



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Euclid Preparatory 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 feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:

- There are consistent meetings with teachers to analyze student data to inform instruction.
- The district has added an intervention block to support the needs of students.

This plan will benefit from:

- Adult indicators to measure the implementation of the action steps.
- Developing a literacy plan for each grade level that includes the five components of reading, what instructional resources are utilized, and how students are assessed at each tier of instruction.

In January 2020, the Department published the revised version of [Ohio's Plan to Raise Literacy Achievement](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

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.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Euclid Preparatory School

DISTRICT IRN: 015712

DISTRICT ADDRESS: 23001 Euclid Ave. Euclid, Ohio 44117

PLAN COMPLETION DATE: December 30, 2019

LEAD WRITERS: Darlene Montague, 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
Darlene Montague	Principal	Euclid Preparatory School	dmontague@euclidprep.org
Heather Stevens	Regional Vice President/District Admin	Euclid Preparatory School	hmstevens@accelschools.org
Jennifer Turski	Instructional Coach/Mentor	Euclid Preparatory School	jturski@accelschools.org
Kathryn Tirabassi	Instructional Coach	Euclid Preparatory School	ktirabassi@euclidprep.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 met at the beginning of the school year and reviewed and analyzed the previous two years reading scores. The data that was utilized during the data meeting was Ohio State Test, iReady diagnostics and Assessments.

The team is committed to meeting monthly to review teacher's instruction within reading content and deep-diving into assessments scores that will be administered throughout the school year. The district level team communicated the reading achievement plan with the instructional staff during the beginning of the year professional development and throughout the course of the school year. The School Principal also provides observations and feedback regarding reading instruction for teachers to ensure the focus and goals to increase reading comprehension and skills improve by the end of the school year. The Principal created a School Improvement Plan, which aligns with the Reading Achievement Plan. The team will meet with the instructional staff to provide updates on the School Improvement Plan, and the Reading Achievement Plan so that team, and instructional staff can be on the same page.

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

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

The mission and vision of Euclid Preparatory School is to create a learning environment that will challenge each student to become life learners and critical thinkers inside and outside the classroom. Creating these skills will equip all students at Euclid Prep to become effective members of society and be able to advocate for themselves throughout their lives. The District Reading Achievement Plan is in alignment with the School Improvement Plan. The goal is to improve K-8 literacy, by implementing the actions steps in the school improvement plan, and the reading achievement plan. These actions steps will aid in gap closing, and result in an increase of the overall performance index on the state report card.

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.**

Reading Spring State Testing Yearly Proficiency

Grade	17/18	18/19
3	22%	24%
4	33%	38%
5	78%	31%
6	10%	18%
7	5%	48%
8	0%	17%

Reading Diagnostics (required for grades K-3 under the Third Grade Guarantee)

Academic Growth 2017/18

i-Ready % of Scholars on Grade Level

Grade Level	BOY	MOY	EOY
K	25%	70%	65%
1	0%	36%	38%
2	20%	47%	52%
3	15%	48%	54%

Reading Diagnostics (required for grades K-3 under the Third Grade Guarantee) Academic Growth 2018/19

i-Ready % of Scholars on Grade Level

Grade Level	BOY	MOY	EOY
K	57%	65%	87%
1	11%	11%	27%
2	36%	38%	48%
3	27%	39%	58%

DIBELS 2017-2018 (Percentage of scholars requiring only core or strategic support)

K

	BOY	MOY	EOY
FSF	60%	60%	70%
LNF	66%	72%	77%
PSF	-	20%	36%
NWS (CLS)	-	15%	46%
NWS (WWR)	-	11%	30%

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	BOY	MOY	EOY
LNF	46%	-	90%
PSF	52%	-	-
NWS (CLS)	17%	28%	30%
NWS (WWR)	25%	25%	35%

2

	BOY	MOY	EOY
NWS (CLS)	-	30%	-
NWS (WWR)	43%	69%	70%

DIBELS 2018-2019 (Percentage of scholars requiring only core or strategic support)

K

	BOY	MOY	EOY
LNF	36%	45%	55%
FSF	17%	28%	-
PSF	-	38%	46%
NWS (CLS)	-	38%	40%
NWS (WWR)	-	26%	37%

1

	BOY	MOY	EOY
LNF	33%	-	-
FSF	-	-	-
PSF	45%	50%	53%
NWS (CLS)	56%	69%	70%
NWS (WWR)	57%	67%	73%
ORF	-	15%	-

2

	BOY	MOY	EOY
NWS (CLS)	20%	-	-
NWS (WWR)	35%	-	-
ORF	30%	37%	45%

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.

- New school for the 17/18 school year. We had students from so many different districts that started with us at a variety of levels.
- New young inexperienced teachers
- In the 18/19 school year we added an addition 150 students
- Minimum coaching of teachers from administration due to other responsibilities for school leaders

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](#).

