



March 22, 2024

Dear Superintendent Rydarowicz:

Thank you for submitting the Bridge Gate Community School 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:

- The RAP writing team includes a variety of individuals with different positions in the school.
- Key data points are provided, along with an analysis of what each data point means.
- A root cause analysis is provided and focuses on things within the school's control.
- The plan includes many progress monitoring opportunities.

This plan will benefit from:

- Consider including additional professional development opportunities that are sustained throughout the school year. There is PD listed throughout the year, but the topics seem to vary at each gathering.
- Consider including adult implementation goals.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Bridge Gate Community School 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

DISTRICT NAME: Bridge Gate Academy

DISTRICT IRN: 015710

DISTRICT ADDRESS: 3850 Sullivant Ave, Columbus, OH 43228

PLAN COMPLETION DATE: 11/1/23

LEAD WRITERS:

Randall Printup, Principal

Robert Corbin, Academic coach

Danielle Artl, Curriculum & Instruction Director

Stephanie Groscost, Director of Schools

Marina Gavriel, Title I Teacher

Carol Ewing, Title I Teacher

Nadia Bouhillal, 3rd Grade Teacher

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.

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

Culturally responsive practices are reflected in teaching and learning approaches that recognize and affirm the diverse cultural backgrounds of our students. The school aims to create a learning environment where all students feel valued and respected, and where their cultural knowledge and experiences are seen as assets. The strategies below are utilized in our reading instruction:

- Selecting and using culturally responsive texts: Reading materials reflect the diversity of the student population and include texts from a variety of cultural backgrounds.
- Providing opportunities for students to share their cultural experiences: teachers create opportunities for students to share their own cultural experiences with their classmates, such as through writing, storytelling, or presentations. This can be done through class discussions, writing assignments, and projects.
- Using culturally relevant teaching strategies: Teachers incorporate culturally relevant teaching strategies into their instruction via using examples and analogies from students' own cultures. This is done by using real-world examples that are relevant to students' lives, and by connecting the curriculum to students' cultural experiences.
- Building relationships with students and their families: teachers and staff get to know their students and families, and learn about their cultural backgrounds. This is usually done by meeting with parents and guardians, and by participating in school and community events.

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

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
Marina Gavriel	Title I Teacher	school	mgavriel@bridgegateedu.org
Robert Corbin	Academic Coach	school	rcorbin@bridgegateedu.org
Carol Ewing	Title I Teacher	school	cewing@bridgegateedu.org
Randal Printup	Administrator	school	rprintup@bridgegateedu.org
Nadia Bouhillal	3 rd Grade ELA Teacher	school	nbouhillal@bridgegateedu.org
Danielle Artl	Curriculum & Instruction Director	EEG	danielle@edempowerment.com
Stephanie Groscost	Director of Schools	EEG	stephanie@edempowerment.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 RAP was developed by initially completing a comprehensive review and evaluation of all reading performance data available for our K-8th grade students. Based upon the data, the team then completed a needs assessment using the fishbone model, to determine root causes for the lack of data that supports foundational skill mastery and reading comprehension mastery. The team reviewed the reading data from previous school years and identified the program strengths and identified areas of weakness that must be addressed for the 2023-2024 RAP. The emphasis has been on assessing proper methodology, instructional practices, as well as curricular review while contrasting individual student performance metrics.

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Based on the analysis of these findings, the team has developed focused instructional practices to address the deficiencies that have been identified. In order to implement the focused instructional practices, professional development will continue to be ongoing and based upon evidence-based strategies. The professional development will be aligned to the advancing the strengths and remediating the weaknesses as evidenced by walk-through and student data.

The primary responsibility for monitoring the action plan implementation is the school Principal with oversight from the Director of Schools and the Director of Curriculum & Instruction (the DLT). Monitoring the plan and student achievement is an integral part of the Reading Achievement Plan and will be used to adapt both instructional strategies and ongoing professional development to meet the targets of the Achievement Plan. The monitoring will include student performance assessment, class assessments and classroom observations to ensure the instructional strategies and professional development are appropriately implemented. Early Literacy meetings will be conducted at least once per month in which the K-3 staff, principal, Director of Curriculum & Instruction, and Director of Schools will meet to discuss current student data, instructional practices, and curriculum use. The meetings will be an open forum in which the team will discuss the goals set forth in the RAP and how they are progressing towards the goals with the action steps outlined in the plan.

