



March 22, 2024

Dear Superintendent Verch:

Thank you for submitting the Apex Academy Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Internal factor analysis included adult implementation supports such as coaching.
- BLT-TBT-Coaching Feedback loops presented.
- Data based decision making is presented through AIMSweb/NWEA.

This plan will benefit from:

- Professional development plans may benefit from information around logistics/coaching supports/facilitation techniques.
- Monitoring efforts include instructional coaching support.
- Goals could benefit from more inclusive targets.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Apex Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Apex Academy

DISTRICT IRN: 000560

DISTRICT ADDRESS: 16005 TERRACE RD EAST CLEVELAND OHIO 44112

PLAN COMPLETION DATE: 12/20/2023

LEAD WRITERS: Anthony Verch (Building Principal), Charlena Hunt (Director of School Quality), Jessica Mahler (ELA Curriculum Specialist), Emily Miller (Assessment Coordinator), Karen Hannant (Manager of Reading Intervention), Alec Dood (Curriculum Specialist)

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

**Section headings marked with an asterisk are required by state law.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, 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
Anthony Verch	Building Principal	National Heritage Academies	64.tverch@nhaschools.com
Jasmyne Williams	Dean of Upper Elementary	National Heritage Academies	64.jwilliams@nhaschools.com
Totiana Hairston	Dean of Lower Elementary	National Heritage Academies	64.thariston@nhaschools.com

*Section headings marked with an asterisk are required by state law.

Name	Title/Role	Location	Email
LaDondra Howell	Dean of Middle School	National Heritage Academies	64.Lhowell@nhaschools.com
Michelle Iams	Dean of Intervention and Special Education	National Heritage Academies	64.Miams@nhaschools.com
Charlena Hunt	Director of School Quality	National Heritage Academies	Chunt@nhaschools.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.

The team is scheduled to meet monthly to review assessment scores that will be administered throughout the school year for intentional planning of small groups and reading intervention.

Additionally, the administration team will meet monthly to review classroom teachers' lesson prep plans and instructional observations within ELA Reading content.

The team communicated the Local Literacy Plan with the instructional staff during summer pre-planning at the beginning of the school year professional development and throughout the course of the school year. The school principal and instructional deans provide observations and feedback regarding reading instruction periodically. Moreover, the curriculum and instruction ELA reading specialist plans

**Section headings marked with an asterisk are required by state law.*

monthly observations with deans to provide instructional coaching conversations to assist the school's focus on increasing reading comprehension and skills by the end of the school year.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Apex Academy's mission is to create educational opportunities for the students of East Cleveland to exceed in elementary education, high school, college and life by way of a strong commitment to skill and content development.

Our plan provides goals specifically created to improve the necessary support and tools needed for the reading achievement of all students. The plan is aligned to the vision of our educational management organization (EMO), National Heritage Academies.

The ELA Reading Vision of National Heritage Academies:

We seek to prepare critically literate students who are lifelong learners, engaged citizens, and active members of the global community.

Our Beliefs:

1. We must teach the reader, not the text.

***Section headings marked with an asterisk are required by state law.**

2. We are what we repeatedly do.
3. We must teach students to read before they can read to learn.
4. We must inspire a love of reading in all students.

Apex Academy's plan correlates to the EMO's vision of improved literacy at all grade levels. The goals of the Local Literacy Plan highlight the intentional use of data to guide and inform specific action steps while engaged in continuous growth and development.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- ***The Kindergarten Readiness Assessment,***
- ***Ohio's State Test for English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include subscores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities and***
- ***Benchmark assessments, as applicable.***
- ***Infant Risk Factors;***
- ***Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);***
- ***Kindergarten Readiness Assessment;***
- ***Ohio's State Tests in English language arts (grades 3-8);***
- ***Ohio's State Tests in other content areas (grades 3-8);***
- ***Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);***

*Section headings marked with an asterisk are required by state law.

- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures).*

READING SPRING STATE TEST YEARLY PROFICIENCY

GRADE	MAY 2021	MAY 2022	MAY 2023
3	13%	25%	29%
4	23%	27%	39%
5	46%	41%	44%
6	8%	30%	33%
7	32%	37%	39%
8	29%	38%	40%

Summary:

Apex Academy shows an increase of percentage in Reading proficiency grades 3-8 over a 3 year time span.

SCHOOL INTERIM REPORT (COMMON ASSESSMENTS)

Students Scoring Proficient (Score of 3.0 or Above)

**Section headings marked with an asterisk are required by state law.*

GRADE	2022 SY Interim 1	2022 SY Interim 2	2022 SY Interim 3	2023 SY Interim 1	2023 SY Interim 2	2023 SY Interim 3
3	4%	13%	27%	17%	18%	50%
4	6%	10%	30%	22%	20%	24%
5	0%	34%	28%	7%	46%	30%
6	13%	18%	20%	24%	33%	43%
7	10%	11%	14%	11%	29%	24%
8	30%	14%	25%	6%	20%	15%

*optional assessment in spring

Summary (what is interim)

Interim test is an online common assessment administered to all students grades 3-8 in the subject areas of ELA, Math to measure achievement. ELA and math are administered three times per year while Science and social studies is administered twice per year. Interim assessments have been developed by our Curriculum and Instruction team at NHA and aligned to Ohio state standards. The interim assessment mocks the Ohio State Achievement test in multiple ways including: style, rigor, questioning and scoring. Many questions on the interim are released state test question from Ohio DEW. For ELA, students are tested in 3 times per year covering skills and standards that were taught within the previous 9 weeks. The data from interim assessments helps schools identify areas of proficiency and areas in the content that identify significant gaps in learning according to grade level and content standards. We use this data to plan intervention lessons, plan small group learning per skill and identify which particular students need identified skills retaught.

**Section headings marked with an asterisk are required by state law.*

Kindergarten Readiness Assessment Data

Skill Proficiency	2021 SY	2022 SY	2023 SY
Demonstrating Readiness	9	6	9
Approaching Readiness	23	23	14
Emerging Readiness	21	38	33
On Track**	61	62	78
Not on track**	5	10	17

**The MAP/NWEA is used to determine on/off track (not the scores from KRA).

K-3 Off-Track/On-Track By Grade Level

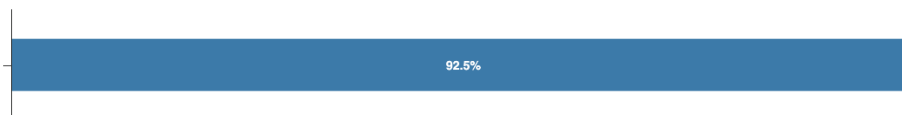
Apex On-track & Off-track					
Status	K	1	2	3	K-3
On-Track	43	41	50	38	172
Off-Track	18	21	8	19	66

Status
On-Track
Off-Track

Apex				
Improvement Group	Student Subset	Previously Off-track (# Students)	Improved to On-track (# Students)	Improvement Percent
K-2	K → 1st	13	10	77%
	1st → 2nd	16	13	81%
	2nd → 3rd	17	8	47%
	K-2 Overall	46	31	67%
3rd Grade	3rd Grade	19		
Overall				

Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.



*Section headings marked with an asterisk are required by state law.

If after NWEA diagnostic testing, a student is deemed “not on-track”, using levels set by Ohio’s Learning Standards for the end of the previous grade. The students’ parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt.

