August 31, 2018

Dear Principal,

Thank you for submitting the Zenith 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:

- Includes a plan shared with both parents and the community
- Identifies a comprehensive list of contributing factors for low student achievement
- Aligns the reading plan with the District Academic Improvement Plan, CCIP, and Ohio Improvement Plan

This plan will benefit from:

- A deeper analysis of diagnostic data to identify grade level trends and language and literacy deficiencies to determine specific needs in relation to the five components of reading. Are the areas of weakness in Phonemic Awareness, Phonics, etc.? Can this be narrowed even further to determine more specific skills to focus on?
- Expansion of section 8 to include the Core reading instructional strategies rather than only addressing supplemental and intervention programs
- Identification and implementation of specific language and literacy professional development related to outcomes from needs assessment data and other factors contributing to low reading achievement
- Implementation of assessments that can be analyzed between NWEA MAP Growth Reading Tests which are administered only three times per year

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.

Questions and requests for additional feedback may be sent to Dr. Melissa Weber-Mayrer at readingplans@education.ohio.gov.

Sincerely,

Stephanie Siddens, Ph.D.
Senior Executive Director, Center for Curriculum and Assessment
District Name: Zenith Academy
District IRN: 000725
District Address: 4606 Heaton Rd., Columbus, OH, 43229
Plan Submission: December 31st, 2017
Lead Writers: Heather Birch, Bridget Egan, Amran Elmi, Sean Griffin, Laura Gruenewald, Sharmila Paudel, Asheer Tashfeen, Virginia Tompkins, Henry Zak
Implementation Start Date: 07/14/2017
Definitions

Ohio's Definition of Early Literacy

Ohio's definition of early literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.

During the pre-Kindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in word play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their names.

These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

Every Student Succeeds Act (ESSA) Definition of Evidence-Based

EVIDENCE-BASED.

(A) IN GENERAL. Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Summary and Acknowledgements

Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (i.e. funding, guidelines, leadership, stakeholders). This is to be written when the plan is completed.

Thank you to the Zenith Academy families, for choosing, trusting and working with Zenith. It is our privilege and responsibility to teach your child. It is the mission of the Zenith Community to collectively focus our efforts to provide all Zenith students with a high-quality education, every day. Our reading achievement plan would not be possible without the support of the community and our families.

Our educational community is rich in culture and language. As our students acquire the English language and gain proficiency, this plan will serve to enhance Professional Development, improve teaching, promote vocabulary acquisition, increase academic optimism and advance literacy. This comprehensive plan addresses the literacy needs of our K-12 students. It addresses the roles of students, teachers, parents, families, administration, and our surrounding community in improving literacy and academic achievement. It is aligned with Zenith’s mission and vision, and other district improvement plans.

This plan was developed by the district leadership team, which includes lead teachers from each grade band, administrators from each building, and community representatives.
Content of Plan

Section 1: District Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Student Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Students and Schools

Appendices
**Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation**

*Insert a list of all district leadership team members, roles and contact information. Describe how the district leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.*

**District Leadership Membership**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Birch</td>
<td>Principal</td>
<td>Zenith Academy High School</td>
<td><a href="mailto:hbirch@zenithacademy.org">hbirch@zenithacademy.org</a></td>
</tr>
<tr>
<td>Bridget Egan</td>
<td>Principal</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:began@zenithacademy.org">began@zenithacademy.org</a></td>
</tr>
<tr>
<td>Laura Gruenewald</td>
<td>K2 LT</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:lgruenewald@zenithacademy.org">lgruenewald@zenithacademy.org</a></td>
</tr>
<tr>
<td>Henry Zak</td>
<td>3-5 LT/Reading Specialist</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:hzak@zenithacademy.org">hzak@zenithacademy.org</a></td>
</tr>
<tr>
<td>Sean Griffin</td>
<td>MS LT</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:sgriffin@zenithacademy.org">sgriffin@zenithacademy.org</a></td>
</tr>
<tr>
<td>Sharmila Paudel</td>
<td>Media/ Nepali Liaison</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:spaudel@zenithacademy.org">spaudel@zenithacademy.org</a></td>
</tr>
<tr>
<td>Amran Elmi</td>
<td>ESL/ Somali Liaison</td>
<td>Zenith Academy (K-7)</td>
<td><a href="mailto:aelmi@zenithacademy.org">aelmi@zenithacademy.org</a></td>
</tr>
<tr>
<td>Virginia Tompkins</td>
<td>HS LT</td>
<td>Zenith Academy High School</td>
<td><a href="mailto:vtompkins@zenithacademy.org">vtompkins@zenithacademy.org</a></td>
</tr>
</tbody>
</table>

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

This plan was initially developed based on 2016-2017 student achievement data. Throughout the year, based on student achievement data analysis, we have added to and adjusted the plan to meet student needs, reflect available resources and streamline our efforts.

This plan was drafted by Ms. Bridget Egan (K-7 Principal) during the summer, as her thesis for her Master’s Degree in Educational Leadership. The draft included plans for increasing community involvement and supports as well as Professional Development in Reading, Teaching literacy to students with Limited English Proficiency, and building relationships to improve instruction. These initial steps of the plan were implemented throughout the 2017 summer and were presented to the lead team while planning for the school year.

At the beginning of the school year, the lead team analyzed student achievement data from 2016-2017 Ohio State English Language Arts Tests (AIR ELA), 2016-2017 Ohio English Language Proficiency Assessments (OELPA), 2016-2017, 2017-2018 Ohio Department of Education Reading Diagnostic Assessment (Reading Diagnostic) data from Northwestern Education Association Measure of Academic Progress (NWEA MAP), as well as 2016-2017 and 2017-2018 KRA data. Together, we compared this data to identify areas for growth. Then, we referenced our district OIP and CCIP to ensure alignment of efforts. Next, we scheduled checkpoints throughout the year to review student data and set interim goals to monitor progress.