The plan has been communicated to all instructional staff, parents and other stakeholders through informative meetings and written communication. Quarterly monitoring results of the plan's progress will be communicated in a similar manner, as well as, any changes or adaptations to the plan.

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.

The Reading Achievement Plan is in full alignment with the One Plan goals and action steps. Much of the content in this reading achievement plan is also addressed in each student's RIMP plan as developed by the goals of the school as well as the staff's analysis of the student diagnostic results. The alignment of the RIMP and the One Plan to this plan allows the school to focus on the main strategies which will lead to a more focused, goal-orientated plan for student academic progress. The Reading Achievement Plan's focus on data analysis, instructional enhancement and professional development of instructional staff will lead to an overall improvement in high quality instructional planning and delivery, and student academic results. The concentrated alignment with all school plans that includes a large focus on Early Literacy, will ensure that all stakeholders are focused on the same goals that will lead to overall student literacy proficiency.

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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.**

Kindergarten Readiness Assessment (KRA-R) Data

School Year	% Demonstration Readiness
19-20	7%
20-21	14%
21-22	25%
22-23	31%
23-24	0%

Based upon data collected from the current and prior school years, it is evident that students entering kindergarten are not demonstrating readiness, as they lack the foundational skills that will help them in being successful in kindergarten and beyond. This is a large concern as the instructional staff will begin the school year remediating basic behavior, social, language, and literacy skills in order to move the students to demonstrating readiness for kindergarten. In addition, the teacher will also need to ensure that while they are remediating, they are also ensuring they are meeting the kindergarten standards that will allow them to be successful in future grade levels by moving the students to on-track status. With so many students entering kindergarten not on-track, a close analysis of the programs utilized for Tier 1 instruction will need to be analyzed for their effectiveness in moving students to learning standard mastery and on-track status.

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K-3 Diagnostic Data – Percentage of On Track Students

Grade	Test Administered	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten	NWEA - MAP	14%	25%	31%	50%
1 st	NWEA - MAP	10%	16%	25%	29%
2 nd	NWEA - MAP	8%	14%	12%	48%
3 rd	NWEA - MAP	12%	8%	20%	43%

MAP Fluency Benchmark Fall 2023

MAP Fluency Progress:	Phonological Awareness (# of students) Term Comparison Report			
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade K	0%	0%	0%	0%
Grade 1	23%	46%	15%	15%
Grade 2	54%	47%	0%	0%
Grade 3	100%	0%	0%	0%

MAP Fluency Progress:	Phonics/Word Recognition			
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade K	0%	0%	0%	0%
Grade 1	39%	31%	15%	15%
Grade 2	59%	41%	0%	0%
Grade 3	100%	0%	0%	0%

MAP Fluency Progress:	Oral Reading Rate % (Term Comparison Report)			
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade 2	0%	0%	0%	0%
Grade 3	0%	0%	0%	0%

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ELA Performance Indicators SY22-23

ELA Growth Index by Subgroup

3 rd	12.5%
4 th	8.3%
5 th	14.3%
6 th	0%
7 th	0%
8 th	0%%

All Students	-1.5
Black, Non Hispanic	-0.4
Economic Disadvantaged	-1.6
English Learner	-0.6

NWEA Fall to Spring Analysis – SY22-23

SY22-23 Growth Analysis				
<i>BG Fall to Spring Reading Growth</i>	<i>NWEA Student Growth Norms Fall to Spring</i>	<i>Met NWEA Growth Norms</i>	<i>1 Year of Growth (% of students)</i>	<i>1.5 Years of Growth (% of students)</i>
5.4	16.45	No	0.0%	0.0%
15.9	15.47	Yes	47.4%	16.0%
10.8	13.22	No	23.1%	15.0%
14	10.5	Yes	13.3%	7.0%
4.7	8.16	No	20.0%	10.0%
13.7	6.5	Yes	42.9%	21.0%
3.6	5.19	No	27.8%	6.0%
-3.7	4.16	No	30.0%	20.0%
4.1	3.65	Yes	77.8%	56.0%
3.2	2.51	Yes	75.0%	50.0%
0.4	2.04	No	83.3%	83.3%
9.1	1.18	Yes	50.0%	33.0%
7.5	0.52	Yes	57.1%	57.1%
			42.1%	28.8%

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As evidenced by the data, there is a clear indication that students need more explicit and systematic instruction in foundational skills in reading in order to make progress in their language, word, and reading comprehension skills. Remediation and differentiation will be a large driver for ensuring lower level achievers are being provided with instruction that is aligned to their level and that is rigorous enough that will ensure their progress. The implementation of background knowledge into lesson plans will help to reinforce language comprehension. In addition, training and professional development for middle school ELA teachers in advanced phonemic awareness and orthography will assist in ensuring students are achieving grade-level standards.