3rd Grade Promotion Percentage YOY

Promotion to 4th Grade		
School	2021-22	2022-23
Alliance	86.0%	89.1%
Apex	91.1%	92.5%
Bennett Venture	86.4%	87.9%
Emerson	83.3%	87.3%
Orion	77.1%	93.8%
Stambaugh	95.6%	89.1%
Winterfield	76.8%	90.2%

AIMSWEBPLUS BENCHMARKING

Students	2021 22 % Meeting Expected Growth Goal
All K-2	33%

3rd Grade Reading Improvement Plan Data

Apex Academy			
State Proficiency	2021 SY	2022 SY	2023 SY

**Section headings marked with an asterisk are required by state law.*

On Track	13	37	38
Not on Track	43	22	20

2022-23 School Year

Fall-Winter Student Tier Movement

Apex

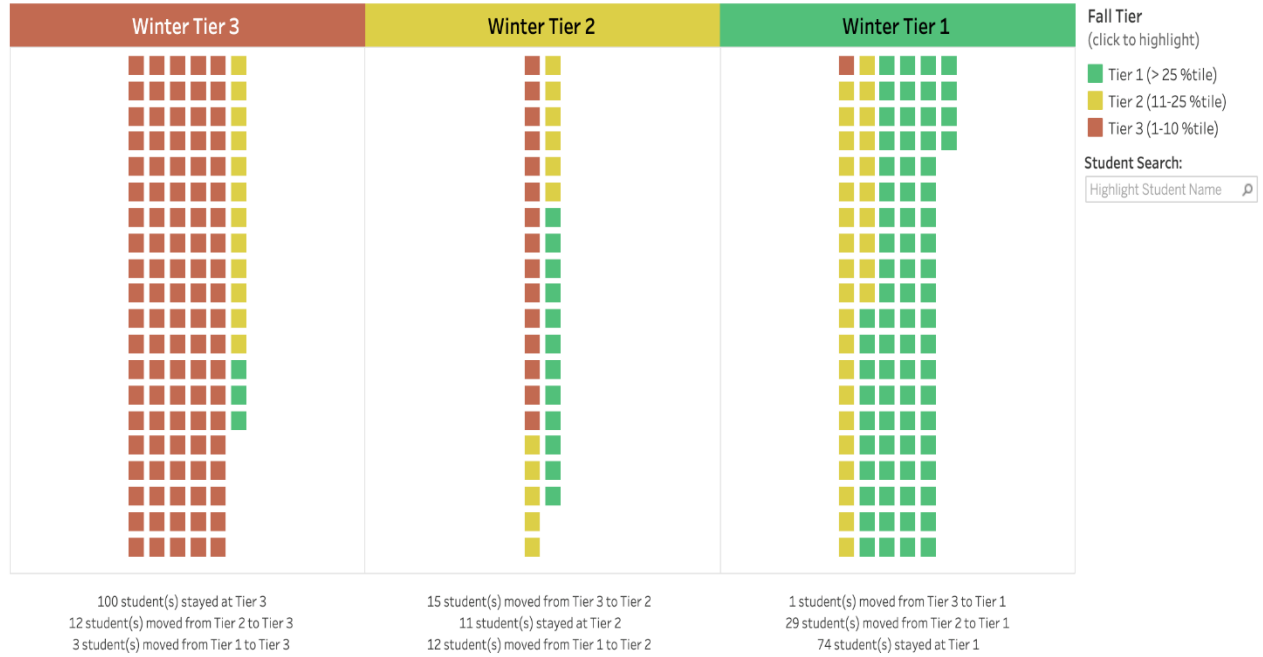


**Section headings marked with an asterisk are required by state law.*

2021-22 School Year

Fall-Winter Student Tier Movement

Apex



***Section headings marked with an asterisk are required by state law.**

NWEA GROWTH MEASURES 2020 REPORT

NWEA Growth Measures							
Growth Window: Fall - Fall 2020-2021							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	59%	49%	K-2	1	3.7	0.1
	3	22%	48%		3	-5.0	3.8
	Wing	42%	48%		Wing	-0.3	1.7
3-5	4	53%	38%	3-5	4	-0.4	-6.7
	5	27%	37%		5	-5.9	-3.2
	6	33%	35%		6	-3.6	-5.2
	Wing	38%	37%		Wing	-3.2	-5.1
6-8	7	35%	58%	6-8	7	-2.5	0.1
	8	33%	44%		8	-4.0	-1.9
	Wing	34%	51%		Wing	-3.3	-1.0
2-8 Total		35%	42%	2-8 Total		-3.5	-2.8

