March 22, 2024

Dear Superintendent Dutt:

Thank you for submitting the Bella Academy of Excellence 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:
- Root cause analysis focuses on a factor within the school's control.
- The RAP recognizes the need for sustained professional development opportunities.
- RAP leadership team includes individuals representing various roles in the school.

This plan will benefit from:
- Consider adding analysis of the data points provided.
- The plan is brief. Consider adding additional details to ensure that the plan is followed with fidelity.
- The professional development opportunities and the adult progress monitoring plan mainly focus on the implementation of curriculum. Consider focusing more on building teacher capacity and skills.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Bella Academy of Excellence 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
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877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

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 either of the following:

   (a) A grade of "D" or "F" on the Improving At-Risk K-3 Readers Measure; or

   (b) 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.

DISTRICT NAME: Bella Academy of Excellence

DISTRICT IRN: 011390

DISTRICT ADDRESS: 19114 Bella Drive, Cleveland, Ohio 44119

PLAN COMPLETION DATE: November 20, 2023

LEAD WRITERS:

Sarah Myers

Colleen Veris

Shamera Totty

Gina Salone

Monica Davis

OHIO'S LANGUAGE AND LITERACY VISION

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.

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, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Name	Title/Role	Location	Email
Sarah Myers	Principal	Bella Academy of Excellence	011390
Colleen Veris	Assistant Principal/Academic Coach (4-6)	Bella Academy of Excellence	011390
Shamera Totty	Academic Coach (K-3)	Bella Academy of Excellence	011390
Gina Salone	4th Grade Teacher	Bella Academy of Excellence	011390
Monica Davis	1st Grade Teacher	Bella Academy of Excellence	011390

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

The team completed a root cause analysis from analyzing data. In developing this plan the school considered alignment with the school improvement plan. We will continue to use STAR benchmark scores and Lexia data throughout the year to monitor progress. In addition, academic coaches and members of the leadership team will monitor fidelity of instruction and provide coaching or professional development as needed to support implementation of the plan. Plans will be communicated to Board members during board meetings with updates on academic data progress during monthly meetings as part of the Principals report. Instructional staff will be informed about the plan by posting on the Internal google site and discussing during professional development days and planning periods how it will be implemented. The monitoring of this plan will be incorporated into any other school improvement plans in place such as the Imagine School Excellence Plan.

Strategies included in the Reading Improvement plan will align with other plans when required such as the Ohio Improvement Plan, Imagine School Excellence Plan, etc. When possible the same goals, strategies, and monitoring tools will be used to maintain consistency.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Kindergarten Readiness Assessment

Highest Scoring Areas in Language and Literacy	• Naming nouns • Prepositions • Writing a word • Naming Letters
Lowest Scoring Areas in Language and Literacy	• Rhyming words • Identifying first sound

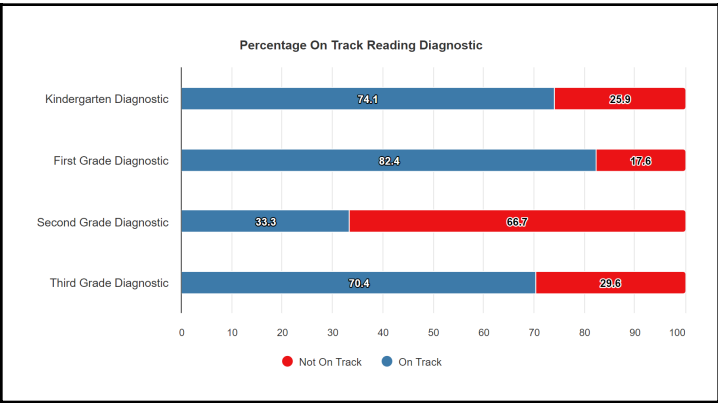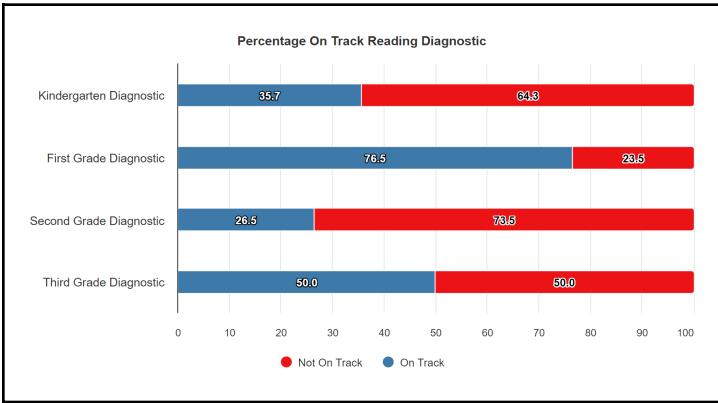**English Language Arts Assessment (Grades 3-6)**

