# Reading Achievement Plan

**DISTRICT NAME** | Renaissance Academy - A School for the Multi Media Arts  
**DISTRICT IRN** | 011439  
**DISTRICT ADDRESS** | 1555 Elaine Rd.  
| | Columbus, Ohio 43227  
**PLAN COMPLETION DATE** | 12/21/2016  
**LEAD WRITERS**  
| Sharice L. Martin, Superintendent/Principal  
| Dr. Randolph Overbeck, Educational Consultant, Go Concepts  
| Tricia Honaker, Director of Curriculum & Instructional Coach  
| Tracy Tocco, K-3 Title I Reading & Lead Teacher
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 preKindergarten 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 Action (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.

The staff at Renaissance Academy is committed to implementing the critical components to ensure that all students are reading at grade level or above by third grade. This literacy achievement plan will be at the heart of everything we do in our building in reading. It will drive our day-to-day reading instruction and our decision making. We will use this plan to share our commitment with others in and out of education. We will present the plan to our school district, parents, and school board for their support and approval. The plan will provide the criteria for as well provide with updates on the data of our students reading progress hiring new teachers and administrators in our building. Most importantly, this reading achievement plan is the commitment that we make to the parents of the children in our school and to the children themselves. The plan allows us to convey to parents that we are serious about reading instruction and meeting our goal of all children reading at or above grade level. The plan shows parents what we will do to make sure each child reaches that goal.

Every staff member at Renaissance Academy is committed to building and sustaining a school culture in which high quality reading instruction for all students is our most important priority. Our primary reading goal is to get 90-100% of our K-2 students on track in reading every school year. Our second goal is to implement the LETRS framework (Language Essentials for Teachers of Reading and Spelling) for K-3 teaching staff.

To make continuous improvement tangible and focused, we will commit to an action planning process. Our action plan will contain the following components: (a) resources; (b) Specifics of Implementation the intended target or scope of the action (e.g., school-wide, specific grade or instructional group); (c) the specific action to be implemented; (d) person or group responsible for implementing the action, and (e) a process to report on progress/success of action implementation.

We will commit to sharing student performance data with stakeholders and to celebrating our continued success in improving reading. We will ensure continuance of the Schoolwide culture through the implementation of the above components and through leadership hiring practices that are based on scientifically researched based strategies and the LETRS framework.

The Renaissance Academy achievement plan was created by a team of teachers, administrators, and educational consultants.
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>Sharice L. Martin</td>
<td>Superintendent &amp; Principal</td>
<td>Renaissance Academy</td>
<td><a href="mailto:mrsmartin.97@gmail.com">mrsmartin.97@gmail.com</a></td>
</tr>
<tr>
<td>Tricia Honaker</td>
<td>Dir. of Curriculum &amp; Instruction</td>
<td>Renaissance Academy</td>
<td><a href="mailto:triciahonaker@gmail.com">triciahonaker@gmail.com</a></td>
</tr>
<tr>
<td>Tracy Tocco</td>
<td>Title I Reading &amp; Lead Teacher</td>
<td>Renaissance Academy</td>
<td><a href="mailto:tracytocco@gmail.com">tracytocco@gmail.com</a></td>
</tr>
<tr>
<td>D'Metria Alston</td>
<td>SPED Coordinator/ Speech Therapist</td>
<td>Renaissance Academy</td>
<td><a href="mailto:dmetriaalston@gmail.com">dmetriaalston@gmail.com</a></td>
</tr>
<tr>
<td>Katherine Beach</td>
<td>1st Grade &amp; Lead Teacher</td>
<td>Renaissance Academy</td>
<td><a href="mailto:kbeach325@gmail.com">kbeach325@gmail.com</a></td>
</tr>
<tr>
<td>Roxanne Anderson</td>
<td>Intervention Teacher</td>
<td>Renaissance Academy</td>
<td><a href="mailto:roxanneanderson373@gmail.com">roxanneanderson373@gmail.com</a></td>
</tr>
<tr>
<td>Sue Murphy</td>
<td>Transformation Specialist</td>
<td>Ohio Department of Education</td>
<td><a href="mailto:Sue.Murphy@education.ohio.gov">Sue.Murphy@education.ohio.gov</a></td>
</tr>
<tr>
<td>Dr. Randolph Overbeck</td>
<td>Educational Consultant</td>
<td>Go Concepts</td>
<td><a href="mailto:papangrandmaoverbeck@me.com">papangrandmaoverbeck@me.com</a></td>
</tr>
</tbody>
</table>

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Add Row
Section 2:
Alignment Between the District's 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.

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 School and we have adopted the OIP model 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.
Section 3:
District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

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.

