohio's infrastructure supports, which are both outlined in Ohio's Plan to Raise Literacy Achievement.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

The School Improvement Plan includes three literacy-focused goals, all which follow the foundations of the simple view of reading as well as the literacy development continuum. Our plan aligns with the development of word recognition through language comprehension by creating a goal for three distinct steps along the progression, aiming for proficiency at each step before advancing to the next.

The first goal, applicable to students in grades K – 2 is that 80% of students will proficiently blend phonemes and encode phonograms at grade level by March 1, 2019. Once students are able to blend and encode phonemes, the goal will advance to reading with fluency at grade level by May 1, 2019, using the same 80% benchmark. With the third goal students will be challenged to demonstrate comprehension of reading through writing. We chose to make the final goal include demonstration of comprehension through writing because our data analysis revealed that our students need to both improve their comprehension and basic writing skills. So, the final goal of our plan is that by the end of the 2018-2019 school year 80% of students in grades 3 - 5 will be able to retell text through writing at grade level.

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: 80% of students in grade K - 2 will be proficient in blending and encoding phonograms by March 1, 2019.

Evidence-Based Strategy or Strategies: Early Reading Intervention

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train K-2 teachers on What Works Clearing House recommendation #2 within "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd grade" and the Early Intervention in Reading program for implementation of individualized, daily reading interventions	Implementation of targeted intervention in order to meet students individualized needs pertaining to blending and encoding phonograms.	Weekly teacher-based team meetings to progress monitor students' ability to decode and encode
Timeline	Training completed by January 2019	Interventions initiated in December 2018.	TBTs aligned to RAP goals held weekly starting December 2018
Lead Person(s)	Jessica Molina Kuhlman	K – 2 Teacher-based teams, Samantha Eischen, Mallory DeLeon, Nicole Strausbaugh, Ryan Koester, Dayna Adira (2nd Grade team); Ashley Hall, Rebecca Koelsch, Aurora Esquivel, Victoria DeGasto (K - 1st Grade team)	K – 2 Teacher-based teams, Samantha Eischen, Mallory DeLeon, Nicole Strausbaugh, Ryan Koester, Dayna Adira (2nd Grade team); Ashley Hall, Rebecca Koelsch, Aurora Esquivel, Victoria DeGasto (K - 1st Grade team)
Resources Needed	Professional Development on "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd grade" and Early Intervention in Reading (EIR) program EIR materials: Catching Readers Grades K - 2, Title	EIR materials: Catching Readers Grades K - 2, Title 1 funding source for materials Scheduled time for intervention Planning time for scheduling and logistics of intervention implementation	Planning time for scheduling and logistics of implementation, TBTs

	1 funding source for materials Scheduled meeting time for training		
Specifics of Implementation	Training will be held during staff meeting times during the months of December and January	Intervention classes happen daily with students for 40 minutes	TBTs are implemented weekly among teacher teams Intervention groups will be adjusted for skill and proficiency levels every three weeks Student individual goals reviewed weekly Reading Improvement and Monitoring plans reviewed bi-weekly
Measure of Success	Training completed in January 2019 as evidenced by professional development materials and training logs	Implementation of the Ohio Improvement Plan Summative progress monitoring will be completed at least once every three weeks, and will include analysis and reflection on adult implementation Measurable goal for foundational skills achieved by end of February 2018	Implementation of the Ohio Improvement Plan, TBTs Progress monitoring that results in revised instructional plans and flexible intervention groupings Updated RIMPs
Check-in/Review Date	February 1, 2019	January 15, 2019 – check in February 2, 2019 – review date	January 15, 2019 – check in February 2, 2019 – review date

Goal # 2 Action Map

Goal Statement: By May 1, 2019 80% of students in grades K - 5 will read fluently at grade level

