



March 4, 2024

Dear Superintendent Ray-Dillons:

Thank you for submitting the Broadway 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:

- The Reaching Achievement Plan ensures that administrators are alongside educators throughout the professional development and application of skills process. Additionally, accessibility to administration through walkthroughs, coaching, and support are provided weekly. This plan shows that leadership is beginning to closely look at the student outcome data and ways they can analyze adult implementation data to improve student outcomes.


This plan will benefit from:

- The Reading Achievement Plan would benefit from additional detail in the specific areas of improvement, including what professional learning around explicit, systematic phonemic awareness and phonics instruction will take place, when, how, and who will monitor its implementation. Additionally, analysis of student-level data indicates Tier 1 instruction is the most needed area of improvement when the plan indicates small group differentiated instruction is where the primary focus will be. A suggestion is to perform a root cause analysis ensuring adult implementation is closely analyzed.

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

DISTRICT NAME: Broadway Academy

DISTRICT IRN: 012684

DISTRICT ADDRESS: Broadway Academy

5004 Glazier Avenue

Cleveland, Ohio 44127

PLAN COMPLETION DATE: December 20, 2023

LEAD WRITERS: Donna L. Baynes, Executive Principal

Melonese Batson, Principal

Dawn James, Director of Academics

Michelle Wagner, Director of Academics

Carol Walters, Title I

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.

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
Natalie Long	Superintendent	ACCEL Schools	nmlong@accelschools.com
Sherree Dillions	Vice President	ACCEL Schools	sdillions@acabroadway.com
Donna Baynes	Executive Principal	Broadway Academy	dbaynes@acabroadway.com
Melonese Batson	Principal	Broadway Academy	mbatson@broadwayatmp.org
Dawn James Michelle Wagner	Director of Academics Director of Academics	Broadway Academy	djames@acabroadway.com mwagner@broadwayatmp.org
Chad Carr	Director, Instructional Coaching	ACCEL Schools	ccarr@accelschools.com
Daryl Hanson	Board President	Broadway Academy	darylh@ameritech.net
Carol Walters	Title I	Broadway Academy	cwalters@acabroadway.com
Sharlesa Jenkins	Teacher	Broadway Academy	sjenkins@broadwayatmp.org

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 purpose of the local literacy plan is to provide the school leadership team with a blueprint for improving student achievement in literacy for all students in the school. To generate change, leaders must actively use a local literacy plan to guide decision making around instruction, programming, and resource allocation. Guidance on all these items can be

found in the ACCEL Schools Literacy Plan and the building leadership team should thoroughly read and use the tools in this document before creating the local literacy 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.

During the summer of 2023, the School Leadership Team analyzed the data and identified areas of Improvement for the building. Specific critical needs that were identified directly related to grades K-3 in the areas of phonological awareness, phonics, comprehension, fluency, and vocabulary acquisition, and writing. Once these critical needs were identified by the Building Leadership Team, instructional priorities were developed and incorporated into our planning for the 2023-2024 school year. The team assured us that these priorities would align to the goals, strategies, and monitoring plan outlined in the ACCEL Schools Literacy Plan. Both plans consist of targeted embedded professional development, improvement goals for K-3 literacy, as well as evidenced based assessment and instructional strategies.

The Broadway Academies will utilize diagnostic and performance assessments that are nationally normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance, and the effectiveness of intervention services. The student performance will be measured at least four times per year (quarter 1, quarter 2, quarter 3, quarter 4). After each diagnostic and performance assessments data will be compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction, or other remediation activities deemed necessary to provide growth opportunities for students. Subsequent diagnostic and performance assessments will be employed after implementation of Intervention and remediation programs to determine efficacy and effectiveness of such programs.

K-3 teachers use these assessments to monitor growth: iReady Diagnostic (3 times a year), Pre-Assessment (3 times a year), Heggerty's Phonological Awareness Assessment (3 times a year), Brilliance Assessments (biweekly), IXL Diagnostic (3 times a year), and Benchmark Assessments (4 times a year - 2nd & 3rd grade only). Teachers assess students, record the data, conference with students about their strengths and growth potential, and create lessons based on the data to strengthen learning gaps.

In addition to testing, teachers also use technology daily to strengthen reading skills for their students. Programs such as iReady, Lexia, and Flocabulary create learning paths for students based upon the beginning of the year diagnostic testing. Teachers monitor student interaction with the program and step in when students need additional lessons to fill learning gaps.