The plan was communicated to families at our Parent Orientation, Open House, and Parent Teacher Conferences. It will be continued to be communicated to Families and the community at the upcoming Parent Teacher Conference night (January 26, 2018). Staff were informed of the plan in August during our Professional Learning Week. As our school has changed (grades, buildings, staffing, and achievement data) our plan has been updated to make necessary accommodations. Updates are communicated to staff at weekly staff meetings when teachers engage in Teacher based team meetings.
Section 2: Alignment between the Districts’ Reading Achievement Plan and Other District Improvement Efforts

Describe how the District Reading Achievement Plan aligns to other district improvement plans. Districts and community schools that are required to develop improvement plans or implement improvement strategies as required by Ohio Revised Code (ORC) 3302.04 and 3302.10, or any other section of the ORC, must ensure that the Reading Achievement Plan is aligned with other improvement efforts.

Our District Academic Improvement Plan, Comprehensive Continuous Improvement Plan and Ohio Improvement Plan were developed from same data and goal of improving student achievement. Our goals for reading are consistent: improve student achievement, increase academic growth, support and enhance instruction. We have limited resources and time to achieve our high expectations. Our initiatives and efforts must be tightly aligned for any goals to be accomplished. We desire to put supports in place for our students, so they can get the remediation they need to make the gains in learning that are necessary to be successful in high school, college, and in their future careers. Our Families choose to send their students to Zenith. Our students are already disadvantaged in many ways. It is our privilege and responsibility to serve these students. It is up to us to collectively focus our efforts in order to provide all Zenith students with a high-quality education, every day.

District AIP Goals:
- By spring 2018, all students should make at least one year’s growth in reading. *
- By fall 2018, improve K-3 reading proficiency rates, decrease in K-3 Students on a RIMP per grade (2017-2018) by 50% (students will be Reading on Track and off a RIMP). *

District CCIP Goals:
- By fall 2018, improve K-3 reading proficiency rates, decrease in K-3 Students on a RIMP per grade (2017-2018) by 50% (students will be Reading on Track and off a RIMP). *
- Improve writing through daily practice with extended response prompts.
- Address the needs of the at-risk subgroups by providing multi-tiered prevention/intervention supports that reflect on-going data monitoring and research based instructional practices reflective of ESSA (2015) identified research levels. *

District OIP Goals:
- By spring 2018, 50% of 3rd grade students will be proficient on Ohio State ELA Test.*
- By spring 2018, 80% of 3rd grade students will meet promotion score for Ohio State ELA Test/NWEA MAP Test.*
- By fall 2018, improve K-3 reading proficiency rates, decrease in K-3 Students on a RIMP per grade (2017-2018) by 50% (students will be Reading on Track and off a RIMP). *

*Denotes a Reading Achievement Plan goal.
Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School

Describe why a Reading Achievement Plan is needed in your district or community school.

SECTION 3 PART A: ANALYSIS OF RELEVANT STUDENT 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.

The Zenith Academy State of Ohio 2016-2017 School Report Card has failing grades for K-3 Literacy and for Achievement Components, with 0% of indicators met for performance. This indicates that overall, Zenith Academy is not proficient in Reading.

NWEA MAP Reading Data from fall 2017-2018 that 47.5% of 3rd-7th grade Students and 75% of 8th graders are projected to have limited scores on Ohio State Tests taken in spring 2018. Mean RIT scores from Zenith High School indicate that on average, students are reading at a 4th-6th grade level. (Figures 1, 2, 6)

NWEA MAP Reading Data for K-2 indicates the mean RIT score is at least one grade level below the cut score for that grade. NWEA MAP 3rd grade reading data indicates the mean RIT score to be at the cut score for 3rd grade. The NWEA MAP proficiency projection based on fall scores suggest 34% of 3rd graders will be proficient in reading. (Figures 1, 3, 4, 5)

Tables 1 and 2 indicate the average growth made from 2016-2017 to 2017-2018 by grade and by cohort as measured by mean RIT growth. The 2016-2017 cohorts of Kindergarten, 5th, and 9th grades mean RIT growth fell one point short of expected growth for RIT student growth norms. The 2016-2017 cohorts of 2nd, 3rd and 4th grade met and exceeded student growth norms. The 2016-2017 cohorts of First grade and 7th grade made positive growth but did not meet growth goals. The 2016-2017 cohorts of 6th, 8th and 10th grade showed no positive growth in reading. (Figure 7)

Tables 3 and 4 indicate Kindergarten readiness from KRA data from 2016-2017 and 2017-2018. There was a 1% increase in Kindergarten readiness from 2016-2017 to 2017-2018, from 5% to 6%. Students approaching readiness increased but a majority of our incoming Kindergarten students are in the Emerging Readiness stage.

Table 5 indicates that similar to our KRA scores, few students are proficient in Reading in Fall of 3rd grade. By spring 2016, 26% of students had met or exceeded the proficient level on the Ohio State ELA Test.

Figure 8 indicates that a majority of our students are performing at limited and basic levels on Ohio’s State ELA test, as of spring 2017. Figure 9 depicts the percentage of LEP students in each grade (2016-2017). Table 6 compare proficiency rates between the two data sets: Students who are proficient in the English Language (OELPA and AIR Data) against Students with proficient scores on the AIR ELA test. One would expect these two indicators to be highly correlated, as students who are proficient in English on one state test, should also be proficient in English on the other. The greatest discrepancy is with 7th and 8th grades where the percentage of English Language Proficient students (29-39%) and ELA AIR proficiency (14-16%). This dip in English Language Proficiency Progress is echoed in Table 7, which indicates that in 2016-2017 8% of LEP 7th graders and 0% of LEP 8th graders achieved ELP status on the OELPA. In all other grades, 10-14% of LEP students were able to achieve ELP status on the OELPA in 2016-2017.