Data collected from the past three years indicate an average of 805% of students in grades K-3 remain off track (data collected from school report card “details of measure” from the Early Literacy Grade). This indicates that there is a definite need to address the deficiencies of our K-3rd grade students. Ensuring that they are mastering the foundational skills will help them to strengthen their reading abilities that will guarantee success in future years.

The students taking the NWEA –MAP test have a breakdown of foundational skills mastery on their diagnostic reports for each administration of the NWEA - MAP test. It is clear that targeted professional development on how to analyze the student test results will be critical in ensuring classroom instruction is tailored to meet the students’ needs in regards to the early literacy components.

With a large portion of our students testing at the limited proficiency level and not making at least 1 year worth of growth, a deeper analysis of the curriculum alignment to the learning standards was completed, as well as an analysis of the programs being used for Tier 1 and 2 instruction. The implementation of new curriculum will be assessed for targeting needed areas and assist in improving literacy instruction across all grade levels. In addition, a focused and systematic process for short-cycle assessments will assist in targeting and differentiating instruction based upon the progress monitoring data gathered after administration of the short-cycle assessments.

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.

After conducting a root cause analysis for the factors influencing the low reading achievement in our K-8 grade students, the team identified five factors that are the largest issues:

Inexperienced teachers, lack of systematic assessment practices, poor teacher preparation in foundational skills instruction, lack of evidence-based curriculum/programs and resources, and a need for additional and continuous professional development.

Inexperienced Teachers: Community schools, in general, have a difficult time hiring teachers that are highly qualified as well as experienced in their content areas. While we ensure that our teachers are highly qualified, most of our teachers come to us as recent college graduates with minimal experience in urban districts with a lack of knowledge in teaching foundational literacy. A lack of consistency then

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exists within and across grade levels which in turn, leads to gaps in teaching reliability and structure across the K-3 grade bands. This inherently effects the progress of our students. In recent years, the school has struggled to maintain a consistent K-3 staff that will assist in creating consistency.

Assessment Practices: Phonemic Awareness assessments are given to our Kindergarten through 3rd grade students, and fluency assessments are given to students in grades K-5, but we recognize that a more consistent and structured plan for short-cycle assessments that includes phonics, vocabulary, and reading comprehension is critical in ensuring students are meeting grade-level benchmarks. Also, utilizing the data from the assessments is important in identifying and addressing weaknesses and gaps. Teachers are not fluent in collecting, analyzing, and applying data results to drive instruction and meet the needs of individual students. Additional supports for utilizing MAP Fluency assessments and data is needed in order to effectively ensure data driven instruction is being adhered to.

Teacher Preparation: After analyzing the data and conferencing with the RAP Team, it was indicated that teachers are often unprepared to teach the five foundational skills in their literacy block. This can stem from lack of training in their college programs, lack of professional development provided by the school, as well as not effectively preparing the materials necessary to successfully teach these skills, most noticeably, phonics. Scaffolding of standards needed to address literacy in middle school grades is needed while also remediating gaps in literacy. Professional development for our middle school ELA teachers is needed to promote a larger understanding of literacy in middle school and to be able to appropriately teach literacy with fidelity.

Evidence-Based Program/Curriculum: A new evidence based phonics curriculum has been implemented for the K-3. While the school did receive and implement Fountas and Pinnell for Phonics, it was not found to be effective in our classrooms as there was not the expected increase in phonics fluency on a quarterly basis. We recognized the need to implement a systematic and explicit phonics program as well as an evidence-based reading comprehension program that aligns to the learning standards. Additional Tier 2 and 3 instructional strategies and supports are needed to create a flowchart for a “what to do” once students have been identified as exhibiting low performance in phonics.