Evidence-Based Strategy or Strategies: Individualized fluency reads

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train K-5 teachers on individualized fluency reads theory and practices	Implementation of targeted intervention in order to meet students' individualized needs pertaining to fluency	Weekly teacher-based team meetings to progress monitor students' ability to read fluently
Timeline	Train 3 – 5 teachers in January 2019 Train K – 2 teachers by March 1, 2019	Fluency interventions initiated in January 2019 by 3 – 5 teachers and in March by K – 2 teachers	TBTs aligned to RAP goals held weekly starting December 2018
Lead Person(s)	Jessica Molina Kuhlman	3 – 5 th grade TBT members: EdMcDaniel, Taylor Joyner, James Hartz, Alex Carter, Amber Norden (4th and 5th grade team); Michelle Garee, Dawn Fisher, Michelle Palinkas, Nicole Strausbaugh (3rd grade team) K-2 TBT members (listed in goal #1)	3 – 5 th grade TBT members: EdMcDaniel, Taylor Joyner, James Hartz, Alex Carter, Amber Norden (4th and 5th grade team); Michelle Garee, Dawn Fisher, Michelle Palinkas, Nicole Strausbaugh (3rd grade team) K-2 TBT members (listed in goal #1)
Resources Needed	Individualized fluency read materials Scheduled meeting time for training	Fluency read materials Volunteers to assist with fluency reads Planning time for scheduling and logistics of implementation, TBTs	Planning time for scheduling and logistics of implementation, TBTs
Specifics of Implementation	Training will be held during staff meeting times during the month of January for 3 – 5 teachers and during the month of February for K – 2 teachers	Intervention classes happen daily with students for 40 minutes	TBTs are implemented weekly among teacher teams Intervention groups will be adjusted for skill and proficiency levels every three weeks Student individual goals reviewed weekly Reading Improvement and Monitoring plans reviewed bi-weekly

Measure of Success	Training completed in January and February 2019 as evidenced by professional development materials and training logs	Implementation of the Ohio Improvement Plan Summative progress monitoring will be completed once every three weeks, and will include analysis and reflection on adult implementation Measurable goal for fluency achieved by May 1, 2019	Implementation of the Ohio Improvement Plan, TBTs Progress monitoring that results in revised instructional plans and flexible intervention groupings Updated RIMPs
Check-in/Review Date	February 1, 2019	3-5: January 15, 2019 – check in; February 2, 2019 – review date K-2: March 15, 2019 – check in date; May 1, 2019 – review date	3-5: January 15, 2019 – check in; February 2, 2019 – review date K-2: March 15, 2019 – check in date; May 1, 2019 – review date

Goal # 3 Action Map

Goal Statement: 80% of 3-5 students will be able to write paragraphs to retell at grade-level by June 2019

Evidence-Based Strategy or Strategies: Writing across the curriculum

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on how to use writing across curriculum resources	Implementation of targeted intervention in order to meet students individualized needs pertaining to writing to retell	Weekly teacher-based team meetings to progress monitor students' ability to writing to retell
Timeline	Writing across the curriculum training completed by May 1, 2019	Writing interventions initiated May 2019 by K – 5 teachers	TBTs held weekly starting January 2019
Lead Person(s)	Jessica Molina Kuhlman	3 – 5 th grade TBT members K-2 grade TBT members	3 – 5 th grade TBT members K-2 grade TBT members
Resources Needed	Writing across the curriculum materials Scheduled meeting time for training	Writing across the curriculum materials Planning time for scheduling and logistics of implementation, TBTs	Planning time for scheduling and logistics of implementation, TBTs
Specifics of Implementation	Training will be held during staff meeting times during the month of April.	Intervention classes happen daily with students for 40 minutes	TBTs are implemented weekly among teacher teams Intervention groups will be adjusted for skill and proficiency levels every three weeks Student individual goals reviewed weekly Reading Improvement and Monitoring plans reviewed bi-weekly
Measure of Success	Training completed by May 1, 2019 as evidenced by professional development materials and training logs	Implementation of the Ohio Improvement Plan Summative progress monitoring will be completed once every four weeks, and will include analysis and reflection on adult implementation	Implementation of the Ohio Improvement Plan, TBTs Progress monitoring that results in revised instructional plans and flexible intervention groupings Updated RIMPs

		Measurable goal for writing skills achieved by June 1, 2019	
Check-in/Review Date	May 1, 2019	K-5: May 1, 2019 – check in; June 1, 2019– review date	K-5: May 1, 2019 – check in; June 1, 2019– review date

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.