Finally, Table depicts the performance level of each area of the OELPA test (Spring 2017). Our LEP students (at least of students 60% of grades 3-8) are not proficient in reading. 56% of LEP students are scoring below proficient on the OELPA test in reading (designed specifically for LEP students to test English Language Proficiency). According to this data, a majority of our students are not proficient in the English Language and Reading in the English Language.
Figures and Tables:

**Figure 1:** Zenith Academy NWEA MAP Reading Scores, Fall 2017-2018 Projected Proficiency Rates

**Figure 2:** Zenith Academy High School NWEA MAP Reading Scores, Fall 2017-2018 Projected Proficiency Rates

**Figure 3:** Zenith Academy Fall 16-17 to Fall 17-18 Reading K-2 Mean and Median RIT

**Figure 4:** Zenith Academy Fall 16-17 to Fall 17-18 Reading 2-5 Mean and Median RIT
### Table 1: Fall 16-17 to Fall 17-18 Mean Reading RIT Comparison by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-2017 Mean RIT</th>
<th>2017-2018 Mean RIT</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>131</td>
<td>127</td>
<td>-4</td>
</tr>
<tr>
<td>1</td>
<td>146</td>
<td>147</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>157</td>
<td>157</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>174</td>
<td>183</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>187</td>
<td>191</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>187</td>
<td>201</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>198</td>
<td>192</td>
<td>-6</td>
</tr>
<tr>
<td>7</td>
<td>195</td>
<td>195</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>208</td>
<td>197</td>
<td>-11</td>
</tr>
<tr>
<td>9</td>
<td>202</td>
<td>203</td>
<td>1</td>
</tr>
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<td>10</td>
<td>214</td>
<td>209</td>
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</tr>
<tr>
<td>11</td>
<td>205</td>
<td>214</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>208</td>
<td>216</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 2: Fall 16-17 to Fall 17-18 Mean Reading RIT Growth By Cohort Grade

<table>
<thead>
<tr>
<th>16-17 Cohort</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>131</td>
<td>147</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>146</td>
<td>157</td>
<td>11</td>
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<tr>
<td>2</td>
<td>157</td>
<td>183</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>174</td>
<td>191</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>187</td>
<td>201</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>187</td>
<td>192</td>
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<td>205</td>
<td>216</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>208</td>
<td>GRADUATED</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: KRA 2016-2017

- 75% 48 Students Emerging Readiness
- 20% 13 Students Approaching Readiness
- 5% 3 Students Demonstrating Readiness

Table 4: KRA 2017-2018

- 65% 20 Students Emerging Readiness
- 29% 09 Students Approaching Readiness
- 6% 02 Students Demonstrating Readiness

Table 5: Ohio State Test, Grade 3 English Language Arts

<table>
<thead>
<tr>
<th>Fall</th>
<th>Number of Students Tested</th>
<th>Percent Proficient</th>
<th>Percent Meeting Promotion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>41</td>
<td>5%</td>
<td>55%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>49</td>
<td>6%</td>
<td>41%</td>
</tr>
</tbody>
</table>
Table 6: Spring 2017 Comparison of English Language Proficiency and ELA AIR Proficiency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final LEP %</th>
<th>ELP</th>
<th>% Passed AIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>72%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>61%</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>68%</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>56%</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>71%</td>
<td>29%</td>
<td>16%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>61%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>65%</td>
<td>35%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Table 7: Percent of Students Gaining ELP in 2016-2017 by grade level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count OELPA Tested</th>
<th>% Proficient OELPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>31</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>37</td>
<td>14%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>39</td>
<td>13%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>21</td>
<td>14%</td>
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<tr>
<td>Grade 7</td>
<td>24</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>22</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Table 8: OELPA Performance Level Comparison Data by Year and Performance Area**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2016</td>
<td>Spring 2017</td>
<td>Spring 2016</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>5</td>
<td>9%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
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<td>8%</td>
<td>8%</td>
<td>6%</td>
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<td>3</td>
<td>32%</td>
<td>30%</td>
<td>37%</td>
<td>32%</td>
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<td>2</td>
<td>20%</td>
<td>24%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>1</td>
<td>27%</td>
<td>32%</td>
<td>28%</td>
<td>34%</td>
</tr>
</tbody>
</table>

**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.

Zenith students, on average, are reading at least 1 year behind their U.S. peers (NWEA, 2017). A majority of Zenith students are not English Language proficient, and are struggling most in Reading and Writing (Zenith OELPA data, Spring 2017). Our students who are the furthest behind are making the least progress (6th and 7th grade AIR and MAP ELA and Math data, spring 2017).

- **Economically Disadvantaged:** 100% of our students receive free and reduced government breakfast and lunch.
  - Environmental stressors impacting learning and access to education.

- **Early Literacy/ Kindergarten Readiness:**
  - KRA Data: 6% of students are ready for Kindergarten when they enter our school.
  - From KRA Annual Report 2015-2016 “Among the 112,945 kindergarten students in Ohio in fall 2015 who took the complete Kindergarten Readiness Assessment, the subgroups that were most likely to demonstrate readiness to engage with kindergarten-level instruction include girls, and white non-Hispanic children. Children with disabilities were more likely to score in the emerging readiness category overall, as compared to their typical counterparts but improved in the amount of students demonstrating readiness from 12.3% in fall of 2014 to 15.1% in fall of 2015. The same is true of children with limited English proficiency as compared to their English proficient counterparts showing improvements in skills demonstrating readiness. Children in families with higher incomes demonstrated readiness at higher levels than their economically disadvantaged peers overall.”
  - Few of our students have been to head start, preschool or pre-k. Language and Transportation are barriers to families accessing early learning resources.

- **Limited English Language Proficiency:**
  - 5.33%, or 9 of 169 K-2 Students are native English Speakers or have achieved LEP status on the OELPA test. This means 95% of K-3 Students have limited English Proficiency.
  - 61-79% of students in grades 3-8 (2017) are LEP
  - Families are LEP and have limited or no experience with American Schools, language, and literacy.
  - The basic communication skills developed in the home from birth to age three are developed in the native language. LEP students develop listening vocabularies that progress into speaking vocabularies. Non-Native English Speaking must acquire a second vocabulary upon entering U.S. Schools. They are competing with their Native English-speaking peers. LEP students must develop academic, social and pragmatic vocabularies to function in school. While their English Language Proficient peers are learning about academic concepts and develop the metacognition necessary to attach meaning to words, LEP students are listening, picking up words and phrases, and trying to catch up to their peers.
  - In illiterate homes, shared reading experiences are unlikely.
  - In homes with no books, students have fewer opportunities to develop foundational skills of literacy like print concepts and phonological awareness.
  - Many of our older LEP students are entering school for the first time. 10 -15 year old students who have never learned about letters, numbers, reading, or writing have more difficulty catching up to their peers than 6 and 7 year old LEP students.

- **High turnover rates for students, teachers and administration.**
  - High teacher turnover negatively affects student achievement, and the detrimental effects
extend to all of the students in a school, not just those students in a new teacher’s classroom. A vicious cycle is often created in hard-to-staff schools, as these schools typically end up with a disproportionate number of relatively inexperienced teachers, who typically leave at much higher rates than other teachers. In times of shortage, many of these teachers are typically also underprepared, which puts them at greater risk of leaving in comparison to teachers who are fully prepared. P.5 (Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.)