Euclid Preparatory School serves students of many different backgrounds. Literacy is the largest concern amongst the Euclid community and the surrounding Cleveland areas. At Euclid Preparatory School, our mission and vision is providing our students with complex text that will deepen their analytical and comprehension skills due to the lack of reading support at home.

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.

We will be focusing on our tier 2 and 3 scholars to see an increase in their oral reading fluency, please see below:

ORF (Oral Reading Fluency) Assessment

3rd Grade - 10% Increase each assessment

4th Grade - 10% Increase each assessment

5th Grade - 10% Increase each assessment

6th Grade - 50% Increase each assessment

7th Grade - 60% Increase each assessment

8th Grade - 100% Increase each assessment

Standards Mastery Reading

Student's improvement on the standards mastery assessment given to track how students are mastering the standards that are taught over a period of time.

2nd Grade - 8% Increase each assessment

3rd Grade - 20% Increase each assessment

4th Grade - 15% Increase each assessment

5th Grade - 0% Increase each assessment

6th Grade - 7% Increase each assessment

7th Grade - 10% Increase each assessment

8th Grade - 10% Increase each assessment

3rd Grade Guarantee

Goal by end of the school year: 60% of scholars demonstrating proficiency with TGRG

ORF Data from 2017/18 school year grades 3-8

Grade 3

BOY	MOY	EOY
3%	15%	27%

Grade 4

BOY	MOY	EOY
43%	50%	55%

Grade 5

BOY	MOY	EOY
50%	47%	50%

Grade 6

BOY	MOY	EOY
49%	48%	56%

Grade 7

BOY	MOY	EOY
65%	70%	79%

Grade 8

BOY	MOY	EOY
96%	100%	Not tested due to all students meeting the benchmark

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: Increase k-3 literacy

Evidence-Based Strategy or Strategies: Progress Monitoring, and Content Focus Coaching

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	iReady Data Review	Standard Mastery	
Timeline	Monthly	Quarterly	
Lead Person(s)	Darlene Montague/Kathryn Tirabassi	Heather Stevens/Kathryn Tirabassi/Darlene Montague	
Resources Needed	iReady Data	Standard Mastery Data	
Specifics of Implementation	Grade level text for homework Instructional pushes for teachers	Assessment and Homework	
Measure of Success	10% increase school wide per quarter	50 % average score per grade level	
Check-in/Review Date	Every other Friday during teacher-based- team meeting	Monthly to review short cycle review, and instructional pushes	

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.

- Building Leadership Team provide weekly check ins with grade bands
- iReady data is analyze monthly between instructional coach principal and teacher
- Level of text complexity is checked and monitored by instructional coach and Principal weekly
- Data meetings with staff after each assessment to provide guidance and next steps

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.

Listed are the strategies that will be used to Euclid Preparatory students' needs to support reading improvements across the board.

1. Students with RIMPS will engage in 90 minutes of small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, Etc, based on their identified reading deficiency. As stated in the School Improvement plan goal 1, we will use SRA curriculum.
2. Corrective Reading - Euclid Prep will reintroduce corrective reading to its daily instruction. Teachers have agreed that removing reading comprehension from our daily instruction has impacted our reading performance for grades 3-8. Corrective reading will be implemented into the daily schedule for 20 minutes each day before English Language Arts instruction.
3. School principal or Instructional coach will conduct weekly observations during reading instruction (30 minutes for each grade level reading instruction). After the principal/or Instructional coach has observed each teacher, a follow up feedback meeting will occur to address trends and areas of growth for each teacher to ensure reading instruction is ultimately improving students reading skills.

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.*
- Different than years past and that an additional intervention block has been added and that the 90 minute small group instruction rotations will not follow the traditional scope and sequence, but rather is going to be driven by the specific reading deficiencies identified.
 - Teacher Based Team meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments and exit slips.
 - District Level Team meetings to address overall growth and improvements with reading instruction at Euclid Preparatory School. At DLT team meetings, members of the team will review and execute and action plan to immediately implement with its teacher (i.e... revamping particular instruction focus, targeting a group of scholars who are struggling the most with their reading, etc...)

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.

At Euclid Preparatory School, multiple professional developments will be implemented for teachers to make sure students are demonstrating growth with their reading comprehension and fluency. Teachers will participate in monthly teacher based team meeting where they will have a deep dive conversation looking at student data from year round/short cycle assessments and classroom work. Teachers will strategically discuss among their grade-band particular standards and skills where students are struggling the most. Teachers will also have one on one monthly data meetings with the school instructional coach and principal reviewing data and instructional pushes for reading within their classroom. The data meetings with the coach and principal will focus on students that are identified with tier II and tier III reading levels. During

these meetings, the principal will guide and support teachers on reading strategies and instructional pushes with the identified struggling readers.

APPENDICES

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

N/A