June 4, 2019

Dear Superintendent,

Thank you for submitting the Renaissance 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:
- The professional development plan is data driven and job-embedded.
- The instructional coaching model is strong and aligned to the plan.
- The plan provides for an explicit instructional program in phonics and word study in grades K-3 (although the program was not specified).

This plan will benefit from:
- Consider how deficits in phonological awareness skills will be addressed.
- Identify progress monitoring requirements, including a timeline and the instruments to be used.

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
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Renaissance Academy

DISTRICT IRN: 011439

DISTRICT ADDRESS: 1555 Elaine Rd, Columbus, OH 43227

PLAN COMPLETION DATE: December 19, 2018

LEAD WRITERS: Michelle Fragier, Tricia Honaker, Tracy Tocco

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
Michelle Fragier	Superintendent Principal	Renaissance Academy	mifragier@gmail.com
Tricia Honaker	Director of Curriculum and Instruction District Testing Coordinator	Renaissance Academy	triciahonaker@gmail.com
Tracy Tocco	Title One Reading Teacher	Renaissance Academy	tracytocco@gmail.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.

Group members will collaborate during several all day meetings. Data from assessments will be analyzed to develop a focus for the school.

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 Renaissance Academy Reading Achievement Plan aligns with our school turnaround efforts which is to improve academic achievement overall and to get students reading on track by the third grade. Renaissance Academy is a Non -SIG Priority School and we have adopted the Ohio Improvement Process OIP model and Universal Design for Learning Framwork (UDL) to assist with our school turnaround efforts. Within the OIP process we utilize the 5-Step process during our TBT and BLT meetings to analyze data. We will utilize this process to address our reading achievement plan to make sure we are implementing the plan with fidelity. All decisions made within the Reading Achievement Plan and School Improvement Plan are based on data, and encourage teachers to use multiple data points as they move through the school year. Other ways that growth and learning are encouraged are by providing students with low-level high-interest books. Because we are a data-driven school, using testing data, RIMPs will be created for students who do not pass fall testing for students grades K-3.

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.*

Real academic progress for Renaissance has been slow and it often feels glacial because students (and teachers) change constantly, it becomes hard to track progress Even though no great academic improvement is evident on the state level assessments substantial academic improvement is evident on benchmark/local assessments have shown a rising trend. We anticipate this improvement trend to appear in the state data within the next year or two.

We too are quite concerned with the areas in the district/school report card that remain below par. Though we have focused aggressively on our several areas of weakness, we are still disappointed with our performance in many of these areas. However, after careful analysis of the state data will reveal that over the past five years the instructional improvement trend has moved in a positive direction, this in spite of the problems cited below and the significant mobility of students and staff.

KRA data:
Based on the Kindergarten Readiness Assessment data (KRA) the majority of the students of Renaissance Academy show strengths in reading in the area of story knowledge; details and predictions. However, they show deficits in the areas of phonemic awareness and letter knowledge. Out of 21 students tested, only 4% could name all of a sampling of five letters assessed. 9% students could identify the sound of three consonants presented and only 19% could identify the number of syllables in words. Rhyming words were identified satisfactorily by 42% students and 38% could match words with the same beginning consonant sounds.

Based on these results and results from 1st through 3rd grade assessment , a reading series was adopted with a focus on phonics and phonemic awareness strategies, Zaner Bloser's SuperKids reading curriculum. This program not only has a phonics focus but it includes an option to extend the daily lesson sequence from the base of 60 minutes to an extended 90 minute schedule of activities, which we incorporate in all classes.