Section 4: Literacy Mission and Vision Statement(s)

Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district’s literacy vision is aligned to the early literacy definition of the Ohio Department of Education (see page 2 of this template).

Ohio’s definition of early literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

Zenith Academy’s definition of early literacy includes a continuum of literacy development for students of all ages throughout their acquisition of the English Language. This process begins at birth in the home, in the student’s native language with the development of receptive language and expressive language. This process begins again, as students learn their second language (English). By the end of their third year in U.S. schools, Zenith expects all LEP students should be literate. This will be evident by their attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

Zenith’s literacy vision is to provide access to print for present, future, and honorary Zenith Students. We strive to extend our students’ learning into their homes and community to spark early literacy development in future Zenith students by introducing families to books and reading. Our efforts will encourage receptive and expressive language development in English and Native Language throughout the Zenith community. Zenith students will be literate, fluent readers, who can listen, speak, and write in English to independently understand, interact, and accurately share their ideas with the world around them.
Section 5: Measurable Student Performance Goals

Describe the measurable student achievement goals that the Reading Achievement Plan is designed to support progress toward.

- **Goal 1:** By spring 2018, all students should make at least one year’s growth in reading as measured by NWEA MAP Reading RIT score and growth projection data.
- **Goal 2:** By fall 2018, Zenith will improve K-3 reading proficiency rates by decreasing the number of K-3 Students on a RIMP (not on track) per grade (based on 2017-2018 ODE Reading Diagnostic Cut Score) by 50% (students will be Reading on Track and off a RIMP).
- **Goal 3:** By spring 2018, 50% of 3rd grade students will be proficient on Ohio State ELA Test and 80% of 3rd grade students will meet or exceed the promotion score for Ohio State ELA Test/NWEA MAP Test.*

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 that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

**Action Map - Goal #1**

- **Goal Statement:** By spring 2018, all students should make at least one year’s growth in reading as measured by NWEA MAP Reading RIT score and growth projection data.

<table>
<thead>
<tr>
<th>Components</th>
<th>Action Step 1:</th>
<th>Action Step 2:</th>
<th>Action Step 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All students take NWEA MAP Test</td>
<td>Teachers learn how to read their NWEA MAP data, review data, and set goals for student achievement.</td>
<td>Progress monitoring, Winter NWEA MAP testing and data analysis.</td>
</tr>
<tr>
<td>Timeline</td>
<td>September 14-29, 2017</td>
<td>10/02/2017 - 10/06/2017</td>
<td>12/04/2017 - 12/21/2017</td>
</tr>
<tr>
<td>Lead Person(s)</td>
<td>Building Principals</td>
<td>Building Principals</td>
<td>Building Principals, Lead Teachers.</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>NWEA MAP test, testing devices, headphones for K-2, Testing schedule, PD for teacher training.</td>
<td>NWEA MAP Reading Data, highlights, Time for meetings, PD for teacher training.</td>
<td>NWEA MAP test, testing devices, headphones for K-2, Testing schedule, TBT meeting time, highlighters, NWEA MAP test, Winter NWEA MAP Reading data, Support for teacher data analysis.</td>
</tr>
<tr>
<td>Specifics of</td>
<td>Teachers will be trained to administer NWEA MAP Tests. Teachers will administer tests according to testing schedule. All students will take tests.</td>
<td>Teachers will receive their NWEA MAP Test data and receive timely, relevant, small group trainings to understand their students’ data and how to plan instruction based upon that data.</td>
<td>Teachers will administer tests to all students according to testing schedule. Testing will be monitored to ensure all available students are tested. Teachers will meet in teams to review test data to assess progress toward student growth goals, identify areas for growth and plan instruction to provide support in those areas.</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure of</td>
<td>All students (attending during test window) will take the appropriate NWEA MAP reading test for their grade.</td>
<td>Reading SLO’s will be written based upon NWEA MAP test data. Goals for student achievement will be individualized based on RIT score.</td>
<td>Teachers will determine which students who have and have not met interim growth targets. Using evidence based strategies, Teachers will plan and implement interventions (encouraging increased growth) and enrichments (encouraging further growth) for their class.</td>
</tr>
<tr>
<td>Success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-in/Review</td>
<td>Check in: 09/25/2017 Identify students for makeup testing. Review: 09/29/2017 Last check for students to complete testing.</td>
<td>Check in: 10/06/2017 SLO’s are due for feedback. Review: 10/13/2017 SLO’s are reviewed, finalized and approved or rejected and returned for corrections.</td>
<td>Check in: 12/21/2017 Check to ensure all available students have completed testing. Review: 01/10/2018 TBT review of student data and planning research based instruction (to be observed in walkthroughs and observations throughout the year).</td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action Map - Goal #2

- **Goal Statement:** By fall 2018, Zenith will improve K-3 reading proficiency rates by decreasing the number of K-3 Students on a RIMP (not on track) per grade (based on 2017-2018 ODE Reading Diagnostic Cut Score) by 50% (students will be Reading on Track and off a RIMP).