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

SECTION 3 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.**

Our focus remains with the K-3, preparing our students for the Third Grade Reading Guarantee. Students in the primary grades are progress monitored over a span of 4 years to ensure that these students receive every opportunity for growth that we can offer. As we are in a pandemic, students have returned to school after 18 months of home/ online instruction. Many students had never had the opportunity to attend school due to the pandemic and this is their first opportunity for in person learning. Our data listed above shows that we have many opportunities for growth with our primary grades.

The data above is from the Winter 2023-2024 school year and shows the percentage of students at grade level and not at grade level. When looking at the scores from our spring diagnostic testing, it shows that students need more support because of the pandemic's effect on their learning opportunities.

Broadway @ Mount Pleasant Winter Diagnostic results:

Grade K: BAMP

Kindergarten:

Students at Grade Level: 4/37 11%

Students not at Grade Level: 33/37 89%

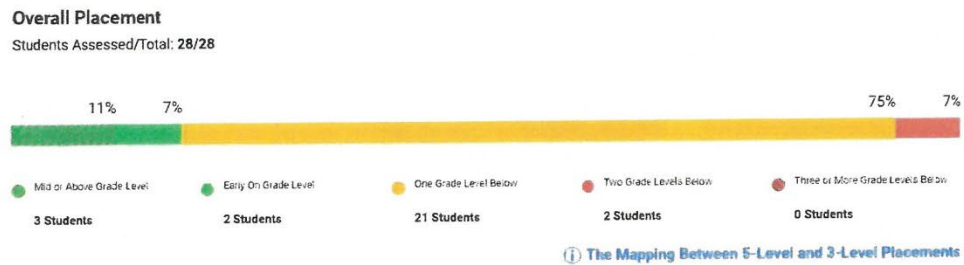


Grade 1: BAMP

Grade 1:

Students at Grade Level: 5/28 18%

Students not at Grade Level 23/28 82%



Grade 2: BAMP

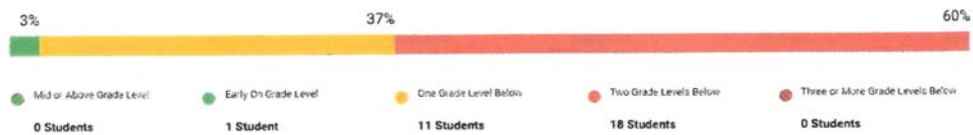
Grade 2:

Students at Grade Level: 1/30 3%

Students not at Grade Level: 29/30 97%

Overall Placement

Students Assessed/Total: 30/30



[The Mapping Between 5-Level and 3-Level Placements](#)

Grade 3: BAMP

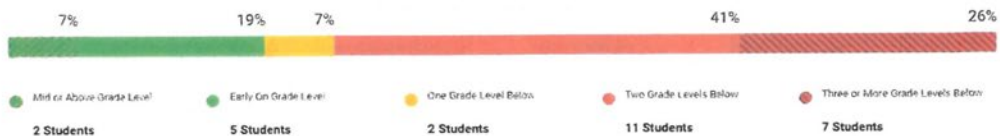
Grade 3:

Students at Grade Level: 7/27 26%

Students not at Grade Level: 20/27 74%

Overall Placement

Students Assessed/Total: 27/27



[The Mapping Between 5-Level and 3-Level Placements](#)

Broadway at Willow-Winter diagnostic results:

Grade Kindergarten BAW

Grade K:

Students at Grade Level: 24/53 45%

Students not at Grade Level: 29/53 54%

Overall Placement

Students Assessed/Total: 53/58



[The Mapping Between 5-Level and 3-Level Placements](#)

Grade 1 BAW

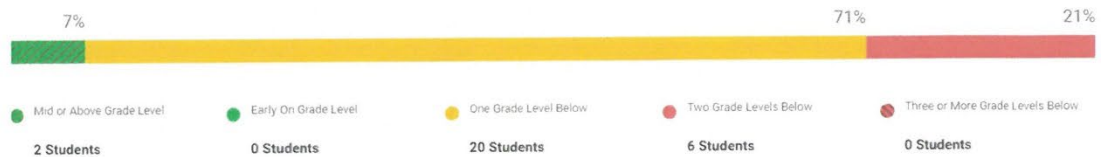
Grade 1:

Students at Grade Level: 2/28 7%

Students Not at Grade Level: 26/28 93%

Overall Placement

Students Assessed/Total: 28/29



[The Mapping Between 5-Level and 3-Level Placements](#)

