June 7, 2019

Dear Superintendent,

Thank you for submitting the Alternative Education Academy (OHDELA) 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:
- Candid list of contributing factors to low reading achievement
- Alignment of plan to other district initiatives;
- Use of progress monitoring

This plan will benefit from:
- A deeper analysis of diagnostic data to identify specific grade level trends and language and literacy deficiencies to determine specific needs in relation to the five components of reading. Are the weaknesses in Phonemic Awareness, Phonics, etc.? Can this be narrowed even further to determine more specific skills to focus on?

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

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

25 South Front Street   (877) 644-6338
Columbus, Ohio 43215   For people who are deaf or hard of hearing,
education.ohio.gov   please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Alternative Education Academy (OHDELA)

DISTRICT IRN: 143396

DISTRICT ADDRESS: 1830 Adams Street Toledo, Ohio 43604

PLAN COMPLETION DATE: November 30, 2018

LEAD WRITERS: Jamie Campbell, Ryan Kilpatrick

CONTENTS

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
Jamie Campbell	Academic Principal	OHDELA	jlcampbell01@delastudent.com

Ryan Kilpatrick	Academic Assistant Principal	OHDELA	rwkilpatrick01@delastudent.com
Tayler Willey	Academic Coach	OHDELA	tmwilley01@delastudent.com
Kristina Nanosky	Academic Coach	OHDELA	klnanosky01@delastudent.com

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.

Using a variety of data sources, including previous state test scores, classroom assessment scores, and Dibels diagnostic scores, we analyzed the data to develop this plan with a goal of showing immediate improvement in our K-3 Literacy score.   The academic team plans to monitor the plan through regular classroom visits, teacher observation and evaluation, mentoring and coaching opportunities with the academic coaches and professional development aligned to district initiatives and literacy goals.   This plan will be communicated to the teachers upon completion via email, team meeting discussions and professional development sessions.

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 Reading Achievement Plan is aligned to and supports the overall goals in our OIP. Our OIP goal states "All students will reach high academic standards at minimum attaining proficiency or appropriate student growth in Reading and Language Arts as determined by the ODE. The percentage of students in the aggregate and for each sub group who are at or above the proficient level in Reading and Language Arts of the state's assessment will increase by 10% annually and the majority of students will meet or exceed the state's value added designation. We have strong programs initiatives in place for literacy based instruction and we hope to be able to achieve at least 50% eligible state indicators in the 2018-19 school year which will be a significant improvement over the results from 15-16 and 17-18.

The District Reading Achievement Plan aligns with our OIP Goals consistently and have been clearly communicated to the teaching staff.

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.*

When reviewing student progress, our analysis centers around the Kindergarten Readiness Assessment, State Testing Data (AIR) and DIBELS Reading Diagnostic.

KRA Tests - We analyzed the data from school year 2017-2018 along with data from the current school year, 2018-2019:

	School Year 2017-2018 (27 students tested)	School Year 2018-2019 (59 students tested)
Demonstrated Readiness	37%	25%
Approaching Readiness	41%	49%
Emerging Readiness	22%	25%

AIR Tests - We analyzed data from school year 2017-2018 Improving At-Risk Readers:

Kindergarten	56% On Track	44% Not On Track
First Grade	27% On Track	76% Not On Track
Second Grade	11% On Track	89% Not On Track
Third Grade	58% On Track	42% Not On Track

With approximately 63% of students testing as not on track, with drastically higher levels in first and second grade, on the state measure of Improving At-Risk Readers, we determined that a focus on reading would be needed to improve their scores across the board. From grades K-12, many of our students are multiple grade levels behind in reading when they come to our school. We have found that when students stay enrolled for multiple years and are attending live classes, they perform better on state tests. We have taken immediate steps this school year to address deficiency in the reading program, which includes: a district-wide focus on literacy, a restructured Title Reading program that is focused on improving reading achievement, the strategic classroom placement of teachers with a reading endorsement to support the reading program, and the addition of a Third Grade Reading Guarantee Support Specialist. While we strongly believe these steps will have an immediate impact on reading achievement in our district, in section B, we will outline some factors that lead to barriers of which we need to overcome to achieve drastic results.

DIBELS Reading Diagnostic K-3 - We analyzed the results of the DIBELS Reading Diagnostic given to Kindergarten through Third Grade students at the beginning of the school year:

Kindergarten (45 students tested)	47% On Track	53% Not On Track
First Grade (48 students tested)	50% On Track	50% Not On Track
Second Grade (31 students tested)	68% On Track	32% Not On Track
Third Grade (60 students tested)	50% On Track	50% Not On Track

Overall, the data from the DIBELS assessment indicates approximately 54% of students K-3 are on track versus not on track; however, the data from the previous year's AIR tests indicate the on track percentage to be approximately 38%. There are some factors that make the On Track numbers for DIBELS higher vs the state testing results of passing.