<table>
<thead>
<tr>
<th>Components</th>
<th>Action Step 1:</th>
<th>Action Step 2:</th>
<th>Action Step 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Determine which students are on track.</td>
<td>Write and implement RIMPs for students not on track.</td>
<td>Progress monitor and adjust RIMP based upon student progress data.</td>
</tr>
<tr>
<td><strong>Lead Person(s)</strong></td>
<td>K-7 Principal &amp; Henry Zak (Reading Specialist)</td>
<td>K-7 Principal &amp; Henry Zak (Reading Specialist)</td>
<td>K-7 Principal &amp; Henry Zak (Reading Specialist)</td>
</tr>
<tr>
<td><strong>Resources Needed</strong></td>
<td>NWEA MAP Reading Data, ODE Cut scores, RIMP template, RIMP Codes, Time for data analysis and RIMP training meetings.</td>
<td>RIMP template, RIMP Codes, time to give feedback for RIMPs, Google Drive</td>
<td>NWEA</td>
</tr>
<tr>
<td><strong>Specifics of Implementation</strong></td>
<td>Teachers will engage in training regarding RIT reading scores, ODE cut scores and how to write a high quality RIMP. Then, K-3 Reading teachers will analyze student reading data to distinguish students as on track or not on track.</td>
<td>K-4 reading teachers will write a RIMP for each student who is not on track based on ODE cut scores for fall 2017 NWEA MAP Reading RIT scores.</td>
<td>Teachers and Admin will compare Winter RIT scores to ODE cut scores for Winter2017 NWEA MAP Reading data. Then, K-4 Reading teachers will review and update RIMP based on student progress and implement each RIMP with fidelity.</td>
</tr>
<tr>
<td><strong>Measure of Success</strong></td>
<td>On the shared Diagnostic Data spreadsheet, teachers will input student reading data and identify each student as either on track or not on track.</td>
<td>Each K-4 student who is not on track will have an individualized RIMP, created by their teacher, in the correct Google Drive Folder by 10/20/2017.</td>
<td>Updated RIMPs will be sent home 01/19/2018 with student report cards and discussed with families at Parent Teacher Conferences 01/26/2018.</td>
</tr>
<tr>
<td><strong>Check-in/Review Date</strong></td>
<td>Check in: 09/29/2017 Ensure all students are tests and data is available to teachers. Review date: 10/01/2017 Progress Measures Due to sponsor</td>
<td>Check in: 10/01/2017 RIMP codes due to sponsor. Review Date: 10/20/2017 RIMPs have been reviewed by Principal and Reading specialist for quality and completion and are sent home with Report cards.</td>
<td>Check in: 1/12/2018 Professional Development Day, check for RIMP updates and student progress. Review: 01/19/2018 All RIMPs are updated, complete, and sent home to families.</td>
</tr>
</tbody>
</table>

### Action Map - Goal #3

- **Goal Statement:** By spring 2018, 50% of 3rd grade students will be proficient on Ohio State ELA Test and 80% of 3rd grade students will meet or exceed the promotion score for Ohio State ELA Test/NWEA MAP Test.*

<table>
<thead>
<tr>
<th>Components</th>
<th>Action Step 1:</th>
<th>Action Step 2:</th>
<th>Action Step 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Review Fall ELA AIR and Winter NWEA MAP Reading data.</td>
<td>Review data with Teachers and Students.</td>
<td>Review data and communicate policies to parents while providing support.</td>
</tr>
<tr>
<td><strong>Resources Needed</strong></td>
<td>Fall ELA Air test data, Fall and Winter 2017 NWEA MAP data, cut scores for promotion and proficiency, knowledge of ODE school report card (discuss with Marianne Motley), Google Drive</td>
<td>Student Reading Data, meeting time for teacher review of data, student goal setting worksheets.</td>
<td>Letter to parents, translators, translations of letters to parents, time for parent teacher conferences, community reading resources.</td>
</tr>
<tr>
<td><strong>Specifics of Implementation</strong></td>
<td>Identify students who have met promotion score based on Fall and Winter NWEA MAP reading data. Next, discuss school report card data report with Marianne Motley to improve understanding of data reporting and attributes. Review Fall ELA AIR test data. Identify students who have met promotion score. Then, identify students who have met or exceeded the proficiency score of 700. Next, identify students who are likely to meet proficiency score (based upon MAP progress and AIR Test Data and trends.</td>
<td>B. Egan will review Data with 3rd grade reading teacher to identify students who: are not making adequate growth, have accelerated growth, are on RIMPS, and are now on track, are not on a RIMP and are not on track, receive ESL services, receive reading intervention, need ESL or reading intervention. H. Zak will review MAP reading data with students. Students will graph their reading progress and set a goal for the Spring test.</td>
<td>H. Zak will review student data with students and families and send home a note with the report card of students who have not yet met the promotion score. A. Elmi and J. Mikel will provide ESL services to those who are identified as needing more ESL help. S. Paudel and A. Elmi will provide translation services to parents at Parent Teacher conferences to communicate state retention policies to parents in their native language. Zenith staff will also provide parents with ideas and resources to improve reading at home.</td>
</tr>
<tr>
<td><strong>Measure of Success</strong></td>
<td>Identification of % of students who have met promotion and proficiency scores.</td>
<td>Identification of interventions used and interventions necessary for student reading achievement. Completed student goal setting worksheet for each 3rd grade student.</td>
<td>Retention note sent home (in home language) with all students who have not met promotion score. Parent understanding of TGRG and their student’s promotion status.</td>
</tr>
<tr>
<td><strong>Check-in/Review Date</strong></td>
<td>Check in: 12/31/2017 Reading Achievement Plan Due, include data.</td>
<td>Check in: 1/12/2018 Interventions for students have been planned and ready for implementation. Review: 1/18/2017 Students complete GSWS before report cards are sent home.</td>
<td>Check in: 1/18/2018 Retention letter and translations updated and ready to send home. Review: 1/26/2018 Teachers and Community liaisons can identify resources to help Families improve literacy.</td>
</tr>
</tbody>
</table>
Section 7: Plan for Monitoring Progress

Describe how progress toward goals will be monitored, measured and reported.

Goal 1: By spring 2018, all students should make at least one year’s growth in reading as measured by NWEA MAP Reading RIT score and growth projection data.

- **Monitored:** The Winter 2017 NWEA MAP Growth Reading Test will measure interim progress toward end of year growth targets.
- **Measured:** Projected proficiency targets (based on normative growth data) are generated for each student. Student growth data will be analyzed in January and instruction will be planned based on student needs.
- **Reported:** Student reading progress is communicated to families in the Student Progress Reports which go home with report cards and RIMPs. These provide information for families regarding reading level, progress, support and instruction. Reading teachers used NWEA MAP reading data for their SLO. They used the projected growth targets as goals for 1 year’s growth. SLO data is reported in OTES.

Goal 2: By fall 2018, Zenith will improve K-3 reading proficiency rates by decreasing the number of K-3 Students on a RIMP (not on track) per grade (based on 2017-2018 ODE Reading Diagnostic Cut Score) by 50% (students will be Reading on Track and off a RIMP).