The graphs of 3rd - 8th grade performance in reading, while still below what we hope to accomplish, give evidence of the continuation of this upward trend. Our reading curriculum is closely aligned to the new Ohio Learning Standards school-wide. We have also revived the school-wide intervention program. RAMA incorporates a Direct Instruction/Intervention period four days a week for 30 minutes. This occurs for about six weeks with a break before the next group begins with two sessions each of reading/ language arts for 3rd graders and skills for raising achievement in reading and math for grades K-2 and 4-8. The skills targeted to teach were chosen after an extensive look at weakest areas of performance on these tests. Teachers facilitating this instruction are using games, book studies, computer programs, and collaborative projects to engage these students. At the end of each session, a teacher designed assessment is given to track the success of the intervention and gather data for future use.
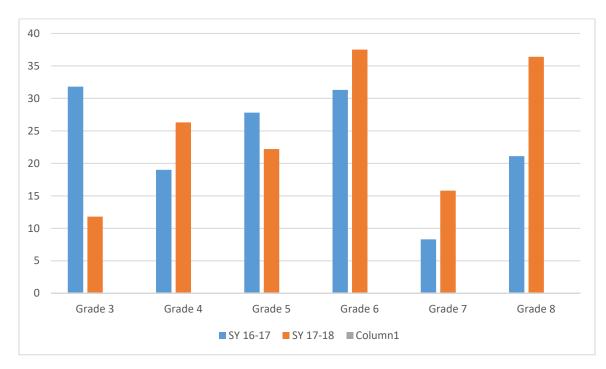
TGRG - The following consist of the number of students on reading improvement plans (RIMP)

Kindergarten: 15
First: 14
Second: 14

Third: 17

OST Data and Analysis

Based on the Ohio State Test data, Renaissance Academy student performed significantly below in comparision to the state in grades 3-8 during SY 17-18. In addition, based on the comparison data from SY 16-17 to SY 17-18, growth was demonstrated in ELA in grades 4, 6, 7 and 8. However, the students are below proficient, as most of the students are in the "Limited" category, and students in grades 3 and 5 regressed. This analysis gives credendce to the necessity of reading improvement in all grade levels.

TABLE 1: ELA Assessment Comparison Data SY 16-17 to SY 17-18

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.

Renaissance Academy welcomes all students and families, but especially those who have not found success in the public school setting. As a result, our students often come to us from learning–impoverished environments and with significant learning deficits. Nearly all our students come from economically disadvantaged backgrounds and from minority cultures. Those who begin formal school at Renaissance are often woefully unprepared for Kindergarten as our assessments indicate. Many of our students enter Renaissance only at a later grade and, because of a lack of success in other school settings, are often multiple grades behind their peers when they reach us. To compound these challenges, many of the students we serve have a record of significant attendance issues which we work diligently to address but nonetheless affect our ability to strengthen their learning. Even in their primary years, many of our students have had significant mobility issues and may only show up in our school for one year before formal assessment.

For some children, physiological, medical, or attendance issues may interfere with the goal of grade level reading. Our goal for students for whom grade level reading goals are not realistic is to provide them with the best reading instruction possible, to document the instruction provided, and to clearly indicate the progress children are making toward challenging reading goals.
All of these factors combine to create obstacles to assuring our students' learning and progress, but none of these obstacles will prevent us succeeding with our students, given sufficient time and resources.

Equitable Staffing
The most critical part of any successful school is its staff, in particular the classroom teachers. Nearly all studies confirm that the individual classroom and the relationship between the teacher and his or her students are the single greatest determiner of student academic success.

Turnover among staff and especially teachers has been an ongoing challenge for Renaissance. Because the student population is often challenging, because the compensation is at times not competitive, and prior to this year, because the site and resources available to teachers were at times limited or insufficient, it has been difficult to find and retain strong, talented, compassionate teachers.

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.

Renaissance Academy's vision for literacy is that all students will develop the ability to read and write at a proficient level by the end of third grade. This will be accomplished by the shared efforts of administrators, teachers, students, and family members. Reading and writing skills will be developed through research based, purposeful instruction. Our developmentally appropriate curriculum and best literacy practices will allow students to progress and become not just strategic and critical thinkers, but skilled lifelong readers and effective communicators. While developing the ability to read to learn, it is our goal that our students will also gain a love of reading and learning that will enable them to have a prosperous future and a rewarding life.

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.

90% or more of K-3 students will be on track for reading by the end of each school year, based on MAP and/or AIR Assessment scores as set by the state of Ohio for each grade level.