Performance Index

Year	Value
2021	46.6
2022	56.7
2023	59.5

Legend: Limited, Basic, Proficient, Accomplished, Advanced, Advanced Plus

Grade 3-6 State Assessments

Third Grade	
English Language Arts	37.0%
Mathematics	25.9%
Fourth Grade	
English Language Arts	26.9%
Mathematics	50.0%
Fifth Grade	
English Language Arts	34.8%
Mathematics	8.7%
Science	4.3%
Sixth Grade	
English Language Arts	30.0%
Mathematics	10.0%

K-3 Reading diagnostics (subscores included by grade level)

Fall 2021	Fall 2022

Percentage On Track Reading Diagnostic

	On Track	Not On Track
Kindergarten Diagnostic	35.7	64.3
First Grade Diagnostic	76.5	23.5
Second Grade Diagnostic	26.5	73.5
Third Grade Diagnostic	50.0	50.0

Percentage On Track Reading Diagnostic

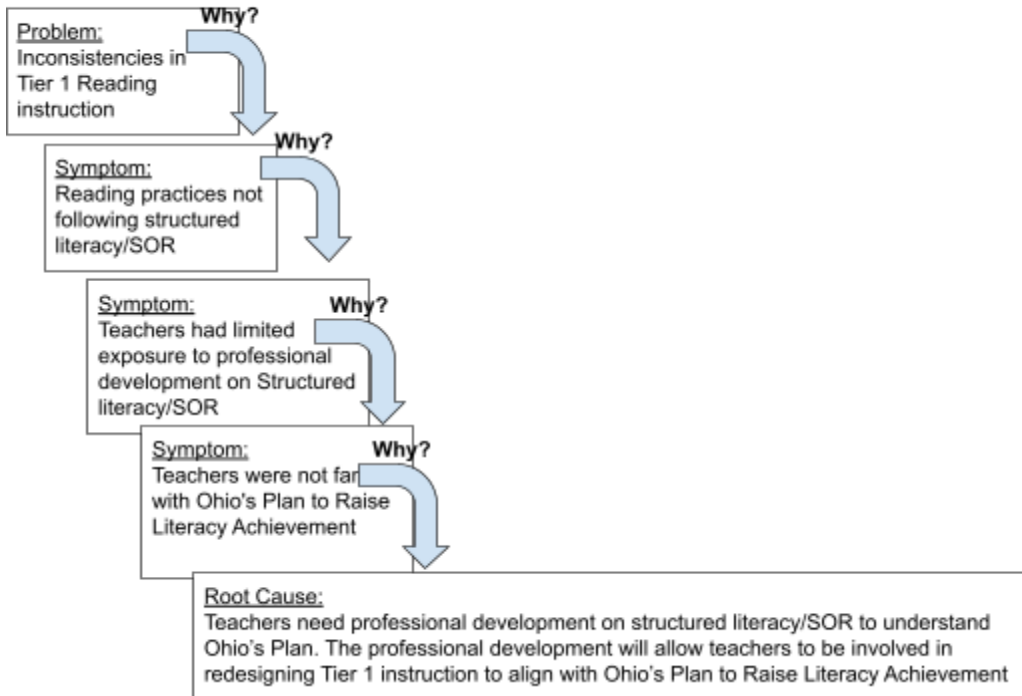|	On Track	Not On Track
Kindergarten Diagnostic	74.1	25.9
First Grade Diagnostic	82.4	17.6
Second Grade Diagnostic	33.3	66.7
Third Grade Diagnostic	70.4	29.6

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO underachievement in READING*

FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING	
INTERNAL	EXTERNAL
- Teacher Years of Experience - Teachers with Substitute Licenses - Schoolwide transition to aligning teaching practices and materials to be based in Science of Reading	- Students lacking prior early literacy experience prior to starting Kindergarten - Limited access to books or instructional activities outside of school (Summer, Holiday Breaks, etc) - Student Absenteeism during the school year

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Root Cause Analysis- Why Model

Problem: Inconsistencies in Tier 1 Reading instruction

Why?

Symptom: Reading practices not following structured literacy/SOR

Why?

Symptom: Teachers had limited exposure to professional development on Structured literacy/SOR

Why?

Symptom: Teachers were not far with Ohio's Plan to Raise Literacy Achievement

Why?

Root Cause: Teachers need professional development on structured literacy/SOR to understand Ohio's Plan. The professional development will allow teachers to be involved in redesigning Tier 1 instruction to align with Ohio's Plan to Raise Literacy Achievement

Student Performance Goals	
Overarching Goal	By the end of the school year, all consistently enrolled students including subgroups (SWD, ED, and minority) will increase their grade level reading achievement by 3% on the state mandated assessment, as measured by the Reading State Assessment.
Subgoal	By the end of the school year, the mean Reading Learning Gain for all students will be within range from 1.10 to 1.15, as measured by the Fall to Spring STAR Reading Assessment.