- **Monitored:** The winter 2017 and spring 2018 NWEA MAP Growth Reading Tests will measure interim progress toward fall reading growth targets. Progress towards RIMP reading goals is monitored closely and checked against cut scores for grade level reading proficiency.
- **Measured:** Reading proficiency rates will be measured by fall 2018 NWEA MAP Growth Reading test data. The number of students per grade by percentage who meet or exceed the cut RIT score for the ODE Reading Diagnostic Assessment will be measured and compared to the number of students per grade by percentage who met or exceeded the cut RIT score the previous year (by cohort grade, KG% to 1st grade%). More specifically, our goal is to identify students who remain on a RIMP and provide remediation, focused support and intensive instruction to increase literacy.
- **Reported:** Fall reading diagnostic data is reported to the state and is graded by our school’s K-3 Literacy score. If we are successful, we would expect to see an increase in our K-3 literacy indicator percentage.

Goal 3: By spring 2018, 50% of 3rd grade students will be proficient on Ohio State ELA Test and 80% of 3rd grade students will meet or exceed the promotion score for Ohio State ELA Test/NWEA MAP Test.

- **Monitored:** The winter 2017 and spring 2018 NWEA MAP Growth Reading Tests will measure interim progress toward fall reading growth targets. Fall ELA AIR scores are returned December 18th, 2017. That data, along with Winter MAP Reading test data will serve a checkpoint toward spring goals. The Spring NWEA MAP test is taken after the Spring ELA AIR test. If a student scores 197 or above on the NWEA MAP Growth Reading test, he or she has met the Promotion score for 4th grade. This is their last chance at promotion before the Spring AIR ELA Test result data is released in mid-June. At this time, we will know if we have met our goals and notify families of retention or promotion for students who had not yet met any promotion score.
- **Measured:** Achievement of this goal will be measured by 2017-2018 NWEA MAP Reading data as well as fall and spring ELA AIR Test student achievement data. 20 students have already met the promotion score with a score of 672 or greater, a reading sub score of 44 or greater, or a RIT score 197 or greater on the NWEA MAP Test. 11 more students must achieve these standards for us to meet this goal. For us to meet the proficiency goal, 22 more students must score 700 or above on the spring 2018 ELA AIR test.
- **Reported:** This data is reported to ODE through EMIS (retention, promotion, and proficiency). It is reported to families through face to face meetings, phone calls (during summer to notify parents when spring scores come in), and letters sent home throughout the school year.
Section 8: Expectations and Supports for Students and Schools

Describe the expectations and supports for schools in relation to the Reading Achievement Plan.

SECTION 8 PART A: STRATEGIES TO SUPPORT STUDENTS

Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plans.

The first evidence-based strategy is providing struggling readers with intensive and individualized interventions provided by trained specialists.

- For students like the struggling readers at Zenith, who perform at limited and basic proficiency, (Students on RIMPs) The IES Practice Guide (2008), recommends “intensive supplemental interventions in addition to the reading support they might receive in their regular classrooms. Because failure to read at grade level may be caused by several different factors, including deficiencies in decoding skills, vocabulary, background knowledge, and inefficient use of comprehension strategies, the choice of supplemental interventions needs to be guided by initial formative assessments that gauge the specific learning needs of struggling readers and individualized to meet students’ identified needs.” (p.32).

- Struggling readers are identified based upon an initial formative assessment.
  - Utilizing technology to assess students’, identify strengths and quickly adjust and focus instruction to remediate reinforce learning. NWEA MAP Reading assessments provide rich data on student reading for an entire school in the form of a test which finds each student’s zone of proximal development and indicates the student’s reading progress on the RIT scale. This scale provides examples of what students who score in a given range are able to do as well as grade level correlations, normative growth data, and student achievement benchmarks. This allows our school to collect and assess student progress data quickly and effectively, which helps us adapt and refine instruction to meet the needs of our students.
  - Then, specialists administer further reading assessments to inform instruction and create groupings based on student needs.

- H. Zak, J. Mikel and K. Butts (teachers with the K-12 Reading Endorsement) provide intensive reading instruction to our struggling readers.
  - H. Zak teaches 3rd grade reading in small leveled groups, providing each group with targeted assistance at their level. Mr. Zak plans weekly centers for students to work independently at their own level while other groups read with him.
  - J. Mikel pulls out students for ESL instruction in small groups. She works intensely with struggling LEP 2nd-4th graders, with focused efforts on 3rd graders who were retained, and students promoted to 4th grade due to their LEP status and age (we try to ensure our students will have the option to graduate high school before aging out). Mrs. Mikel uses a wide variety of materials and technology to engage students in learning and enhance literacy.
  - K. Butts pulls out groups of students who were previously retained and promoted to 4th grade after having 2 or more years of intensive reading instruction. He provides them with leveled reading instruction.

- Focused tutoring by ELA instructors is designed to remediate and reinforce grade level standards.
  - Students in grades 2+ are nominated for tutoring and placed in a leveled group according to their Reading RIT score. They receive intensive reading instruction after school, twice a week.
The second evidence-based strategy we use addresses the specific needs of our struggling readers while improving instruction. We do so by providing explicit vocabulary instruction.

- The IES Practice Guide (2008), reinforces this strategy as being strongly supported by evidence. It describes explicit vocabulary instruction as a “family of strategies that can be divided into two major approaches: direct instruction in word meaning and instruction in strategies to promote independent vocabulary acquisition skills.” (p. 155).
- An area of strength is our student’s ability to learn languages. Many speak their first language at home, a second language at their religious school, and a third in our classrooms. Our students, a population of economically disadvantaged English Language Learners, need to increase their academic vocabularies to be proficient in reading. To provide our students with explicit vocabulary instruction, our K-12 ELA staff must be trained in these methods. This October, our K-12 ELA staff engaged in Professional Development on instructional strategies to enhance literacy for English Language Learners. This identified and taught several evidenced based instructional strategies proven to increase literacy for ELL students, including explicit vocabulary instruction.
  - During the ELL literacy PD, the instructor had us teach our partners a phrase (in Spanish) saying only the Spanish phrase using song/ rhythm and dance/ movement. Using strategies like these help students to acquire vocabulary by independently “analyzing semantic, syntactic, or context clues to derive the meaning of words by using prior knowledge and the context in which the word is presented… helping students generalize their skills to a variety of new texts in multiple contexts” (The IES Practice Guide, 2008, p.15).
  - Recently, our Professional Learning Community (PLC) studied best practices of direct instruction and reflected on our own fidelity of implementation in the classroom. During the discussion that followed our study, teachers provided each other with resources and suggestions for improving instruction. For example, 2nd and 3rd grade had been working on direct instruction in word meaning which “includes helping students look up definitions in dictionaries and glossaries, read the words and their definitions, match words and their definitions, participate in oral recitation, memorize definitions, and use graphic displays of the relationships among words and concepts such as semantic maps.” (IES, p. 15). One 2nd grade teacher mentioned she needed a few more Thesauruses in her room, and the Middle School ELA teacher had some to spare.