Grade 2: BAW

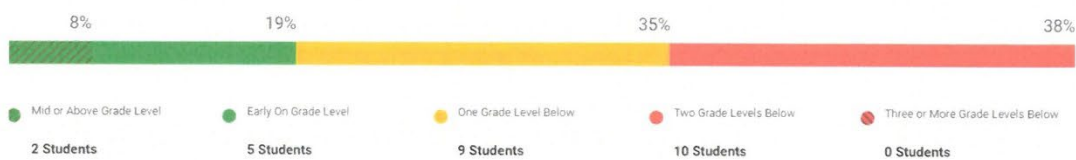
Grade 2:

Students at Grade Level: 7/26 26%

Students not at Grade Level: 19/26 73%

Overall Placement

Students Assessed/Total: 26/27



[The Mapping Between 5-Level and 3-Level Placements](#)

Grade 3 BAW

Grade 3

Students at Grade Level: 5/26 19%

Students not at Grade Level: 21/26 81%

Overall Placement

Students Assessed/Total: 26/27



[The Mapping Between 5-Level and 3-Level Placements](#)

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.

The overarching factors that we believe contributed to the low reading achievement and implementation of this reading plan are primarily due to the pandemic. Schools abruptly shut down in March of 2020 which caused a major interruption in learning. These factors are presently still relevant. Without warning, teachers and students were forced to discover new ways to learn from home. Economic impacts due to the pandemic prevented many families from being able to log in and interact with the teaching staff. Also, due to the abruptness of the shutdown, there was a lack of preparation for learning from home. Many of the instructional strategies used were implemented virtually, which may have caused some difficulty for those scholars who needed hands-on learning.

During the 2022-2023 school year, families were offered the choice of three modalities: virtual, hybrid learning and in person learning. Students with virtual learning were supplied with a laptop and instructions on how to connect with their teacher daily for instruction. Assignments were given and students were expected to return the work electronically. Some families had difficulties obtaining Wi-Fi connection and therefore were not able to receive virtually all that was offered to them. Students who came to school in person were the only students who were guaranteed to receive day to day instruction, progress monitoring, small group instruction and additional reading services to fill in learning gaps. In person students benefited from being assessed often, which gave teachers the opportunity to give targeted instruction to these students.

Lastly, due to the pandemic, the results of virtual and hybrid students showed the lack of these students benefiting from receiving brick and mortar instruction. These students did not receive the explicit intense intervention of one on one, small group, and peer tutoring. Virtual and hybrid students had to readjust to social and emotional learning to begin the learning process.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and /or vision statement. The department's literacy vision is described in Section 4 of Ohio's Plan to Raise Literacy Achievement.

Our literacy vision is for all learners to acquire the knowledge and skills to read with proficiency at grade level. The hallmark of our vision is utilizing literacy acquisition and achievement as the lever for school improvement. The vision prioritizes shared leadership, multi-tiered systems of support, increasing educator capacity, family partnerships, and community collaboration through contributions from school, instructional practice, and educator evidence-based systems and supports.

1. Shared Leadership - Leaders and educators work together to build capacity and support for literacy instruction through professional development and job-embedded coaching. Special education teachers and general education teachers will collaborate regarding instructional strategies and curricular resources to support students with special needs.
2. Multi-Tiered Systems of Support - School contributes evidenced-based strategies, systems, and resources to support literacy achievement.
3. Teacher Capacity - Educators engage in professional development and job-embedded systems and instructional coaching.
4. Family Partnerships - Leaders and educators will improve relationships with families by communicating important literacy achievement information, providing parent workshops, and student progress updates.
5. Community Collaboration - School will actively seek trusted partnerships with the larger community to increase scholar literacy proficiency.

The vision is directly aligned with Ohio's vision for literacy and even more committed to the Simple View of Reading, where $D \times C = R$, representing all learners and levels of development, enhancing community partners, and increasing capacity of all leaders and educators.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 3) 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.

Leamer Goal # 1

90% of students in grades K-1 will be able to identify 100% of letter names and letter sounds by May 2024.

Leamer Goal #2:

90% of students in the second and third grade will use decoding and word recognition skills with 80% accuracy in four of five trials.