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: 90% or more of K-3 students will be on track for reading by the end of each school year, based on MAP and/or AIR Assessment scores as set by the state of Ohio for each grade level.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide 90 minutes of uninterrupted reading instruction.	Creating and implementing RIMPS for identified students.	Increase vocabulary
Timeline	all year	all year	all year
Lead Person(s)	Title One teacher Classroom teaachers K-3 Director of Curriculum	Classroom teaachers K-3	Director of Curriclum K-3 teachers Title One teacher
Resources Needed	Superkids K12Reader.com for 3rd grade spelling 3rd grade curriculum that has been implemented as of Nov 1 of 2018.	RIMP templates Block of time provided to teachers to create and update as needed. Para pro or substitute teacher.	Vocabulary words and definitions
Specifics of Implementation	Provide teachers with a daily block in schedule that allows for continuous, focused reading instruction, including 30 minutes of phonics instruction.	Teachers will create RIMP for identified students to follow them from grade to grade. A lead teacher is assigned to facilitate and assist as needed.	Teachers will introduce academic vocabulary at grade appropriate levels as determined by the Director of Curriculum
Measure of Success	Students score at an on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment.	Students score at an on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment	Students score at an on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment
Check-in/Review Date	Quarterly	Quarterly	Quarterly

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.

Evidence collected:

Benchmark tests every quarter to assess standards taught, teacher/curriculum created

Unit and weekly assessments from curriculum will guide instruction.

NWEA MAP assessment data: August, December, May

3rd grade fall AIR scores will allow teachers and administrators to determine specific needs.

Teacher Based Teams (TBTs) meet weekly to address specific skill areas of concern for each grade level and plans are developed to improve and strengthen the skill.

Principal and Director of Curriculum will monitor teacher behavior through formal and informal evaluations.

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.

The analysis of our student data and teacher feedback reveals insufficiencies in our core literacy instruction and the need for an evidence-based curriculum. An analysis of student data indicates deficits in all areas of foundational reading skills. As a result, we researched and adopted Zaner-Bloser's SuperKids Reading Program. Superkids is a comprehensive systematic, phonic-based literacy curriculum that embeds evidence-based literacy practices. The program addresses the five components of reading instruction deemed essential by the National Reading Panel - phonemic awareness, phonics, fluency, comprehension and vocabulary. It also incorporates handwriting, spelling, expressive writing, listening and speaking. The evidence-based instructional practices embedded in this program align the elements of quality reading instruction and the specific needs of our student population.

The use of this curriculum and the embedded evidence-based strategies and structures will improve our core instruction and instruction for students on a Reading Improvement and Monitoring Plan (RIMP) in the following ways:

Extended Time

All Students will participate in core reading instruction, as outlined in the SuperKids Reading program, for 90 minutes per day, five days each week. In addition to this core reading instruction, students on a RIMP will have the opportunity to receive additional small group instruction, based on assessment data, that utilize targeted evidence-based interventions and align with core instruction. Teachers are provided with a comprehensive collection of activities and resources designed to strengthen skills taught in core instruction, including quick assessments, reteaching strategies, and targeted skill practice.

Guided Reading

In the Superkids Reading Program, all text reading is done in small, homogeneous groups. Teachers vary instruction within these groups to teach explicitly the necessary skills and strategies as identified by assessments.all text reading is done in small, homogeneous groups. Teachers vary instruction within these groups to teach explicitly the necessary skills and strategies as identified by assessments.

Students work with our Title One Reading Teacher in small groups daily to improve reading fluency, comprehension, and participate in discussions to teach book analysis.

Leveled books will be used for each unit. All students are introduced and instructed at their reading level and progress through each level, as able, in each unit. Students on a RIMP will receive additional targeted small group instruction based on pre-assessment data.

Phonemic Awareness and Phonemic Decoding

Daily, students will receive direct, systematic and sequential instruction involving phonemic awareness, decoding and encoding. Further, students on a RIMP will receive additional targeted instruction and extension activities as outlined in the curriculum for students who need extra instruction and/or time to master these skills.

Shared Reading

Through daily reading whole class instruction, all students, including those on a RIMP, improve reading skills by looking at books displayed on an overhead. Words that are read are highlighted to enable students to not only hear the word, but see it in print. Students also practice by tracking in their own books while the teacher or other students read. Strategies such as finding and pointing to words and reading fluently are used.