The third evidence-based strategy we use improves instruction and addresses the needs of our struggling readers. Zenith provides struggling readers with direct and explicit comprehension strategy instruction.

- During the same direct instruction reflection PLC, a first grade teacher shared how they had been modeling reading comprehension by practicing using the “think aloud” questioning reading comprehension strategy while they read aloud to their students. The teacher noted that they had started to hear tiny iterations of their own words and phrasing throughout the classroom as her students have acquired this skill and started to independently use the modeled “think aloud” phrases and strategies while reading to themselves, a friend (real or imaginary) and during reading groups.

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 be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

Zenith will ensure the implementation of proposed evidence-based strategies (EBS). First, Zenith will provide teachers with appropriate Professional Development to support instruction. Then, evidence of implementation of these evidence-based strategies will be monitored and measured. We will do so through observation and analysis of academic progress monitoring data. The quality and fidelity of implementation will be measured using observational data, student growth data, Value Added scores, and the OTE Rubric. The evidence of impact on student achievement from instructional changes and academic interventions will be measured in winter and spring (NWEA MAP, OELPA, and OST AIR Student Achievement Data). Interim and mid-
course corrections and adjustments will be determined based upon observational and interim data. Random observations will confirm what is stated above.

**Beyond the Classroom:**

This past year, we have increased our efforts to provide literacy support beyond the classroom to promote literacy within the Zenith Community. These efforts include improving relationships between teachers, students, and the community we serve, as well as setting high standards for student achievement. It is up to us to collectively focus our efforts in order to provide all Zenith students with a high-quality education, every day. “A recent report from the Research Alliance for New York City Schools at New York University found that teacher turnover decreased and academic achievement increased in New York City middle schools that improved their learning environment in four areas: leadership and professional development, high academic expectations for students, teacher relationships and collaboration, and school safety and order” (BFK, 2016, p.8).

**Leadership:**

Zenith Academy promotes a culture of collegial leadership and has built a strong leadership team. We do so by selecting future Principals from the teaching staff. Then, Zenith helps them to gain leadership experience through hands-on leadership experiences as Committee Chairs, Lead teachers, Assistant Principals, and Academic Coaches. These long-term, ongoing, job-embedded professional learning experiences have provided Zenith with high-quality leadership who have an intimate understanding of the school’s context, climate, and culture.

**Professional Development:**

Zenith Principals and Lead teachers (BLT) work collaboratively, throughout the year, to identify areas of need. Then, the BLT plans, develops, schedules, and provides opportunities for staff members to engage in timely, purposeful and relevant professional development. This year, our Professional Development has been focused on the themes of setting high academic expectations for students and improving instruction. Our professional development sessions have covered topics which bring together both themes like building relationships to improve classroom management, increasing collegial collaboration across content areas to enhance and streamline instruction, and instructional strategies for literacy with Elementary English Language Learners.

**High Expectations for Students:**

The goal of education “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications” (Vescio & Adams, 2008, p.81). By implementing MAP testing, we have shifted the focus onto learning, making instruction student centered. During our first BLT meeting we analyzed student data, identified areas of strength, and set goals for student achievement. These high expectations were communicated to students and students also engaged in goal setting. Progress monitoring measures are scheduled. Students, Teachers and Administrators will review data, assess progress, plan interventions and enrichments, and continue working towards goals.

**Teacher relationships and collaboration:**

Our master schedule intentionally provides teachers with multiple unscheduled periods for building collegial relationships and fostering collaboration. It includes regularly scheduled periods for each mentor teacher to observe Resident Educator classrooms and provide RE’s with feedback on their instruction. Teachers also have daily shared planning periods for collaborative instructional planning. All Teachers have 3 - 4 hours of unscheduled time before and after school set aside each week for planning and collaboration. During shared planning times, teachers gather, organize, review and analyze student data. Then, they identify student needs and collaboratively plan instruction using evidence-based strategies to improve areas of weakness. This process is continued on a larger scale with TBT’s. As a school, we repeat this process every 4.5 weeks.

**Professional Learning Community:** Our TBT’s, which were once strictly data analysis teams, have become a Professional Learning Community (PLC). In an analysis of 8 studies that “examined the relationship between teachers’ participation in PLCs and student achievement [all] found that student learning improved” (Vescio & Adams, 2008, p.86). Together, Our PLC is working to become more effective educators by developing our professional skillset. Our PLC collaborates and learns together through online forums, group emails, on our Google Classroom site and at our weekly meetings. Our increased professional development efforts serve to improve both teaching and learning at Zenith Academy. The PLC model was chosen as research indicates it is highly effective in improving student achievement and is instrumental in
improving all three properties of academic optimism. It improves collective efficacy by increasing teacher trust and collegiality. It increases academic emphasis by focusing efforts on the process of improving instruction. It promotes teacher-student trust by providing teachers models for successful instruction and positive student teacher relationships.

“In a case study documenting the efforts of a middle school faculty engaged in learning community efforts to target low and underachieving students, Phillips (2003) reported that achievement scores increased dramatically over a 3-year period (p. 256). More specifically, in this middle school, ratings on a state-wide standardized test went from acceptable in 1999–2000 with 50% of the students passing subject area tests in reading, writing, math, science, and social studies, to exemplary in 2001–2002 with over 90% of the students passing each subject area test.” (Vescio & Adams, 2008, p.86). This research indicates that with this method, our goals for high academic achievement are both possible and probable.

School Safety and Order:

Zenith understands that learning is contextual. For many of our parents, Zenith Academy is their first experience with Western schools. We have increased community outreach and supports to embrace the Zenith Academy and improve family engagement in academics. Our efforts serve to surround each student with opportunities and supports for learning to extend language learning beyond the walls of our school into the homes of our students to improve English Language proficiency and literacy throughout the Zenith community.