Professional Development: A root cause that the team found to be a large indicator of student and teacher achievement was professional development. Additional professional development, namely in phonics, vocabulary, and reading comprehension, as well as continuous professional development in these areas is of a high focus. Too many times, a program is implemented without effective professional development for the teachers and it is not routine – a more continuous cycle of professional development is needed to ensure that the teachers are growing in their knowledge and implementation of the program. Rigorous professional development in instructional practices to ensure mastery in the foundational skills is needed throughout the school year in order to realize progress for our students. With a more transient staffing issue, the school will continue to provide professional development to ensure continuity with the programs being implemented in the classroom and to ensure no gaps are occurring in lesson delivery in the foundational skills.

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.

The root cause analysis for the underachievement in reading is the lack of a monitored structured and systematic foundational skills and ELA program with a continued and effective professional development for teachers and administrative staff.

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

50% of students scoring off-track in grades K-3 will move from Off-Track to On-Track status from Fall of 2023 to Spring of 2024 using the proficiency score from the NWEA - MAP Assessment as the on-track benchmark.

Goal 2

By spring of 2024, 50% of students in grades K- 8th grade will have obtained 1.5 years' worth of growth as measured by the grade equivalency data point on the NWEA – MAP.

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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: 50% of students scoring off-track in grades K-3 will move from Off-Track to On-Track status from Fall of 2023 to Spring of 2024 using the **proficiency** score from the NWEA - MAP Assessment as the on-track benchmark.

Evidence-Based Strategy or Strategies: Explicit Instruction using Gradual Release Model for Foundational Skills Literacy

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The school will continue to use the EEI/Gradual Release method of instructional planning and delivery.	Teacher-Based-Teams will be fully implemented weekly to facilitate data discussions and instructional planning to ensure student progress and mastery of learning standards.	On-going Professional Development aligned to teacher walk-throughs, student data, evidence based strategies to support the foundational skill classroom.
Timeline	August 2022 – Ongoing	August 2022 – Ongoing	August 2022 – Ongoing
Lead Person(s)	Principal	Principal, Teacher Leaders	Principal, Curriculum & Instruction Director, Principal, local SST/ESC
Resources Needed	Professional Development for training teachers in EEI/Gradual Release Ohio's Learning Standards HMH Into Reading Curriculum Professional Development on Higher-Order Thinking Skills (Bloom and DOKs) and instructional practices	Professional Development on TBT's PD on deconstructing standards, testing blueprints, and short cycle assessments PD on analyzing data and using data to make informed instructional decisions	Early Literacy Programs Heggerty Phonemic Awareness resources Phonics Program and resources – Fountas and Pinnell Training Calendar (SST/ESC)
Specifics of Implementation	Prof. Development given by Director of Curriculum & Instruction	Prof. Development given by Director of Curriculum and Instruction on testing	Professional Development on Phonics and Phonemic Awareness given by Director

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	Action Step 1	Action Step 2	Action Step 3
	<p>Administrator will:</p> <ol style="list-style-type: none"> 1. Ensure teachers have adequate planning time allocated to planning high quality lessons 2. Conduct formal and informal observations and walk-throughs focusing on instructional delivery 3. Provide ongoing feedback (written and verbal) 4. Provide coaching to 1st and 2nd year teachers and those new to the EEI instructional method. 5. PD on effective explicit instruction with student supports and differentiation 6. Short-Cycle Assessments for standards mastery - Provide PD on creating short-cycle assessments, and collecting, organizing, and analyzing data, as well as how to implement use of data into instruction and small groups. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Assess, plan, teach, assess, and then adjust and remediate. 2. Utilize NWEA - MAP data to drive instruction and to provide intensive remediation as necessary. Utilize data to organize small groups and tailor instruction to meet gaps in student learning. 3. Create and analyze short-cycle assessments in TBT meetings. 	<p>blueprints, deconstructing standards, and short cycle assessments (August 2022)</p> <p>Administrator will:</p> <ol style="list-style-type: none"> 1. Provide ongoing TBT training as well as attend TBT meetings 2. Monitor the fidelity of the 5-step process 3. Provide consistent feedback and training on data targets and student growth measures 4. Monitor data discussions and deconstruction of standards in TBT meetings and address achievement and growth in getting past opinion through use of data and evidence-based practices. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Create short-cycle assessments based upon learning standards. 2. Collect data on student achievement from assessments 3. Create a classroom data board in which students take accountability over their progress 4. Communicate w/students one-on-one about data and discuss goals for next administration of assessment 5. Collaborate and incorporate a variety of differentiation strategies to address diversity in student 	<p>of Curriculum and Instruction (August 2022 initial training)</p> <p>Principal will:</p> <ol style="list-style-type: none"> 1. Weekly walk-throughs to analyze effectiveness of implementation 2. Provide PD on how to utilize data to address gaps in student learning, as well as gaps in teacher lesson delivery using explicit instruction and Ph.Awareness and Phonics program. Provide PD on reading strategies that promote student comprehension and retention. 3. Provide consistent feedback on instructional strategies utilized in the classroom. 4. Ensure each classroom is equipped with the necessary curricula that supports the successful implementation of a reading system. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Explicitly model and teach the strategies presented 2. Incorporate a variety of skills that allows each student to be successful by engaging the student in hands-on materials and activities that strengthen both language and reading comprehension and decoding. 3. Embed daily vocabulary instruction into daily lessons 4. Implement a variety of differentiated techniques to address weaknesses in Decoding and Language Comprehension by using the