NWEA GROWTH MEASURES 2021 REPORT

NWEA Growth Measures							
Growth Window: Fall - Fall 2021-2022							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	22%	15%	K-2	1	-8.6	-10.7
	3	37%	29%		3	-1.9	-6.6
	Wing	29%	22%		Wing	-5.4	-8.7
3-5	4	75%	63%	3-5	4	3.0	0.8
	5	29%	43%		5	-6.1	-3.5
	6	28%	44%		6	-4.7	-4.2
	Wing	39%	48%		Wing	-3.5	-2.8
6-8	7	40%	62%	6-8	7	-2.2	0.8
	8	55%	42%		8	-0.4	-1.2
	Wing	47%	53%		Wing	-1.4	0.0
2-8 Total		41%	46%	2-8 Total		-2.5	-2.5

*Section headings marked with an asterisk are required by state law.

NWEA GROWTH MEASURES 2022 REPORT

NWEA Growth Measures Growth Window: Fall - Fall 2022-2023							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	61%	39%	K-2	1	0.7	-2.7
	3	73%	63%		3	3.0	3.0
	Wing	67%	51%		Wing	1.8	0.2
3-5	4	78%	83%	3-5	4	4.8	7.1
	5	76%	46%		5	6.7	1.3
	6	64%	59%		6	2.3	1.3
	Wing	72%	64%		Wing	4.3	3.4
6-8	7	66%	50%	6-8	7	2.8	0.6
	8	73%	70%		8	3.5	3.2
	Wing	69%	60%		Wing	3.1	1.9
2-8 Total		71%	63%	2-8 Total		3.7	2.8

NWEA GROWTH MEASURES 2023 REPORT

NWEA Growth Measures Growth Window: Fall - Fall 2023-2024							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	52%	39%	K-2	1	-0.2	-3.3
	3	69%	49%		3	1.5	2.3
	Wing	59%	43%		Wing	0.5	-0.8
3-5	4	50%	50%	3-5	4	-0.6	1.5
	5	42%	60%		5	-1.1	0.9
	6	59%	55%		6	0.7	0.9
	Wing	50%	55%		Wing	-0.4	1.1
6-8	7	82%	55%	6-8	7	3.8	0.4
	8	51%	59%		8	0.4	2.4
	Wing	66%	57%		Wing	2.0	1.5
2-8 Total		58%	54%	2-8 Total		0.7	1.4

Summary of 3 year NWEA trend fall to fall

NWEA ELA met typical has shown some positive growth trends withing last 3 years. Total meeting typical growth fall to fall in 2023-24 at 54%, 2022-23 at 63% 2021-22 at 46%. Our most struggling grade level noted is grade 1 year over year.

**Section headings marked with an asterisk are required by state law.*

Apex suffered from teacher turnover, rise of alternatively certified staff members and administration turnover at this grade level. There is also a significant number of students entering kindergarten with lower academic skills levels due to lack of preschool. Our overall growth index which measures how many RIT points a student grew above or below their growth projection has improved overall (1-8) since 2021-22 school year. However, YOY (2022 to 2023 school year) the overall growth index has decreased by 1.4 percentage points. With significant drops in grade 1, our most struggling group of students.

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

- ✓ Learning Loss due to hybrid or virtual instruction during Covid Pandemic
- ✓ Chronic student absenteeism in the last three school years (include percentages)
- ✓ Lack of parent engagement
- ✓ Teacher turnover rate
- ✓ Sporadic implementation of rigorous intervention program
- ✓ Minimum coaching of teachers
- ✓ Lack of Kindergarten student participation in previous quality early learning programs (pre-K, Head Start, etc.)