Family Events: According to Epstein (1995), a school supports learning at home when they, “Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning.” (p.5). In August 2017, Zenith Academy teachers and administration planned and carried out the first Zenith Academy Parent Orientation (ZAPO). This event was planned before the end of the school year, was advertised on Zenith’s Website, Instagram, Class Dojo Page, and Remind 101 text message system. The event occurred before the start of the school year. The Parent Orientation set expectations for parents, students, and teachers. Teacher were present to interact with families, explain expectations and standards for each grade level. Teachers also modeled literacy as they taught parents how to practice shared reading at home with their students, and sending students home with an on-level book. By providing both students and families with direct literacy instruction we are able to promote literacy for our students and our community.

Parent/Teacher communication has been steadily increasing as our staff shares information, updates and resources using technology, as most of our families have some type of smart device in their home. Our Parent Liaisons have been key to our success throughout this process. They help by translating messages to families, making home language video announcements, and translating conversations to enhance understanding between both parties. As Zenith teachers have increased interaction with families, they been able to build trust and develop relationships.

Early Literacy and Kindergarten Readiness: Throughout the year, several family events like ZAPO are scheduled. At each, teachers provide families with student progress data, educational and community resources as well as information on academic, social, and child development. Zenith has partnered with Columbus Kids, whose team members attend Zenith Academy family events like Parent Orientation, Open House, and quarterly Parent Teacher Conferences. Zenith families come to our family events, our in-house translators and Columbus Kids/Franklin County Kids team members provide free “Learning Checkups” to children age 2 to 5 years (future Zenith students). Learning Checkups screen for learning concerns and can provide insight to learning obstacles before the first day of school. This helps children and families receive intervention services early when they are most likely to be effective. Any child who needs a referral based on Learning Checkup results is eligible to receive additional comprehensive services. “Parents receive feedback from the screening tool, a $10 gift card at the initial Learning Checkup and each child receives a book at every Learning Checkup.” 

(http://www.columbuskids.org)
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.

Teacher Supports
- Professional Development in the update of Ohio’s Learning Standards in both ELA and math for teachers to adjust pacing guides, lesson plans, and curriculum maps accordingly.
  - TBT meetings focused on improving instruction in ELA and Math.
    - Principal: All Teachers
  - Workshop based opportunities for all staff on research based instructional strategies in reading and math.
    - Principal, BLT: All Teachers
  - Professional Development in Depth of Knowledge and Bloom’s Taxonomy.
    - Principal: All Teachers
- Mentoring and Instructional coaching embedded into daily practice.
  - Mentor Teachers, BLT, Principal: Resident Educators
- Professional Development in evidence-based instructional strategies to enhance student progress towards proficiency in Ohio’s Learning Standards.
  - Professional Development in Marzano’s instructional strategies.
    - Principal: All Teachers
  - Using direct and explicit comprehension strategy instruction to teach reading comprehension.
    - Principal, BLT: PLC, All Teachers
  - Improving Literacy for LEP students.
    - State Support Team, Principal, ESL Teachers: ELA Teachers, open to all teachers
- Professional development in collection and analysis of formative and summative data and application to classroom practice. Principal, BLT, All Teachers

Description of Implementation

This plan has already begun implementation. I started during our week of training, August 14th-18th. During these sessions, Principals shared 2016-2017 AIR, MAP, and OELPA data and trends with Zenith teachers. The theme for the year was set, an emphasis on academics.

In fall, Principals provided training to staff in data analysis and Formative Instructional Practices. Expectations for collaborative instructional planning, leveled student groupings, and differentiation were modeled and set. Next, Principals guided staff in creating a Professional Learning Community. This was done through intentional relationship building and guide collaborative processes to help teachers get to know one another. As a PLC, Zenith teachers focus on their instructional practices to improve student outcomes. Through daily collaboration, teachers are increasing collegiality and collective efficacy.

Our professional learning communities form the foundations for collaboration. Opportunities for teachers to visit other classrooms to observe successful teaching are available to all teachers, and scheduled for teachers who need support. This opportunity provides contextual learning for the observer. The observed models for successful behaviors and effective instruction. Teachers who are struggling have scheduled observations where they can watch their students succeeding. This serves as a meaningful learning opportunity for professional growth. With “a clear and consistent focus on student learning” (Vescio & Adams, 2008, p.81) teachers will be in the mindset to hear feedback and improve their instructional practices. From our staff, instructional leaders have been selected. These mentor teachers have received training in mentoring and coaching. This practice helps Zenith to promote best practices, demonstrate successful instruction, and provide teachers with specific and timely feedback.
Appendices

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

Research to support strategies found in “Beyond the Classroom” and in our Professional Development Plan.

There are three related properties that, together, construct academic optimism.

- The first property of academic optimism is self-efficacy.
  - A teacher with self-efficacy may believe that their instruction is meaningful, motivating, and has a positive effect upon their students.
  - Collective Efficacy is the shared belief that the school is effective, sets high standards, and provides meaningful, high quality instruction to all students.

- The second property is trust. Hoy & Miskel (2008) define trust as, “willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open” (p.192).
  - Teacher-student trust is the confidence in students as reliable, caring, responsible, honest and competent learners.
  - Teacher-parent trust believes in the benevolence of parents; that they are reliably committed, supportive, open, and competent.
  - Research in trust has found a “significant relationship between [faculty trust in students and parents] and student achievement, even after controlling for the socioeconomic status of the school” (Hoy & Miskel, 2008, p.193).

- The third property of academic optimism is academic emphasis. Research on academic emphasis “using hierarchical linear modeling and controlling for SES, school size, student race, and gender, Goddard, Sweetland, and Hoy (2000) found that academic emphasis was an important element in explaining achievement in both mathematics and reading.
  - Academic Emphasis is “a focus on learning and a press for particular behaviors in schools; it is behavioral”. (Wayne K. Hoy)
  - A good indicator of academic emphasis is setting and maintaining high standards for all students.
  - Research concludes that ‘elementary schools with strong academic emphases positively affect achievement for poor and minority students’” (Hoy, et al., 2006, p.427).

If Zenith can put these three elements into place and sustain them, long term, we will build and grow a culture of academic optimism. By creating a culture of academic optimism, we can improve academic achievement for present and future Zenith students.