Continuation of Universal Design for Learning (UDL)
The UDL framework is based on recent brain research that has identified three networks related to learning: recognition (what we learn), strategic (how we learn), and affective (why we learn) (Meyer & Rose, 2005). UDL's three guiding principles call for flexibility and multiple methods to address individual differences related to each network and its area of specialty, as follows:
• Principle I-Provide multiple means of representation to support the recognition networks for receiving and analyzing information (the "what" of learning).
• Principle II-Provide multiple means of action and expression to support the strategic networks for planning and executing actions (the "how" of learning).
• Principle III-Provide multiple means of engagement to support the affective networks for evaluating and setting priorities (the "why" of learning).

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:

In order to ensure effectiveness, teachers will be provided quality on-going professional development and job-embedded coaching. We will also monitor the fidelity of program implementation (adult indicators) by classroom walk-throughs, TBT minutes, lesson plans, and teacher interviews. Data collected will be used to inform future professional development opportunities and strategic coaching. Student performance data will be collected and analyzed regularly to ensure student growth and identify trends. Data will include NWEA MAP scores, program embedded assessments, and teacher created assessments.

Through our analysis of data, we identified gaps in our instructional approach. Based on assessment results, (KRA, MAP, AIR) the program we were using was not meeting the instructional needs of our students. A research based reading curriculum, Zaner- Bloser's SuperKids Reading Program, was adopted for use with K-2 students. We are in our second year of the program and we have recognized gains in student growth. By way of Professional Development and research data, teachers of the program are committed to the validity and importance of all aspects of the reading program and are implementing all aspects with students.

SUPERKIDS RESEARCH REPORT
Superkids Students Outperform Control Group

During the 2007–2008 school year, the Superkids reading program was tested in a quasi- experiment conducted by Dr. Jerome V. D'Agostino, associate professor at The Ohio State University. The sample consisted of 21 kindergarten classrooms in 11 schools using The Superkids and 22 classrooms in 11 demographically similar schools using other reading programs. Seventy-three percent of the students in the sample attended public schools. Schools were located in Arizona, Florida, Kansas, Maryland, Missouri, Ohio, and Texas. The demographic characteristics of the student sample were representative of schools nationally. The student sample was 12% African American,

24% Hispanic, and 64% White. Forty-five percent of students received free or reduced-price lunch. The 382 Superkids students and 368 control students were tested at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS).

Results of Dr. D'Agostino's analysis showed that, at the end of the school year, Superkids students outperformed control students on four measures of reading skills, including Reading Comprehension, Word Analysis, Reading Words, and Total Reading. Effect sizes ranged from .23 to .41, which are large for whole-classroom programs implemented for a full school year. The effect sizes mean that the average Superkids classroom performed from 9 to 16 percentiles higher than the average control classroom. Dr. D'Agostino wrote, "The comprehensive approach of Superkids, which involves a combination of alphabetical skill development and comprehension building, seemed to be advantageous to students across a full spectrum of language arts outcomes."

Dr. D'Agostino found that these superior effects were achieved by the Superkids teachers despite the fact that they reported spending less time teaching language arts than control teachers, 99 minutes compared to 141 minutes. These findings are consistent with those from an earlier, quasi-experimental study by

Dr. Geoffrey Borman of the University of Wisconsin. Dr. Borman also found that Superkids teachers spent less time teaching language arts but achieved greater gains in student reading achievement than teachers in control classrooms. Both studies suggest that The Superkids helps teachers provide more efficient reading instruction.

In Dr. D'Agostino's study, Superkids teachers also reported spending a greater proportion of their language arts time teaching The Superkids than control teachers spent teaching their core reading programs (91% compared to 49%). This suggests that Superkids teachers did not feel the need to supplement the Superkids program to the extent that control teachers supplemented their core reading programs. Finally, Dr. D'Agostino found that Superkids teachers reported significantly greater satisfaction with The Superkids than control teachers reported about their core reading programs. On a 5-point scale, Superkids teachers reported greater overall satisfaction, greater perceived effectiveness, greater perceived motivation of students, and easier implementation than control teachers.

Dr. D'Agostino concluded, "The evidence collected in this study indicates that The Superkids is a complete program that is easy and efficient

to implement and that produces positive learning outcomes that are most vital for student success."

Dr. D'Agostino's full report can be found at http://people.ehe.ohio-state.edu/jdagostino/publications/.

For more information or additional copies of this report, please contact us at:

Peer-Reviewed Scientific Study Confirms Superkids Superior Results "It's a powerful and efficient foundation for literacy."