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

***Section headings marked with an asterisk are required by state law.**

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). 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

Apex Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Goal #2

Students in grades K-2 will take a nationally normed standardized assessment. In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Apex Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Ensure all teachers are trained in the following Phonological Awareness and Phonics instructional resources:</p> <ul style="list-style-type: none"> • Reading Mastery 	<p>All teachers will implement all Phonological and Phonemic Awareness instructional resources with fidelity.</p>	<p>Utilize Academic Literacy Coaches to assist with monitoring instruction and providing coaching feedback.</p>

*Section headings marked with an asterisk are required by state law.

	<ul style="list-style-type: none"> • Heggerty Phonemic Awareness • 95% Group Sound/Spelling Card implementation 		
Timeline	August 2023	August – May of each school year.	August – May of each school year.
Lead Person(s)	Curriculum & Instruction Team NHA Service Center Professional Development	Academy Deans Classroom Intervention Teachers	Alec Dood Jessica Mahler
Resources Needed	Training Materials Assessment Data Curricular materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations

**Section headings marked with an asterisk are required by state law.*

<p>Specifics of Implementation</p>	<p>Training of new teachers during NTS in August</p> <p>Two full day Regional PD on instructional framework and curriculum tools</p> <p>Additional training for teachers hired after NTS</p> <p>Weekly collaborative meetings during grade-level planning</p>	<p>Lesson Prep Plans utilizing materials on Google Drive</p> <p>Explore resources and tools available for engaged instruction</p> <p>Use of data to intentionally plan for small groups and intervention based on skill profile</p>	<p>Coaching Form on Key Levers for Implementation to be shared with deans and teachers</p> <p>Schedule for deans to collaboratively engage in observations and coaching conversations</p>
<p>Measure of Success</p>	<p>Professional Development Schedule and Sign-in sheets</p> <p>Classroom Walkthrough Data</p>	<p>Literacy Block Schedule</p> <p>Written communication plan</p> <p>Lesson Prep Plans with sticky notes</p>	<p>Monthly observation reports from C&I Team</p> <p>Coaching Planning Forms</p>

**Section headings marked with an asterisk are required by state law.*

	Grade-Level TBT Minutes	attached with intentional specifics by classroom teachers	Written observations on coaching forms
Description of Funding			
Check-in/Review Date	September	Monthly	Monthly

Goal # 2 Action Map

Goal Statement: In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Progress monitor K-2 students bi-weekly.	Literacy Coaches and academy deans will coach teachers around fluency data	Bi-weekly or monthly fluency data analysis and response TBT meetings

**Section headings marked with an asterisk are required by state law.*

		analysis and response	
Timeline	All school year	November 2023	Nov. 23- May 24
Lead Person(s)	Title One Intervention Team	ELA Teachers, K-8 Academy Deans Jessica Mahler Alec Dood	ELA Teachers, K-8 Academy Deans
Resources Needed	aimswebPlus Benchmarking Tools	aimswebPlus reports data analysis process	aimswebPlus reports data analysis process
Specifics of Implementation	Intervention team will (a) review high-frequency words, (b) teach students common-sound-spelling patterns.	Literacy Coaches will provide professional development and coaching around fluency data	Academy deans will hold bi-weekly or monthly data analysis and response TBT meetings

**Section headings marked with an asterisk are required by state law.*

		response and analysis.	
Measure of Success	Student bi-weekly reports of progression through the program	Professional Development Schedule and Sign-in sheets	Monthly C&I visit reports Grade-Level TBT Minutes
Description of Funding			
Check-in/Review Date	Bi-weekly	November-January	Monthly

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

Progress will be monitored, shared, and discussed in TBT/BLT meetings using learning walk data, interim reports, and monthly Curriculum and Instruction coaching reports. During grade-level meetings, deans will facilitate the 5-Step Data Analysis process and assist with the intentional planning of small groups to ensure focus on intervention to students at-risk in reading.