- By the end of the year, 90% of Kindergarteners and 1st graders will recognize all 52 upper-case and lower-case letters.
- By the end of the year, 90% of Kindergarteners and 1st graders will identify the sound of each of the 26 letters.
- By the end of the year, 60% of 2nd graders will read and spell multisyllabic words with 90% accuracy.
- By the end of the year, 60% of 2nd graders will read 89 words per minute with 90% accuracy.
- By the end of the year, 75% of 3rd graders will recognize 220 high-frequency words with 90% accuracy.
- By the end of the year, 75% of 3rd graders will read 107 words per minute with 90% accuracy.

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: 90% of students in grades k-1 will be able to identify 100% of letter names and letter sounds by May 2024.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from Pre-A Reading Assessments to guide instruction/re-teaching
Timeline	-Weekly Coaching	-Summer 23 PD and continuous weekly coaching	Quarterly ELA Benchmark Assessments (October, December, February, May)
Lead Person(s)	--Director of Instructional Coaching -Principal -Director of Academics	-Director of Instructional Coaching -Principal -Director of Academics	-Director of Instructional Coaching -Principal -Director of Academics
Resources Needed	- Weekly Coaching Observation and Coaching Conversation Tracker	-Pacing guides for literacy instruction --Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing)	-Quarterly Benchmarks created based on the standards taught in the pacing guide. -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -Teachers will receive weekly observations and instructional coaching meetings during planning period -Principals and Directors of Academics will model instructional strategies in planning meetings and real-time in the classroom -Principals and Directors of Academics will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Directors of Academics will lead teachers in data dialogue conversations using Pre-A assessment and curricular resources resulting in informed instruction and necessary interventions 	<ul style="list-style-type: none"> -Pacing guides created internally at the district level -Focus literacy instruction around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) -Initial and ongoing professional development to school leaders and staff including break down of each standard per grade, guided questions for modeling and check for understanding, assessment criteria for each standard, and implementing the academic framework -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings 	<ul style="list-style-type: none"> -For the Fall Benchmark, students will be assessed using Pre-A Assessment. -Some teachers may utilize their own short cycle assessment to inform instruction, but most will use assessment system with standards-based questions from a question bank. Teachers will use the short cycles to inform their instruction along with the required quarterly benchmarks. -After students are assessed, the Principal and the Director of Academics will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place alongside the traditional pacing guide
Measure of Success	All accountable students in grades K-1 reading will increase their diagnostic score by an equivalent of 1 or more years	All accountable students in grades K-1 reading will increase their diagnostic score by an equivalent of 1 or more years	All accountable students in grades K-1 reading will increase their diagnostic score by an equivalent of 1 or more years
Check-in/Review Date	-Weekly coaching meetings	-Weekly coaching meetings	-Weekly coaching meetings -Large implementation checks during November, January, March, May

Goal # 2 Action Map

Goal Statement: 90% of students in grades 2-3 will use decoding and word recognition skills with 80% accuracy in four of five trials.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a comprehensive, systematic phonemic awareness and phonics/word study program in grades 2-3	Implement phonological screeners and instruct small group differentiated lessons using the Phonics Assessment	Provide all staff professional development sessions about Foundational Reading Skills and the Five Components of Effective Instruction
Timeline	Continuous through 2024	Continuous through 2024	Continuous through 2024
Lead Person(s)	-Director of Instructional Coaching -Principal -Director of Academics -Teachers	-Director of Instructional Coaching -Principal -Director of Academics -Teachers	-Director of Instructional Coaching -Principal -Director of Academics
Resources Needed	- Weekly Coaching Observation and Coaching Conversation Tracker	-Teachers and Director of Academics to provide initial screening -Title teachers and/or classroom teachers implementing the lessons -Individual student data tracking log -Instructional Leader to oversee implementation -Instructional coaching time to analyze data and inform instruction/reteaching	- Provide all staff professional development sessions about Foundational Reading Skills and the Five Components of Effective Instruction
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	- Director of Instructional Coaching to embed into Academic Framework	-Director of Academics, teachers, and Title I to make copies of screeners for each student	-Using strategic literacy partners, Director of Instructional Coaching will create a professional