1. In an online school, while we make the students use their webcam while taking these tests, many parents often help their students and it is very difficult to monitor.
2. DIBELS tests do not assess the writing process like the AIR tests do with the emphasis on answering a prompt in essay form

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.

1. In many instances, students are multiple years behind grade level when entering our school. Many of our students come to us after trying their traditional district and seeing that it hasn't worked for them. We get

many new students enrolling throughout the year with failing grades, or a lack of grades from their previous school.

2. Parental involvement in an e-school is crucial to their development. Especially at the K-5 level, we must have parents intimately involved every day in their schooling. Many times, students come from broken homes and/or have life circumstances that contributes to less, to no, involvement in the child's educational program. We let all families know, during the enrollment process and through ongoing outreach and communications, that being in an E-School, their involvement is crucial to their student's development and success.

3. Students are expected to engage in synchronous and asynchronous learning opportunities each day; however, the synchronous opportunities are also recorded for students and therefore not mandatory to attend at the scheduled time. While we recognize the value in the synchronous sessions and extra support and intervention sessions and believe that student attendance at these sessions is paramount to their success, it is not a non-negotiable requirement that they attend live at the scheduled time.

4. In the elementary grades, especially, K-3, some parents/guardians are providing too much support for their students. Teachers, advisors and administrators continually reiterate our educational expectations and have encouraged them to not provide help, especially on reading diagnostic tests, such as DIBELS, so that we know where the student is educationally and can provide a plan, interventions and support to grow each child.

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](#).

Our Literacy Mission Statement

To become a productive citizen in the 21st century, students will need to develop effective speaking, listening, reading and writing skills that are often formed in their early literacy experiences which include high quality interactions with teachers on a daily basis.

We believe…
Literacy begins at birth.
Literacy means not only to read, write, speak and listen but also the use of language to learn, think and communicate effectively. All children should value themselves as readers and writers.
Reading is a complex process in which no single method can successfully teach all children to read. Reading and writing are a constant within all of their educational responsibilities and assignments.
Children should have both formal and informal literacy experiences which will enhance and prepare them for 3rd grade by developing literacy skills including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.
Children should have access to rich content which have a wide variety of materials, resources and technology to support a child's literacy development.
Children should enjoy reading and writing in order to develop life long literacy habits.
Schools, families and communities should share the responsibility for a child's enjoyment and success in learning to read and write.

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.

Goal #1: By the end of the 2018-2019 school year, for grades K-3, as measured by DIBELS, we will increase reading achievement by 10% in on track students at all grade levels.

Goal #2: By the end of the 2018-2019 school year, for grades K-3, as measured by the State Report Card for Improving At-Risk Readers, we will improve our school to a 60% D, up from the current minus 29.4% F.

Goal #3: On a daily basis, throughout the 2018-2019 school year, instruction will be guided by data that is collected and analyzed from reading diagnostics (DIBELS), progress monitoring tools and formative classroom assessments.

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: By the end of the 2018-2019 school year, for grades K-3, as measured by DIBELS, we will increase reading achievement by 10% in on track students at all grade levels.

Evidence-Based Strategy or Strategies: Intensive reading interventions based on RIMP and progress monitoring data from DIBELS assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	DIBELS assessment in Fall 2018.	Ongoing progress monitoring of interventions documented on RIMP to improve reading achievement..	
Timeline	Fall/Winter 2018-2019	Fall/Winter 2018-2019	
Lead Person(s)	Grade level faculty	Grade level faculty	
Resources Needed	Laptop, DIBELS, webcam, microphone	Laptop, DIBELS, webcam, microphone, Moby Max, Reading A-Z, classroom formative assessments.	
Specifics of Implementation	Students 1:1 evaluation with teacher in K-3	individual and small group intensive reading instruction.	
Measure of Success	Increase in reading achievement by 10% across all grade levels.	Students making gains on progress monitoring assessment done bi-weekly with interventions recorded on RIMP.	

Check-in/Review Date	May 2019	Every two weeks	

Goal # 2 Action Map

Goal Statement: By the end of the 2018-2019 school year, for grades K-3, as measured by the State Report Card for Improving At-Risk Readers, we will improve our school to a 60% D, up from the current minus 29.4% F.