Adult Implementation Goals	
Overarching Goal	By the end of the school year, all teachers will provide reading instruction aligned with Structured Literacy and Science of Reading as measured by use of programs aligned with SOR (FUNdations, Just Words, Lexia)

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

Goal Statement:

By the end of the school year, all consistently enrolled students including subgroups (SWD, ED, and minority) will increase their grade level reading achievement by 3% on the state mandated assessment, as measured by the Reading State Assessment.

SubGoal 1:

By the end of the school year, the mean Reading Learning Gain for all students will be within range from 1.10 to 1.15, as measured by the Fall to Spring STAR Reading Assessment.

Evidence-Based Strategy or Strategies:

- Teach students to decode words, analyze word parts, and write and recognize words. (Recommendation 3- Foundational Skills to Support Reading for Understanding in K-3)

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Recommendation 5- Improving Adolescent Literacy)

- Monitor the progress of students receiving supplemental instruction and other students who are at risk

	Action Step 1	Action Step 2	Action Step 3

Implementation Component	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Closing the Learning Gap	Small group reading groups
Timeline	Quarterly	Weekly	Weekly
Lead Person	Academic Coaches	Academic Coaches, Classroom Teachers	Academic Coaches, Classroom Teachers
Resources Needed	STAR Renaissance	Support/Title 1 Teachers	Small group tracking
Specifics of Implementation	Students test in small groups over a window of approximately 2 weeks.	Students in differentiated groups working with FUNdations.	Students assessed through STAR Reading CBMs to identify specific needs in planning for reading levels.
Measure of Success	Quarterly STAR reports	Unit Tests	STAR CBM assessments, progress monitoring
Check-in/Review Date	September 2023 November 2023 January 2024 May 2024	Monthly check ins during plannings to adjust groups	September 2023 May 2024

Goal Statement:

By the end of the school year, all teachers will provide reading instruction aligned with Structured Literacy and Science of Reading as measured by use of programs aligned with SOR (FUNdations, Just Words, Lexia)

Evidence-Based Strategy or Strategies:

- Teach students to decode words, analyze word parts, and write and recognize words. (Recommendation 3- Foundational Skills to Support Reading for Understanding in K-3)

- **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Recommendation 5- Improving Adolescent Literacy)**

- **Monitor the progress of students receiving supplemental instruction and other students who are at risk**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Lexia	Accelerated Reader	Explicit Phonemic Awareness and/or Phonics Instruction
Timeline	Monthly Reports and all year	Monthly Check	Daily for Grades K-3 and 3 times a week for 4-6
Lead Person	Academic Coaches, Classroom Teachers	Academic Coaches, Classroom Teachers	Academic Coaches, Classroom Teachers
Resources Needed	Lexia Core 5	Accelerated Reader	Instructional Materials for phonemic awareness or phonics lessons (i.e. Lexia Lessons, FUNdations, Just Words, Heggerty, etc)
Specifics of Implementation	Increase use of Lexia Lessons and Skill Builders	Students take quizzes based on books from independent reading or read aloud Classroom competitions for accuracy and percent toward goal	Teachers will lead explicit phonological awareness and/or phonics instruction during reading block
Measure of Success	-Percentage of students working on grade level	Student accuracy scores on AR tests and percent toward goal	Progress monitor assessments with program used

	-Percent of students on track to meet end of grade level		
Check-in/Review Date	Monthly reports reviewed during planning periods, 5 minute weekly check-in during planning periods	Monthly reports reviewed during planning periods, 5 minute weekly check-in during planning periods	Professional development days

Monitor: Academic coaches will monitor that teachers are doing the action steps to implement the described programs with fidelity. During weekly planning periods, we will discuss the implementation of the action steps and analyze reports.

Measure: Teachers will measure student progress within the programs through the reports generated by the teacher. Accelerated Reader has a goal for each student based on individual reading levels and STAR has quarterly goals for each student based on their placement test. For success, teachers give pre and post tests within STAR custom assessments and use the results for student groups.

Report: Students progress is shared with families during conferences and updates about progress with reading goals are shared at monthly board meetings.