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	<ul style="list-style-type: none"> -Director of Instructional Coaching and Director of Academics to provide professional development to staff -Weekly check-in through instructional coaching 	<ul style="list-style-type: none"> -Director of Academics and teachers to determine appropriate timing of initial screeners -Director of Academics and teachers to determine which students need which interventions -Principal and Director of Academics determine the implementation of materials -Implement dyslexia screening -TBT teams to discuss progress of students 	<ul style="list-style-type: none"> development session to focus on the five components of reading, with a strong emphasis on foundational reading skills and guided reading -Director of Academics to deliver PD to all staff -Director of Academics to continue professional development of strategies and implementation of effective literacy plan through job-embedded coaching
Measure of Success	Increase number of students on-track	Increase number of students on-track	Increase number of students on-track
Description of Funding			
Check-in/Review Date	-Weekly coaching meetings	-Quarterly and thorough TBT time	-Beginning of year and weekly coaching meetings

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 towards our reading goal of students achieving more than one year's growth on the iReady Diagnostic Assessment and moving third graders toward proficiency will be monitored with a quarterly assessment using the calendar below, which contains both iReady Diagnostic assessments and district benchmark assessments. The district benchmark assessments will be created at the district level and aligned to the district pacing guide. The building leader and teachers will analyze school growth at each iReady Diagnostic testing administration and report their findings with district level personnel. The analysis will measure trends, strengths, and weaknesses, focus areas, and action plans for literacy instruction and intervention. Professional development around using data to reteach and inform instruction will be provided to all staff members and teachers.

Fall 2023 - IReady Diagnostic

- Dyslexia Screening
- Phonics Assessment (Heggerty's)
- Pre - A Assessment
- Beginning of the Year Mock Test (3rd)

October 2023 - District Benchmark

- Brilliance Assessments
- Ohio State Readiness Test

November 2023

- Brilliance Assessments

December 2023 - iReady Diagnostic; District Benchmark

- Phonics Assessment (Heggerty's)
- Pre-A Assessment
- Brilliance Assessments

January 2024

- Brilliance Assessments

February 2024 – District Benchmark

- Brilliance Assessments
- Ohio State Readiness Test

March 2024

- Phonics Assessment (Heggerty's)
- Pre-A Assessment

April 2024 – iReady Diagnostic

- Ohio State Testing
- Phonics Assessment (Heggerty's)
- Pre-A Assessment

The progress will initially be monitored during professional development sessions which have been scheduled around the assessment calendar. During this time, teachers and building leaders will analyze the data from the Benchmarks and iReady Diagnostic testing, create a plan for reteaching or potentially determining RTI placement and support for off-track students. The progress will then be continually monitored through BLT and TBT meetings, where teachers will share best instructional practices towards student standard mastery.

Progress towards increasing the K-3 literacy component on the Ohio School Report cards will be measured in Tier 1 by using the Unit Assessments built into the systematic phonemic awareness, phonics and word study program being implemented in K-3. Additionally, progress will be monitored through the above benchmark assessments, as well as intervention phonological awareness screenings. The data will be reviewed by teachers during TBT meetings and presented to BLT for support, if needed. The Director of Academics will monitor progress monitoring interventions provided by the teacher for all students placed on a RIMP. The Director of Academics will report progress monitoring quarterly to the Director of instructional Coaching as a check progress monitoring and reading interventions are being provided to students on RI MPs consistently.

Progress towards all reading goals will additionally be monitored and measured through the weekly coaching process. Each week, teachers receive observations and individual coaching meetings with an instructional coach or building leader. Through coaching conversations, teachers and coaches will use the teacher reflection forms, pacing guide, literacy academic framework, and data planning forms to monitor and measure progress. In addition, a teacher tracking log is used by coaches and building administrators to document real-time observation notes, progress towards current instructional focus strategy, and growth in previous instructional strategies. This live document is reported weekly at the district level for continuous monitoring.

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.

The primary instructional strategies that will be employed to provide daily standards-based instruction in our school are the gradual release of responsibility, small group differentiation, creating a culture of learning, and integrating a comprehensive phonemic awareness and word study/phonics program.

Gradual Release of Responsibility:

The strategy for the gradual release model of instruction is proven to develop higher order thinking skills to close the achievement gap and move students to proficiency. Starting with the 'I Do' section, wherein the teacher is introducing and modeling a new concept, such as a reading comprehension strategy or blending phonemes, students are given this time to intake and process information. The 'We Do' section is where guided instruction and collaboration between the teacher and the students takes place. This section is also when the teacher gives a check for understanding that ensures students are ready to move on to independent practice and/or small group instruction. The last piece to this model is the 'You Do' section. During this final component, students in our school begin their small group instruction and/or rotations for learning. The 'You Do' section is used for the small group instructional method, with rotations for learning. The best practice of small group instruction, which has proven to close the achievement gap as it intensifies student's opportunities to practice, respond, and obtain feedback, will happen daily. It is in this small group instruction that data-driven instruction is strengthened and gives way for the opportunity for students to boost their learning development in a more personalized format. All strategies and techniques for learning are also reinforced in a deeper regard as students can internalize learning at a higher pace with the more personalized opportunity for practice, response, and feedback.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or Intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