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	Action Step 1	Action Step 2	Action Step 3
		mastery and achievement levels	Simple View of Reading methodology.
Measure of Success	State/Federal mandated test results NWEA - MAP Assessments Informal and Formal Observations Lesson plans/Walkthroughs Progress Monitoring Spreadsheet to assess student progress on standards mastery using short-cycle assessments	Lesson Plans/Walkthroughs Progress Monitoring results Data Walk-throughs TBT Progress notes NWEA - MAP Data	Progress Monitoring Results Classroom observations/walk-throughs Decoding Surveys Phonemic Awareness assessment results NWEA - MAP Data Teacher Interviews
Check-in/Review Date	Quarterly Short-Cycle Assessments = Biweekly	Quarterly	Monthly

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Goal # 2 Action Map

By spring of 2024, 50% of students in grades K- 8th grade will have obtained 1.5 years' worth of growth as measured by the grade equivalency data point on the NWEA – MAP.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize words	Ensure that students read connected text every day to support accuracy, fluency, comprehension, and vocabulary.	Students will be placed in flexible skill groups with an increase in the level of rigor that will allow them to master the pace and skills that are congruent to their needs with a focus on words and connected text
Timeline	September 2022 – Ongoing	December 2022 – Ongoing	December 2022 – Ongoing
Lead Person(s)	K-3 rd Grade Teachers	K-3 rd Grade Teachers	K-3 rd Grade Teachers
Resources Needed	NWEA - MAP data Formal/informal assessments Phonics Program Phonics Surveys	NWEA - MAP data Formal/Informal Assessments Explicit Instruction Vocabulary Strategies Phonics Program Connected Text Passages Training on fluency w/connected text	NWEA - MAP data Formal/Informal Assessments Phonics/Phonemic Awareness Programs Connected Text passages Implementation of Explicit Instruction vocabulary strategies
Specifics of Implementation	Teachers will: Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce recognizable pronunciation	Teachers will: Apply practices that focus on automaticity at the letter, word, and text level in order to reduce the readers' cognitive load and increase reading comprehension	Teachers will: Integrate complexity, breadth and depth in content, process, and product. Utilize a variety of levels of questioning and activities

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	Action Step 1	Action Step 2	Action Step 3
	<p>Instruct students in common sound-spelling patterns</p> <p>Teach students to recognize common word parts</p> <p>Have students read decodable words in isolation and in text</p> <p>Implementation of Dreambox Reading Park and Plus in all classrooms K-8.</p> <p>Teach regular and irregular high-frequency words that that students can recognize them efficiently</p> <p>Introduce non-decodable words that are essential to the meaning of the text as whole words.</p> <p>Principal will: Conduct daily walk-throughs of each K-3rd grade classroom during reading block</p>	<p>Employ the use of timed repeated readings (at least 3 times per week)</p> <p>Graph and analyze the data with the addition of individual student conferences</p> <p>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification</p> <p>Teach students to self-monitor their understanding of the text and to self-correct word reading errors</p> <p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression</p> <p>Principal will: Conduct Professional Development on data tracking and using data to drive instruction</p>	<p>using depth of knowledge in all flexible groupings</p> <p>Use auditory, visual, tactile, and kinesthetic representations to teach words and connected text</p> <p>Incorporate a variety of differentiation strategies and techniques in order to address the differences in student learning and to address students' preferred learning styles.</p> <p>Principal will: Review lesson plans and delivery to ensure questioning and activities include higher-order thinking skills</p> <p>Implement high dosage tutoring for students on RIMP plans and students who are most at-risk of not meeting grade-level standards.</p>
Measure of Success	<p>Lesson plans</p> <p>Walkthroughs and Observations</p> <p>Progress monitoring results using NWEA - MAPS and decoding and phonemic awareness assessments)</p> <p>Students gains</p> <p>Weekly TBT meetings</p>	<p>TBT meeting minutes</p> <p>Walkthroughs and observations</p> <p>Progress monitoring results using NWEA - MAPS</p>	<p>Walkthroughs and observations</p> <p>Progress monitoring results using NWEA - MAP assessments and classroom assessments</p>
Check-in/Review Date	Monthly	Monthly	Monthly