Apex Academy will use aimswebPlus to progress monitor K-2 students bi-weekly. The Title I intervention team will continue to use baseline data as a diagnostic to determine on-track/not-on-track

***Section headings marked with an asterisk are required by state law.**

students as required for TGRG. NWEA/MAP Assessments will be given in the fall, winter, and spring as quarterly benchmarks. Interims (common assessments aligned to common core standards) will also be given quarterly in the fall, winter, and spring to gauge proficiency rate in reading. Specific students may receive intensive intervention according to need, based on data reports.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 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 (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

How we identify RIMPS, what data we use and how we monitor the plan

At Apex Charter Academy we use NWEA to identify students who need a RIMP. After NWEA diagnostic testing, a student is deemed "not on-track", using levels set by Ohio's Learning Standards for the end of the previous grade. The

**Section headings marked with an asterisk are required by state law.*

students' parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt. Students are given NWEA testing 3 times per year to monitor improvement (fall, winter and spring). We also progress monitor AIMS Web Plus. This program is designed for universal screening and progress monitoring to identify struggling students early and to monitor student acquisition of foundational academic skills. AimswebPlus assesses students in Kindergarten through Grade 8. Tier 1 - Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability. Tier 2 - Assess and monitor at-risk students and the effectiveness of instructional changes. Tier 3 - Write individualized annual goals and monitor progress more frequently (bi-weekly to weekly) for those who need intensive instructional services.

Explain dyslexia monitoring

Tier 1 screeners will be completed within the first 30 days of the school year or within the first 30 days of enrollment for students coming mid-year. The assessments that will be used at the Tier 1 screener are the assessments that make up the benchmark composite score in aimswebPlus. The following are the assessments for each grade level:

K: IS, LNF, LWSF

1: IS, LNF, LWSF, ORF

2: LWSF, NWF, WRF, ORF, RC, VOC

3-6: ORF, RC, VOC

Tier 2 screeners will be completed within the first six weeks of the school year. These screeners must inform instruction and be linked to structured literacy instruction. Students will be given the Mastery Tests and Individual Reading Checkouts in Reading Mastery to determine progress for students and which skills need to be strengthened. If students

****Section headings marked with an asterisk are required by state law.***

are progressed monitored and continue to struggle, schools may also use additional tests in aimswebPlus to determine specific needs the following table lists specific areas that schools can assess based on student need:

Tier 1 and Tier 2 intervention will be provided through Reading Mastery instruction and appropriate placement. Reading Mastery instruction includes explicit instruction in phonemic awareness, sound and symbol recognition, and decoding skills. Students will also get explicit instruction with encoding during their time with Reading Mastery. Students will be placed in the appropriate groups to develop the necessary skills for literacy. These students will be progress monitored biweekly as well as be given in-program assessments to determine when more instruction is necessary or when they should be placed in a group that would better suit their skill needs. Students will also be given explicit phonological awareness instruction through Heggerty.

The Dean of Intervention will ensure teachers and interventionists have the professional development they need in order to execute the programs and provide coaching as necessary to improve instruction.

Listed are the strategies that will be used to support reading improvements across the board.

1. Ohio Operating System – Apex Academy will utilize best practices aligned to the Science of Reading in its daily instruction. The Curriculum and Instruction team of National Heritage Academies has collaborated to prepare lessons highly aligned to Ohio standards to address reading performance goals for grades K-8. The reading lesson structures will be implemented daily during 105-165 minute blocks.
 - a. Students with RIMPS in grades K-2 will engage in 165 minutes of daily ELA instruction which includes small group rotations and an intervention pull out based on their identified reading deficiency from school data reports. There is a heavy emphasis on Foundational Skill Instruction that is outlined below:
 - i. Systematic and Explicit Phonological Awareness Instruction
 - ii. Systematic and Explicit Phonics Instruction taught in small groups
 1. Instruction in Phoneme/Grapheme Correspondence
 2. Decoding practice at the grapheme, word, sentence, and story level

**Section headings marked with an asterisk are required by state law.*

3. Encoding practice
 - iii. Small Group data response time
 1. Targeted based on assessment data
 - b. Students with RIMPS in grade 3 will receive 105 minutes of daily ELA instruction and an additional 45 minutes of intervention pull out based on their identified reading deficiency from school data reports.
 2. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

All of the interventions described above fall into the Tier 1 category. Heggerty, McGraw-Hill Reading Mastery and Corrective Reading, and Lexia Core 5 are all evidence-based resources that are aligned to the Science of Reading and proven to close gaps.