Real academic progress for Renaissance has been slow and it often feels glacial because students (and teachers) change, 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.

A review of performance graphs of several grades strongly support this argument. The graphs of 6th, 7th and 8th grade performance in reading, while still below what we hope to accomplish, evidence of the continuation of this upward trend.

We have seen steady growth in K-2 but again when our students come in at kindergarten, 90% of them have not been to preschool so they are coming in behind and often there are social and emotional needs that school has to address as well. We attribute the consistent progress in grades K-2 to the consistency of the staff. Three of the staff have been with the school for 3-4 years.

Of course, that does not mean we are unconcerned about other areas of the report as well. We are especially pleased with the “C” assigned in the “Progress” area. We are striving to regain the A that we had over five years ago. This is an area that we have shown success in the past and we were disappointed with this area in particular when we received a “D” within the past two years and are focusing our efforts on improving our chance for success here.

See Appendix A LRC Data

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.
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).

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 Student Performance Goals

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

90% or more of K-3 students will be on track for reading by the end of each school year, based on STAR Assessment benchmark goals as set by the state of Ohio for each grade level.
### Section 6: Action Plan Map(s)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal.

**Action Map - Goal # 1**

<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>Purchase all Programs</td>
<td>Administrative Support</td>
<td>Curriculum Implementation</td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td>On-going</td>
<td>On-going</td>
<td>On-going</td>
</tr>
<tr>
<td>Lead Person(s)</td>
<td>Classroom Teachers</td>
<td>Building Leadership Team</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>District adopted reading/spelling/writing curriculum, district approved supplemental computer reading programs, classroom libraries</td>
<td>Classroom Walk-through observation form designed to look for program and strategy implementation.</td>
<td>K-2 Super Kids Curriculum K-8 Wheatley Great Minds</td>
</tr>
<tr>
<td>Specifics of Implementation</td>
<td>Teachers: teach all grade level state indicators, follow curriculum which includes writing, spelling, phonemic awareness, phonemic decoding, shared reading, and implement interventions as needed</td>
<td>Administrative Responsibilities: Support and monitor the teaching of the scope and sequence of the adopted curriculum series, review lesson plans, assist in acquisition of books, provide professional development as needed, and assist with STAR and AR implementation</td>
<td>During the 2017-2018 school year Renaissance will continue to implement the new curriculum of Wheatley and Eureka Math for grades 3-8. However, the building leadership team and the elementary teacher based team elected to adopt and implement the Super Kids reading curriculum for grades K-2. The said curriculum is researched based and has a strong writing component unlike Wheatley.</td>
</tr>
<tr>
<td>Measure of Success</td>
<td>Action Step 1</td>
<td>Action Step 2</td>
<td>Action Step 3</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Did 90% of K-3 meet the on-track goal on the STAR Assessment?</td>
<td>Classroom walk-through data. Were the selected strategies implemented with fidelity?</td>
<td>To ensure the fidelity of implementation the K-2 teachers will receive on-going job embedded professional development throughout the school year. End of Unit, benchmark assessments, &amp; STAR assessments will be used to measure success. Classroom Observations</td>
<td></td>
</tr>
<tr>
<td>Check-in/Review Date</td>
<td>Quarterly check in with teachers and review at mid year and end of year.</td>
<td>Bi-Monthly Building Leadership Team meeting data analysis.</td>
<td>Bi-Monthly Building Leadership Team meeting data analysis.</td>
</tr>
</tbody>
</table>

Add Action Plan Map
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.

**Action Map - Goal # 2**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Implement the LETRS Framework School-Wide</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Components</strong></th>
<th><strong>Action Step 1</strong></th>
<th><strong>Action Step 2</strong></th>
<th><strong>Action Step 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Vendor for LETRS</td>
<td>Implement Training</td>
<td>Full Implementation of LETRS/ Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Timeline</strong></th>
<th><strong>March 2017</strong></th>
<th><strong>June/July 2017</strong></th>
<th><strong>August 2017</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Lead Person(s)</strong></th>
<th><strong>Principal</strong></th>
<th><strong>Director of Curriculum</strong></th>
<th><strong>Leadership Team</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Resources Needed</strong></th>
<th><strong>PD Information</strong></th>
<th><strong>Materials</strong></th>
<th><strong>New programs &amp; Strategies</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Specifics of Implementation</strong></th>
<th><strong>Summer</strong></th>
<th><strong>Teachers attend sessions</strong></th>
<th><strong>Checklist/Observation</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Measure of Success</strong></th>
<th><strong>Schedule for June/July 2017</strong></th>
<th><strong>Implement</strong></th>
<th><strong>Classroom Walk-thru's</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Check-in/Review Date</strong></th>
<th><strong>April 2017</strong></th>
<th><strong>July 2017</strong></th>
<th><strong>On-Going</strong></th>
</tr>
</thead>
</table>

Add Action Plan Map
Section 7:
Plan for Monitoring Progress

Describe how progress toward goals 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

STAR assessment data: end of September, October, and November and January, Feb, and May

3rd graders take the Ohio AIR in November and April

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.