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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.

Monitoring progress is a critical component for ensuring that the goals outlined in this plan are implemented effectively, competently, and with fidelity. When the school makes student learning the ultimate test of teaching, teaching improves to produce better learning. The basic question: are our students learning? Is going to drive the initiative for establishing a high quality of instruction with a concentrated focus on the amount of instruction as well as what is being taught. In addition, a centralized focus on Ohio's Learning Standards, and the correct alignment of curricula resources that support student development in the targeted areas will ensure that the goals of this plan are met and exceeded.

Four key principles are essential in the evaluation of progress:

Assessment: Implementing rigorous assessments that provide meaningful data.

Analysis: Examining the results of assessments to identify the causes of both strengths and shortcomings.

Action: Teaching effectively what students most need to learn.

Culture: Creating an environment in which data-driven instruction can thrive.

These four key principals will serve as the core to monitoring progress and ensuring the correct data is being monitored, measured, and reported.

Classroom Walkthroughs – The Principal will conduct daily and/or weekly classroom visits to observe formative instructional practices and pedagogical strategies which align with the goal of increasing literacy. Teachers would be expected to have flexible groupings based on assessment data, and implement various ways to check for understanding during the lesson delivery. The purpose of walk-throughs is that classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the school has adopted. For example, the principal might want to know whether teachers are able to put into practice the phonics and phonemic awareness system that is being implemented. In theory, before visiting classrooms, observers decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences. The goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

On Site Coaching and Mentoring – The Principal, Academic Coach, and Curriculum & Instruction Director will attend 100% of TBT Meetings to ensure fidelity in the process and to assist in modeling How a TBT meeting should be conducted and how to analyze data to make data driven decisions. In addition to weekly walk-throughs, all teachers will receive tailored feedback and goals that address the weaknesses found to exist in the classroom. This will ensure each teacher is provided with coaching that is aligned to their needs in their instruction. Classroom observations will be conducted for a

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minimum of 30 minutes for each K-3 teacher each week, and the observations will be conducted during the ELA block to ensure all programs and practices are being implemented and they are rigorous in their delivery of instruction.

Instructional Delivery – Teachers will use the Essential Effective Elements of Instruction (EEEI) as a model of instruction which includes the following: anticipatory set, objective, purpose, input, modeling, guided practice, checking for understanding (ongoing), closure and independent practice. This model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teacher and students, to independent practice and application by the learner. This method of lesson presentation allows accountability of the student to take ownership over their learning. This method also provides the teacher with an effective manner in which to scaffold student learning while also facilitating small group instruction during independent practice for students displaying weaknesses in the Big Ideas of Reading.

Diagnostic Testing – Diagnostic testing provides the teachers and school personnel with in-depth information about a student’s strengths and weaknesses in key skill areas. These assessments serve as a follow-up for gathering additional data for planning instruction for students who struggle with a specified reading skill. The district will administer the NWEA - MAP Reading Test three times per school year. Teachers and school personnel will analyze the data to drive instruction and to analyze areas in which the most intensive remediation is needed.

Formative Assessments/Analysis of Data – Interim assessments will be utilized to determine the progress in closing the achievement gap, addressing the reading trajectory gaps, and determining the specificity of reading deficits. These interim assessments will drive unit planning, lesson planning, teaching, in-the-moment assessment and follow-up, and finally improved year-end results. The NWEA - MAP assessment measures not only fluency, decoding, and basic comprehension, but also provides measurement data in skill sets within each sub-domain of reading. This type of data provides each teacher with the student score ranges and areas that the student needs the most work in. This assessment data will also be used to identify trends for the purpose of reviewing and re-teaching.