Evidence-Based Strategy or Strategies: Intensive reading interventions based on RIMP and progress monitoring data from DIBELS assessment; proper record-keeping and reporting.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	AIR Test; RIMPs		
Timeline	Winter 2018- Spring 2019		
Lead Person(s)	Grade level faculty		
Resources Needed	Laptop, DIBELS, webcam, microphone, Moby Max, Reading A-Z, classroom formative assessments.		
Specifics of Implementation	Individual and small group intensive reading instruction. Third Grade Reading Guarantee Support Specialist updating RIMPs, progress monitoring data and intervention data for state reporting.		

Measure of Success	Achive a 60% (up from -29.4%) on the State Report Card for Improving At-Risk Readers		
Check-in/Review Date	Ongoing/Spring 2019 end.		

Goal Statement: On a daily basis, throughout the 2018-2019 school year, instruction will be guided by data that is collected and analyzed from reading diagnostics (DIBELS), progress monitoring tools and formative classroom assessments.

Evidence-Based Strategy or Strategies: Intensive reading interventions based on RIMP and progress monitoring data from DIBELS assessment; regularly scheduled formative assessments which include short answer and written response questions.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ongoing progress monitoring of interventions documented on RIMP; teacher created formative assessments.		
Timeline	Every two weeks		
Lead Person(s)	Grade level faculty		
Resources Needed	Laptop, DIBELS, webcam, microphone, Moby Max, Reading A-Z, classroom formative assessments.		

Specifics of Implementation	Individual and small group intensive reading instruction. Regularly scheduled, class-wide formative assessments focusing on reading and writing, including short answer and extended response practice.		
Measure of Success	Student growth and performance on key assessments		
Check-in/Review Date	Weekly		

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.

The principal, assistant principal and two academic coaches will do daily classroom visits to observe teaching and learning, instructional strategies, intervention strategies and fidelity of strategy use. Furthermore, this team will also review data on an ongoing basis and have professional dialogue with the faculty around the data, use of data, strategies, etc., during team meetings, TBT meetings, and individual observation and coaching opportunities.

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.

Reading A to Z (software) - multiple level books and materials that provide foundational resources for students that are all aligned to the common core. Packs of materials are enabled for students to work in small groups. Assessments and benchmark books for specific levels of students. Reading A to Z is more of a teacher resource for grades KG-5, which allows teachers to pull books at the student's specific reading level. This will cover RIMP components of vocabulary/oral language, fluency and comprehension.

Moby Max (software) - In our environment, Moby Max is centered around standards which give them exposure and guided practice around each grade level standard.

Some classroom based strategies the teachers will provide are:
1. Teaching to multiple modalities and domains.
2. Progress monitoring with the use of Exit Ticket assessments for each live class that helps guide instruction.
3. Modeling to students on the "I do, We do, You do" method.
4. Daily sessions for students to attend small group and/or individual tutoring with HQ teachers.
5. Intervention Specialists co-teaching with general education teachers.
6. Implementation of the Response to Intervention (RTI) process this year.
7. PearDeck for individuals in each class allows us to monitor in real time.
8. Small group/Individual instruction is provided based on student needs.
9. Formative classroom assessments reviewed and approved for use by the Executive Vice President.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
   a. We will collect and analyze data from Reading A-Z and Moby Max, along with progress monitoring data, formative assessments and DIBELS assessments to ensure student growth, progress, and effectiveness of the instructional program.
2. *Show progress;*
   a. Bi-weekly progress monitoring, along with data from formative assessments and Moby Max, as well as daily classroom instruction will help to guide instruction and ensure progress in reading achievement.
3. *Improve upon strategies utilized during the two prior consecutive school years.*
   a. With added resources, strategic classroom placement of key faculty, the addition of a Third Grade Reading Guarantee Support Specialist, professional development, ensuring fidelity of instructional strategies and targeted formative assessments, it is the opinion of the team that significant improvement has been, and will continue to be, made over the previous two school years.

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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.

We have and will be providing professional development training to the K-12 faculty on the above strategies and more. For instance,

Teachers have received professional development on the online learning management system and synchronous classroom;

Teachers have received professional development on Reading A-Z;

Teachers have received professional development on Moby Max;

Teachers have received professional development on RTI;

Teachers have received professional development on best practices and instructional strategies;

Teachers have received professional development on data, data analysis, and using data to inform instruction;

Teachers have received professional development on the state report card, state assessment training and formative assessment use in classroom instruction;

Teachers receive ongoing technology training and tools to use in instruction;

Further professional development is being planned throughout the school year and has been embedded into the observation and evaluation process (OTES) as part of individualized ongoing coaching and feedback.

APPENDICES

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