- **Teach students to decode words, analyze word parts, and write and recognize words. (Recommendation 3-Foundational Skills to Support Reading for Understanding in K-3)** *All students in K-3 will receive phonemic awareness and/or phonics instruction daily.*

- **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Recommendation 5- Improving Adolescent Literacy)** *Students with Reading Improvement and Monitoring Plans will receive additional interventions targeted to supporting struggling readers.*

- **Monitor the progress of students receiving supplemental instruction and other students who are at risk.** *Students receiving interventions will have their progress monitored as part of our RtI/MTSS system.*

By being consistent with using reports will help us to continue to differentiate instruction to the needs of students. Our differentiation focuses on student intervention, small group and individual needs (MTSS/RtI), and Closing the Learning Gap groups based on academic levels. Students are in differentiated centers and during whole group reading material

is adjusted to student reading level. Continuing to analyze data in a more consistent manner during planning will lead teachers to increase individual student success.

Professional Development Plan

LEA Name: Bella Academy of Excellence IRN: 011390

Goal: Provide teachers with understanding to implement literacy programs with fidelity to support readers and monitor progress for their needs.

Evidence-Based Practice or Intervention: FUNdations, Just Words, Heggerty Phonemic Awareness Curriculum, Lexia Core 5, Accelerated Reader

PD Description	Begin/End Dates	*Indicate if component will be: sustained, intensive, data-driven, and instructionally focused*			
		Sustained	Intensive	Data Driven	Instruction Focused
1. Science of Reading *Introducing teachers to practices from Structures Literacy/Science of Reading including Introduction to Dyslexia coursework from ODE, STAR Reading CBMs*	**August PD- Professional development to introduce. Followup from member of the CSS team to provide Q&A session with Teachers. Additional PD on the topic led by coaches throughout the year including for use of STAR CBMs**	**X**	**X**	**X**	**X**
2. Culturally Responsive Practices *Introducing teachers to implementing more Culturally Responsive and Relevant practices.*	**August PD- Professional development led by board members. Additional PD on the topic led by coaches throughout the year**	**X**	**X**	**X**	**X**

3. FUNdations/Just Words *Introducing teachers to using curriculum and practicing delivering lessons with FUNdations and Just Words materials (magnets, workbooks, dry erase boards, Instructional Posters/Visuals)*	**August PD- Additional weekly check ins early in implementation and planning periods or PD based on fidelity of curriculum** **Observations, Data checkins, planning periods**	X	X	X	X
4. Heggerty *Introducing K-3 teachers to phonemic awareness curriculum and practicing delivering lessons with hand motions.*	**August PD- Additional weekly check ins early in implementation and planning periods or PD based on completion of section of curriculum**	X	X	X	X
5. Lexia Core 5 *Overview of program for new teachers and for all teachers how program will be used during the school day. Review of resources, reports, and components of Lexia Program*	**August PD- Additional 5 minute weekly check ins on Lexia Data** **Monthly data report PD to understand, analyze, and plan next steps for support.** **Training from Lexia support 1-2 times a year for teachers** **Focus on monitoring student units once minutes are met.**	X	X	X	X
6. Accelerated Reader *Overview of program for all teachers and how will be used during the school day. Review of reports and resources, and sharing strategies among teachers for AR*	**August PD- Additional 5 minute weekly check ins on Accelerated Reader data** **Monthly data report PD to understand, analyze, and plan next steps for support.**	X	X	X	X

Resources Required	Outcomes/Evaluation
1. STAR Reading CBMs	1. Teacher administers CBMs to identify students needs

2. FUNdations/Just Words **Teacher Curriculum, Student workbooks, Whiteboards, Magnets, Posters or Instructional visuals**	**2. Teacher ability to independently deliver FUNdations/Just Words Lesson to students.**
3. Heggerty **Teacher Curriculum**	**3. Teacher ability to independently deliver Heggerty Lesson to students.**
2. Lexia Core 5 **Access to Lexia Program, Print lessons skill builders, and other resources**	**2. Teacher able to use Lexia resources and monitor student progress**
4. Accelerated Reader **Access to AR account, Library of leveled books for students**	**4. Teacher able to use AR and monitor progress with students.**

Professional Development Plan- Part B

> Provide a brief description of how the <u>overall</u> plan for professional development meets the below criteria for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

 Initial professional development in August introduces teachers to programs and is sustained through ongoing coaching, weekly planning periods, and monthly professional development days. These times are used to continue support of programs through the year.

Intensive: Focused on a discreet concept, practice or program.

 Each program is designated a specific block of time to ensure focus and practice is dedicated to that program. All professional development days and planning periods include agendas or focus area.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

Professional development days and grade level planning provides opportunities for staff members to collaborate with one another and the coaches. We come together to review strategies, to analyze data and determine next steps for delivering the programs successfully. Teachers have the opportunity to observe other teachers in the classroom.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

Professional development is focused on programs that will be actively used in the school and allows support to be adjusted to needs that arise in implementations.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

Programs selected are based on data needs of the school and participants have opportunities to analyze data from their students that is real-time (Lexia, AR) or at regular intervals so that instructional changes can be made.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

Professional development is based on instructional strategies teachers will need to use in the classroom