Extended learning: Principal and Curriculum will observe classroom teachers to ensure reading is instructed for at least 90 minutes each day, lesson plans

Guided Reading: Principal and Curriculum will make rounds to observe small group instruction, lesson plans

Phonemic awareness and decoding: curriculum assessments, teacher based assessments, STAR assessments, teacher observations/informal assessments

Shared reading: lesson plans and administrative walk throughs
Supplemental instruction in decoding skills: lesson plans and walk-throughs
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.

In 2000, the National Reading Panel, based on an exhaustive review of research findings, identified five essential elements of effective reading instruction, commonly known as the “Five Pillars”: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Part A: Strategies to support Students:

Extended learning time- extended school day, at least 90 minutes of reading instruction each day, Title one support/extra interventions for those students not on track

Guided reading (small groups)- Small group work where the teacher supports each reader’s development of effective strategies from processing new texts at increasing levels of difficulty. The teacher carefully groups children according to need, selects a book to introduce, and works with individual students as each reads the book in its entirety. Discussion, focused teaching, and optional word work complete the lesson.

Phonemic awareness and phonemic decoding- ability to hear, identify, and manipulate individual sounds in spoken words. This understanding improves students’ word reading and comprehension and helps them learn to spell. To decode words, learners must recognize the letters in the word, associate each letter with its sound, hold these sounds in sequence in memory, blend these sounds together to determine the word and retrieve the memory of the words.

Shared reading- the teacher and children read an enlarged text together as the teacher explicitly demonstrates reading strategies such as word-by-word matching, word solving, and fluency.

Supplemental instruction in decoding skills- early, explicit and systematic instruction in phonics can help strengthen students' decoding skills. Strategies include using manipulatives to help teach letter-sound relationship, providing differentiated instruction and helping students understand the purpose of phonics by engaging them in reading and writing activities that requires them to apply the information taught.

All reading teachers will be asked to select two subgroups. The teachers will need to indicate the number of students, pre-level results, a SMART goal that relates to the pre-level results, and the post-test targets.

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.

Part B: Ensuring Effectiveness and Improving Upon Strategies

New curriculum that has been researched and is strong in phonics, phonemic awareness, writing, and spelling for our teachers to use to better instruct low level students. We will expand our classroom libraries and use AR or a similar program to assess comprehension.

The district will ensure that the proposed evidence based strategies will be implemented via classroom observations.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN
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:

- LETRS program
- Curriculum (SuperKids and Phonics Dance) based PD
- Reading Eggs PD
- STAR Assessment and AR PD through Renaissance Learning
- Teacher and/or building leadership choice reading PD off site based on interest and/or needs

The Director of Curriculum 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, every two weeks throughout the year, all K-3 staff will meet in grade level meetings to discuss, monitor, and plan reading instruction and achievement. The principal, and/or other designated building leaders will facilitate these meetings.
*LETRS (Second Edition) is a professional development program for educators who are responsible for improving instruction K-12 in reading, writing, and spelling. It is research based and addresses the major components of reading, writing and spelling instruction. It is not an instructional program for students but rather a framework for understanding:

- How children learn to read and why some have difficulty.
- What must be taught during reading and spelling lessons and how to teach effectively?
- Why all components of reading instruction are necessary and how they are related.
- How to interpret individual differences in student achievement.
- How to explain the form and structure of English.

Teaching students how to read, spell and write requires an informed instructor who can make informed decisions about the design and delivery of instruction. LETRS provides educator with the tools required to do just that!

Module 1: The Challenge of Learning to Read
Module 2: The Speech Sounds of English: Phonetics, Phonology, & Phoneme Awareness
Module 3: Spellography for Teachers: How English Spelling Works
Module 4: The Mighty Word: Building Vocabulary and Oral Language
Module 5: Getting Up to Speed: Developing Fluency
Module 6: Digging for Meaning: Teaching Text Comprehension
Module 7: Teaching Phonics, Word Study, and Alphabetic Principle
Module 8: Assessment for Prevention and Early Intervention
Module 9: Teaching Beginning Spelling and Writing
Module 10: Reading Big Words: Syllabication and Advanced Decoding

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