•Fisher, D., "Effective Use of the Gradual Release of Responsibility Model." Macmillan McGraw-Hill. 2008

•Fisher, D., and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," *The Reading Teacher*, 61, 2007, pp. 32-45

•Lloyd, S. L., "Using Comprehension Strategies as a Springboard for Student Talk," *Journal of Adolescent and Adult Literacy*, 48, 2004, pp. 114-124

•Kong, A., and P. D. Pearson, "The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners," *Research in the Teaching of English*, 38, 2003, pp. 85- 124

Small Group Differentiated Instruction:

The Center for Development and Learning suggests that 30 years of research supports Small Group Differentiated Instruction and is a proven method to increase student outcomes. Differentiated Instruction is the ability to match instruction to meet the different needs of learners in each classroom. The range of instructional needs in our classrooms are large, and to meet the different needs of learners in each classroom, we need to plan for Small Group, Differentiated Instruction

(Florida Center for Reading Research). We utilize Small Group Differentiated Instruction in all content areas, not only reading. Our Academic Framework suggests teachers utilize the Gradual Release Model of Responsibility in whole group instruction, and then uses informal assessments, data from other assessments, and flexible grouping to choose small group participants. Teachers will utilize this sacred small group time to monitor and track student growth in the five components of reading instruction. Our School has also chosen updated foundational reading curricular resources to match our Academic Framework to support this instructional strategy.

Guided Reading Instruction:

An outside vendor will coach and model guided reading strategies and ways to collect assessment data. These professional learning opportunities will provide teachers with a better understanding of how to identify and teach specific foundational reading skills to K-3 students. This will support teachers in creating stronger Reading Improvement and Monitoring Plans. The RIMPs will have more targeted goals and richer foundational literacy assessment tools with stronger assessment data. Teachers will be better equipped to diagnose student needs in literacy and then can better apply the best strategy to use to provide interventions. RIMPs will be monitored more effectively allowing teachers to adjust their instruction to be more targeted and ultimately more effective for students on a RIMP.

Research presented: ESSA (III) promising evidence from at least 1 well-designed and well-implemented correlation study with statistical controls for selection bias.

- Foorman, Barbara R.; Torgesen, Joseph, "Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children." *Learning Disabilities: Research & Practice*, v16 n4, 2001, pp. 203-212 (Attachment #2, pg. 74)
- Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. "The role of instruction in learning to read: Preventing reading failure in at-risk children." *Journal of Educational Psychology*, 90, 1998, pp. 37-55 (Attachment #2, pg. 84)

Creating a Culture of Learning:

According to Doug Lemov in *Teach Like a Champion 2.0*, A Culture of Error recommends that teachers establish an environment where students feel safe making errors; even further, that students are compelled to discuss mistakes and enthusiastically search for solutions. Students are comfortable with the idea that they will make mistakes as they learn to solve complex problems and respond not with defensiveness but openness. Teachers honor and praise this process saying things like "I'm so glad you made that mistake; it's going to help me to help you: Once errors are comfortably exposed, teachers and students study them to learn from them - Why did so many of us not understand what Orwell meant in the passage? The benefits are not just feel-good. If the primary job of the teacher is to recognize the difference

between "I taught it" and "they learned it," that difference is ten times harder to recognize and fix if students try to hide their mistakes. Efficient learning requires comfort with mistakes.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to Improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- The primary source of research is the book "Mindset: The New Psychology of Success" by Carol Dweck. While the book has not been attached, a research study from 2007 in which Ms. Dweck was a contributor is attached, as well as a 2015 article by Ms. Dweck in which she discusses the ongoing research being conducted regarding her strategies.