Reading Mastery and Corrective Reading are designed to grow students more than 1 year in a single school year through direct, explicit, and systematic instruction. This will support students with learning gaps due to Covid as well as kindergarteners coming in with limited pre-school experience.

All of our resources and instructional frameworks are designed to support all learners, including students with an IEP or English Language Learners as they are direct, explicit, systematic, and use multi-sensory strategies. All instruction includes opportunities for data-response and additional interventions as needed.

	ESSA Definition	What does it mean?
Tier 1	Strong evidence from at least one well-designed and well-implemented experimental study	<p>Using experimental studies (e.g., Random Control Trials), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
Tier 2	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study	<p>Using quasi-experimental studies (e.g., Regression Discontinuity Design), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>

	ESSA Definition	What does it mean?
Tier 3	Promising evidence from at least one well-designed and well-implemented correlational study	<p>Using correlational studies, researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
Tier 4	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	<p>Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3.</p> <p>However, there is good reason to believe – based on existing research and data – that the intervention could improve a relevant student outcome.</p> <p>Before using a Tier 4 activity or intervention, districts/programs should:</p> <ul style="list-style-type: none"> • Explore Existing Research: Why do we believe this intervention will meet our needs? • Develop a Logic Model: How will the intervention improve student outcomes? • Plan to Evaluate: How will we know that the intervention is improving student outcomes?

**Section headings marked with an asterisk are required by state law.*

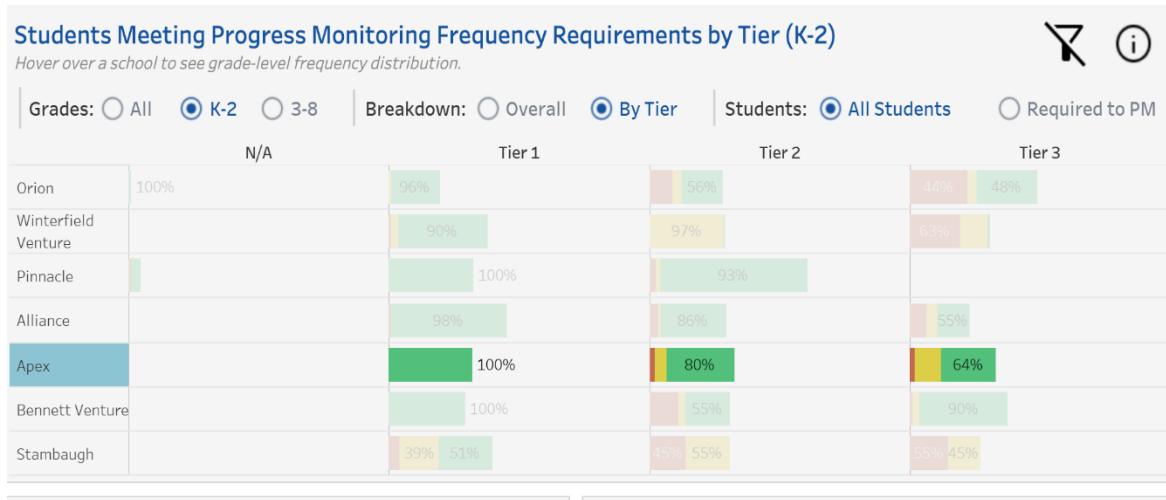
SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

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

1. *Be effective;*
 2. *Show progress; and*
 3. *Improve upon strategies utilized during the two prior consecutive school years.*
-
- ✓ Teacher Based Team (TBT) meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.
 - ✓ The ELA Instructional Coach will focus on daily instruction and coaching needs of individual teachers during visits and debrief with school leaders. During debriefings, the leadership team will review and execute coaching progression plans based on individual teachers' needs and immediately follow up with action steps (i.e. modeling expectations of the lesson structures, videotaping best practices and sharing with team, revamping particular instructional focus needs based on student deficits, etc.).
 - ✓ The Title I Intervention Team will use the 45-minute intervention block to pull out students in need of intensive support. Such groups are fluid and can change based on student performance data reviews. This pull-out session may not follow the traditional scope and sequence, but will be driven based on standards-based analysis of proficiency reports.