Teacher-Based Team-Meetings - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework that will be utilized by the school. Fidelity to the 5-step process is essential in moving forward with explicit expectations for adults regarding instruction that benefits students. Teacher-based Team-Meetings will be utilized for most, if not all, of the goals that have been established in this plan, as instruction and student data results are of a critical importance of identifying, collecting, analyzing and effectively using relevant data to identify student weaknesses and differentiated learning needs. The TBT meetings will address the importance of disaggregating data by subgroup to understand and address gaps between students based on race, poverty, and identified disability. Data discussed at the TBT meetings will be used to continuously monitor student progress against performance targets and school goals, strategies, and actions.

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Phonemic Awareness Assessments – Phonemic Awareness will be taught in each K-3rd grade classroom using the Heggerty, “The Skills that they Need to Help Them Succeed” program. Phonemic Awareness assessments will be given on a quarterly timeline, and interventions will be provided to those students who are not making the expected gains for their grade level, which may include Tier 2 services. Curriculum implementation aides will be utilized to ensure that teachers are implementing the program with fidelity and strategies that will ensure student mastery and growth in Phonemic Awareness.

Lesson Plans – The principal will evaluate teacher lesson plans on a weekly basis to ensure that data is used to inform instruction. The lesson plans should also indicate the students assigned to flexible groups and the targeted areas of focus. Feedback from the principal will be notated in lesson plans to ensure that teachers are cognizant of the expectations. Through classroom observations, implementation of the feedback will be observed and expanded upon.

Professional Development – Principals and teachers will participate in professional development opportunities on a quarterly basis which will focus on data analysis and formative instructional practices and other modes of workshops. In addition, Principals and lead teachers will be participating in focused professional development to ensure the strategies will be implemented within their buildings with fidelity. A strong emphasis and professional development on the Science of Reading and The Simple View of Reading will be presented to the staff so that the staff is educated and more cognizant about the formula and its implications for future student success and failure based upon the student’s personal variables in regards to their decoding and language comprehension skills. Professional development is a critical component for training the K-3 staff on the Phonemic Awareness and Phonics program that will be implemented into the reading system. Since a phonics and phonemic awareness must follow a specified sequence, the proper and rigorous training of the staff will be essential in ensuring the reading system is being implemented with fidelity. Principal will seek out training opportunities from the local State Support Team in regards to Phonics, Phonemic Awareness, and vocabulary to ensure teachers are being provided with rigorous training in these areas.

Engaging Stakeholders – Parents will be notified students’ reading goals during parent-teacher conferences. Parents will be notified of student progress through interim reports sent home. Reports will be required to be signed and submitted to teachers. Parents will be encouraged to support their students through positive feedback. Literacy Nights and other events centered upon fluency in reading and comprehension will be implemented throughout the school year to increase parent knowledge and engagement in their child’s reading skills and to teach our parents how they can assist in helping their child at home to be better readers.

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.*

Based upon our diagnostic and interim testing data, as well as formal and informal testing data, our K-3 students are lacking the fundamentals in foundational skills as well as monitoring of the lesson delivery framework that will deliver the best form of rigorous instruction. With a concentrated plan designed around rigorous instructional practices and explicit instruction, and strategies for implementing foundational skills literacy, our K-3 students will make continued progress to ensure that they are mastering these essential skills. With the addition of Into Reading for Phonics to ensure consistency in lesson delivery for phonics instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and mastery in phonics skills. Using Scarborough's research to spearhead our literacy initiatives, we recognize that word recognition and its components needs to be at the forefront of our literacy program in order to make gains in language comprehension, and together, to make improvements in our K-3 students' reading comprehension skills. Many of our students have Reading and Improvement Monitoring Plans that have phonics as a component in which students need additional support, therefore, the phonics program will ensure that these additional supports are being met and that the students are receiving supplemental differentiation to master word recognition to help support their language comprehension.

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.*

The implementation of the Reading Wonders Phonics Program will equip our teachers with a systematic and explicit program for the teaching of phonics. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K-3 literacy block, students will have daily phonics instruction for at least 35-45 minutes that will be essential in moving our students forward in their letter sound and letter and word recognition skills. The program lacked a significant program that would provide our students with the essential instruction necessary to become proficient in phonics, thus leading to ready readers and success in future grades.