In a study published in the peer-reviewed Journal of Education for Students Placed at Risk, the Superkids® Reading Program improved reading achievement more than traditional basal reading programs in a large-scale, treatment/control study. (See citation on the next page.) Dr. Geoffrey Borman, Professor of Educational Leadership and Policy Analysis at the University of Wisconsin, conducted the study during the 2006–07 school year. A total of 750 kindergarten students in 12 schools in 6 states participated. He compared 23 kindergarten classrooms (390 students) that used the Superkids program as their core reading curriculum to a well-matched group of 20 classrooms (360 students) in the same schools that used traditional basal reading programs often supplemented with leveled readers.

The Superkids students' performance was superior to the control group's on all domains tested. "These results bear serious consideration by any school seeking to improve its reading program," said Dr. Borman. "This study demonstrates the potential for widespread improvement of literacy through the implementation of The Superkids— a systematic, phonics-based literacy curriculum. Quantitative studies of published reading programs using such a broad national sample of schools, classrooms, teachers, and students are rare," he said.

To show the potential power of Superkids, Dr. Borman cited an extreme example. Moving a school from the 10th percentile—in which most children are barely reading—to the 90th percentile would require that a program have an effect size of 0.65. Superkids provided nearly 40% of this effect in just one year of instruction.

Dr. Borman also compared the effect size shown in the study to the effects of other well-known efforts to improve academic achievement. These included Title I, the federal program that has funded the largest remedial interventions in the U.S. since 1965, and Tennessee's Student-Teacher

Comparisons of Program Effects

Achievement Ratio (STAR) program, which reduced primary-grade class sizes from 22–26 students to 13–17. The measurable effects of using The Superkids were as great or greater than the effects of these established interventions.

"The Superkids' effects are both statistically and practically signi cant," Dr. Borman wrote. "The pattern of rst-year treatment effects we found appears to provide a powerful foundation for student literacy.

Using The Superkids also proved more efficient. While Superkids teachers reported that they spent about 20 minutes more per day using Superkids than control teachers did using other core reading programs, Superkids teachers spent significantly less time overall teaching language arts. Superkids teachers spent an average of 105 minutes per day teaching language arts, whereas teachers in the

control classrooms spent an average of 132 minutes per day. Dr. Borman's report noted, "The Superkids appeared to offer a more efficient overall language arts program in that it produced stronger achievement effects, but demanded less overall time to teach."

Dr. Borman attributed the efficiency of The Superkids to its comprehensive structure. A premise of the Superkids program is that reading skills must be developed in concert with other language skills. The program teaches the five components of reading instruction deemed essential by the National Reading Panel—phonemic awareness, phonics, fluency, comprehension, and vocabulary. It also incorporates handwriting, spelling, expressive writing, listening, and speaking. "Because skills from multiple strands are taught simultaneously and in support of one another," Dr. Borman wrote, "teachers are likely to gain greater efficiency and effectiveness in teaching the overall language arts curriculum."

Overall, teachers using The Superkids reported a much higher satisfaction rate than teachers in control classrooms using basal programs. Teachers in the study ranked the reading programs they were using across four measures. Dr. Borman wrote: "In all cases, the Superkids teachers reported greater satisfaction, greater perceived effectiveness, greater perceived motivation among students, and easier implementation of the Superkids core reading program over the control teachers' reading programs."

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.

High quality professional development is the result of the effective use of reading assessments and instructional programs and materials for teachers and other staff members, including the principal, specialists, instructional assistants, and the reading coach. Prior to using reading assessments or instructional programs and materials in the classroom, staff members will receive thorough training in the following programs:

Teacher and/or building leadership choice reading PD off site based on interest and/or needs
Staff members who require additional professional development to use assessments and instructional programs and materials appropriately will receive it. The building principal will be responsible for making sure all staff members have the training they need to use reading assessments and instructional materials appropriately.
Effective communication about reading performance and planning is essential in our school-wide turn around efforts. At Renaissance Academy, all K-3 staff will meet in grade level meetings once a week to discuss, monitor, and plan reading instruction and achievement. The principal, and/or other designated building leaders will monitor these meetings.

APPENDICES

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