We have strategically written the progress monitoring of learner performance goals into the our plan. Upon the completion date of each goal, TBTs will report the progress and performance of each goal to the DLT who will then report the goals to the Board of Directors and the community. The first goal, applicable to students in grades K – 2 is that 80% of students will proficiently blend phonemes and encode phonograms at grade level by March 1, 2019. This goal will be monitored through TBTs and reported to the DLT by March 1, 2019. Once students are able to blend and encode phonemes, the goal will advance to reading with fluency at grade level by May 1, 2019, using the same 80% benchmark. This goal will also be measured by TBTs and reported to the DLT by May 1, 2019. The final goal of our plan is that by the end of the 2018-2019 school year 80% of students in grades 3 - 5 will be able to retell text through writing at grade level. This goal will be reported to the DLT by June 1, 2019. All goals will be reported to the Board of Director’s Academic committee by June 30, 2019 and to the school community by October 1, 2019.

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.

We have strategically aligned our strategies and implementation to processes deemed effective by the Ohio Department of Education, including the OIP process, TBTs, the simple view of reading and the literacy continuum. We decided to embed our plan in the Ohio Improvement Process in order to regularly monitor and support students individualized goals, including those who are supported with a Reading Improvement and Monitoring Plans.

We added targeted intervention support into our daily schedule for 40 minutes each day. Our support staff, including title, ELL, and special education teachers collaborate with classroom teachers during intervention in order to meet the students' needs through small group instruction. These regular small-group, targeted-intervention sessions are being implemented in order to meet specific learner needs. The strategies taught during intervention – early reading intervention, fluency reads, and writing across the curriculum - meet the needs identified and are all considered to have strong evidence for effectiveness as determined by ESSA standards.

Our TBTs have also been strategically included into our schedule, on a weekly basis. TBTs meet weekly after schools for 45 minutes a week. Our TBTs collect and analyze disaggregated data by collecting the progress and proficiency of our most vulnerable subgroups including students identified as English Language Learners, in need of Special Education services, and those served by Reading Improvement Monitoring Plans. During step 4 of TBTs, our teachers monitor the effectiveness of their instructional strategies and make adjustments as deemed necessary to meet students' 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.*

All strategies were chosen because they have been determined by ESSA standards as being effective. The district chose to implement the strategies into scheduled daily intervention which will be monitored weekly through TBTs. By embedding these goals into TBTs and therefore DLTs, the district has created a system of accountability. On a weekly basis, TBTs will review the progress made by all students, including a focus on subgroups of students – English Language Learners, Students with IEPs, and students with RIMPs. DLTs then analyze this data monthly and during check in and review dates. The DLT will review the implementation and provide feedback and support to the entire staff.

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 is the first action plan of each goal. K-2 teachers will be trained on effective instructional strategies of blending and encoding. Teachers in grades K – 5 will be trained on effective strategies for reading with fluency and writing across the curriculum. The professional development will be job embedded as training will happen during weekly grade-level meeting times and will be implemented throughout the year following the progression of goals outlined in the plan. Once teachers are trained on the effective strategies of blending, encoding, fluency, and writing, they will then have the skills to reflect on their implementation of the strategies during the TBT process. During the implement and monitor stage of TBTs, teachers will be encouraged to conduct peer-to-peer evaluations to observe and reflect upon the strategies being used.

APPENDICES

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