**Section headings marked with an asterisk are required by state law.*

Example of Aimsweb progress monitoring



What we do when a child is not showing progress

When a child is not showing progress according to benchmarking and progress monitoring data we respond by:

1. Use data to identify student skill gaps that can be targeted during intervention, as well as areas of strength that can be leveraged to increase student success.
2. Providing more opportunities across the school day to practice. This is done through the school day during small pockets of free time throughout the day. Example: During bell work or increasing intervention periods.
3. The teacher will purposefully increase student opportunities to respond. The teacher or specialist will provide corrective feedback.
4. The teacher can decrease the size of the student group to give this student more opportunities to respond or more "at bats". This also reduces teacher talk and increase instructional pace.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

*Section headings marked with an asterisk are required by state law.

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. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

At Apex Academy, multiple professional developments will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Apex Academy culture of high expectations for instructional rigor and behavior requires implementation of a strong curriculum aligned to Ohio Learning Standards. Weekly team meetings and biweekly one-on-one meetings with teachers revolve around review of student data. Reviewing student data in this way helps deans identify opportunities to coach teachers on curriculum objectives, lesson planning, instructional strategies, and behavioral interventions. Apex Academy also uses student data to select small groups of students to provide differentiated instruction. Teachers and support staff work more closely with each student based on where they are academically and focus on specific learning objectives.

**Section headings marked with an asterisk are required by state law.*

Increase professional development on reading instruction

Curriculum specialists provided professional development on Science of Reading training/workshops to all K-8 teachers. Apex Academy will need more time to improve reading in the lower grades. We believe we have the right tools, and, through classroom observations, our leadership team will provide individualized coaching to teachers on effective implementation for better results. ELA Curriculum Specialist, Jessica Mahler, is scheduled monthly September 2023 – March 2024.

Implement additional small group instruction (3-group or 4-group) in grades K-8 with intensive intervention opportunities for bottom-quartile students

Teachers and deans will work together with trained administration staff to review student data and set student groups. After each interim assessment, data will be analyzed to adjust small groups and modify intervention support.

During weekly observations, deans will evaluate small-group instruction. Based on these observations, deans will give teachers feedback on how to more effectively group students.

Increase professional development on differentiated instruction Professional development on small-group instruction and differentiation will be provided by National Heritage Academies Curriculum and Instruction team as well as Educational Service Center of Lake Erie West. Feedback from school staff indicated sessions are valuable and give the team strategies that were easy to implement immediately. School leaders will target student groupings based on type of intervention needed.

Data analysis during the previous school year showed that implementation of differentiated instruction needed improvement in some areas. Deans also observed opportunities to enhance this effort in lesson planning discussions, which will be a focus in 2022-23. Overall, state proficiency gains indicate small-

group instruction is an effective tool, and adjustments to instruction will be needed in some grades, subjects, and subgroups.

Implement mock state assessments Mock assessments were administered at nine-week intervals as interims. This helped students become familiar with testing and how questions are written on standardized state assessments. Teachers conducted an item analysis after each assessment to identify common mistakes and provide assistance to students on understanding questions. State assessment proficiency and growth have improved, and use of mock assessments has had a positive impact as part of the overall improvement plan. The deans will periodically lead professional development for new teachers and a refresher for veteran teachers on determining the focused CCSS for the 2022-2023 school year. Regional Professional Development for staff on the reading of science, Lexia, Reading Mastery (K-3), and Corrective Reading programs.

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

**Section headings marked with an asterisk are required by state law.*