As needed, teachers will differentiate their instruction based upon phonics assessments, and students will also be progress monitored as to their individual gains in phonics. The interactive games that are provided with the AMIRA reading program will also provide teachers with data as to how well their students are mastering the skills. Data meetings for the K-3 team, as well as building administrator, will assist in providing the teachers with data analysis strategies and tools that will allow the teachers to design activities tailored towards student mastery. These data meetings will ensure that the teachers are using student data to drive instruction and to progress monitor the success of each individual student. Typically, Teacher-Based Team-Meetings have served as the driver in data based instruction, but knowing that our teachers need more time with each other to strategize and meet as professionals to analyze specific data aligned to foundational skills literacy, the data meetings have been created and initiated moving forward. This allows the teachers to focus on specific student achievement in order to align instruction to assist in ensuring rigorous student improvement. Teachers will have the opportunity during this time to work towards assembling or adjusting flexible skills groups using the progress monitoring data collected.

With the new understanding of the importance of the three tiers of vocabulary, our teachers will begin to direct teach vocabulary in their literacy block. Based upon diagnostic results, it is evident that our students are entering kindergarten with minimal exposure to rich vocabulary, and our students in grades 1st-3rd are not retaining and mastering Tier 1 and 2 vocabulary. Using Marzano's six-step process for teaching academic vocabulary, and Anita Archer's lesson delivery framework, teachers will have a procedure for teaching vocabulary for Tier 1 and 2 vocabulary. This will assist our students in developing their language and vocabulary skills that will in turn, ensure that they are making grade-level progress in their language comprehension. Combined with word recognition and a more powered approach to the teaching of vocabulary, our students will make the gains needed in reading comprehension. Prior to this reading plan, teachers were not focusing a portion of their reading

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instruction on the teaching of vocabulary. With the addition of this critical component, our students will begin the process of understanding and mastering critical academic vocabulary that will assist in overall reading comprehension.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. 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.*

Professional Development Plan

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

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

To ensure that K-3 teachers are provided with opportunities that encourage collaboration and the sharing of resources while practicing learned strategies, a few of the professional development training sessions will take place throughout the school year to serve as more mini-lesson pd's. For example, the use of implementing higher-order thinking skills through the use of Blooms Taxonomy training (all K-8 teachers), Deconstructing Standards training (all K-8 teachers), and instructional practices for teaching phonics and phonemic awareness (K-3 teachers) will all be provided through sustained professional development. These trainings will be held once per academic quarter, by the Director of Curriculum & Instruction and the building administrator, and will allow for the sharing of resources and strategies across grade-level bands.

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

The foundation for lesson delivery is Essential Elements of Effective Instruction, also known as the Gradual Release Model (or explicit instruction). Training for this practice is delivered prior to August of the new school year, and is also provided to new teachers that are hired once the school year starts. This training, provided by the Curriculum & Instruction Director, encompasses 3-days and includes time for teacher practice and lesson planning. This professional development is provided to all instructional staff at the school.

In addition, the implementation and training of Short-Cycle Assessments will be given to all instructional staff in August of 2022 and will continue to be reviewed during TBT meetings to ensure that correct implementation and analysis of student results. Short-Cycle Assessments will be utilized to track standards mastery progress of the students and to allow for grade-bands and different content areas to collaborate on common literacy standards.

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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.

The implementation of Data Meetings for grades K-3 will involve K-3 teachers and the building administrator, and will focus solely on looking at student data to ensure foundational skills mastery. These data meetings will also serve as a collaborative time to discuss trends across grade-levels, strengths and areas of need experienced with the phonics program, and logistics relating to the literacy block. The data meetings will also allow for teachers to demonstrate their understanding of word recognition practices and strategies that assist in student proficiency.

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.

The professional development training sessions that are job-embedded consist of all of the training events that we have and will implement at Bridge Gate. All professional development is tailored towards effective instructional practices that will ensure student growth and mastery and can be immediately applied to the classroom.

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

The K-3 Data Meetings are data driven and allow the teachers to discuss real-time data and develop strategies on how they will address individual student results.

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

The professional development for the Essential Elements of Instruction is the main driver for instructionally-focused professional development. Ongoing training, observations, and feedback are provided on a weekly basis by the building administrator and Curriculum & Instruction Director, including the review of lesson plans as well as lesson delivery.

APPENDICES

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

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