- Blackwell, S., Trzesniewskim K., Dweck, C. "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention" *Child Development*, January/February 2007, Volume 78, Number 1, pp. 246 - 263 (Attachment #2, pg. 103)

- Dweck, C., "Growth Mindset, Revisited" *Ed Week*, Vol. 35, Issue 05, 2015, pp. 20, 24 (Attachment #2., pg. 121)

Integrating a Comprehensive Phonemic Awareness and Word Study/Phonics program:

Implementing a systematic program in foundational skills provides students access to necessary skills such as reading, spelling, phonemic awareness, phonics-word student, high frequency word accuracy, fluency, vocabulary, handwriting, and comprehension. The power of a program that is structured, systematic, cumulative, and explicit will increase the student's mastery of learning. In addition, the program will link to the other innovative strategies such as gradual release of responsibility. A program such as this will also support the school's multi-tiered system of support model by providing scientifically based Tier 1 reading instruction, as well as Intervention resources for the differentiated small groups taking place.

Research presented: ESSA (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- National Institute of Child Health & Human Development (NICHD). (2000). "Report of the National Reading Panel: Teaching Children to Read: An evidenced based assessment of the scientific research literature on reading and its implications for reading instruction." (NIH Publication No. 004769). Washington, DC: U.S. Government Printing Office.

- Gambrell, L.B., & Mazzoni, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, {Eds.}, *Best Practices in Literacy Instruction* (pp. 11-21). New York: Guilford Press

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.*

These three evidence-based strategies that are being implemented will improve on the more general strategies that have been utilized in previous years. Previously, the school has looked for intervention programs to close the gaps made by a lack of focus in previous management versus looking to provide teachers and students a solid cohesive Tier 1 implementation plan and secondary resources to help raise achievement for all students.

Using a research-based strategy such as gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate the skills being presented before being assessed for mastery. The "I Do" portion of gradual release utilizes simple, concrete, explicit instruction through modeling that provides students with the comfort of learning. Like riding a bike, a teacher will model the parts of the bike and exactly how to ride it, possibly using a think-aloud strategy to do so. The "We Do" section of gradual release allows the students hands-on practice, with scaffolded assistance and questioning from the teacher. This would be like putting a student on a bike, but holding on to the seat or handlebars as they learn how to ride. Finally, the "You Do" portion allows students to apply the learning to new situations, using what they've learned. Now is when the teacher lets go of the bike, and the student is able to pedal freely. In the case that a student falls off the bike, or struggles with the skills, the teacher can always go back to either portion of the model for a reteaching opportunity. To ensure the strategy is implemented, we have built the academic framework and lesson plan structure around gradual release theory.

In combination with the gradual release of responsibility, teachers are utilizing small group instruction differentiated instruction as a time to help close reading gaps and stretch on grade-level students. Historically, in small groups teachers have worked primarily on the reading standard and have neglected the other reading components, especially phonics. Moving forward, teachers will work towards implementing a Guided Reading template by Jan Richardson, which allows them to work with sight words, phonics skills, reading standards, and more during each small group session, based on performance data from classwork, benchmark assessments, and the foundational reading program. Additionally, teachers will be using the data from the reading benchmark assessments and the RTI phonological awareness screeners and 12-point progress monitors to inform instruction and reteach skills not mastered. The job-embedded teacher coaching model allows coaches and teachers to touch base more regularly to review data and pivot in real-time if students are not achieving mastery goals. This data will be helpful for K-3 teachers when progress monitoring student performance based upon their RIMPs. The screeners will be given to students across Kindergarten - Grade 3 and will be used to determine if students are making progress according to their RIMP goals.

Teachers and Directors of Academics have, and will continue to receive proper training in the Science of Reading, Guided Reading, and foundational reading instruction. Although an attempt has been made to improve foundational reading instruction through the pacing guides, it is still missing the mark in being a comprehensive phonics/word study program. To support the implementation, Directors of Academics will work directly with the professional development and coaching of the program.

Establishing a Culture of Error/Learning environment allows students to feel safe in making mistakes, promotes a growth mindset, and can allow students to better track their own learning. Teachers often feel as if they have "taught" the materials, but through a culture of learning, students can prove to teachers that they've learned the material. A classroom that has established a culture of learning can lead students to search for solutions, enhance their speaking and listening

skills, and create a safe learning community for the class. There are clear reading gaps in many of the students in our school, so being able to speak openly about reaching their goals will help increase student awareness and willingness to learn. The learning environment is one of the many touch points that Directors of Academics will focus on during the job-embedded coaching.

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.*

The Principal will begin professional development by participating in a multi-week Summer Institute that includes climate and culture, mission and vision, academic framework, effective instruction, foundational reading instruction, five components of effective literacy instruction, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, iReady Diagnostic testing, and district-created benchmark assessments, research-based instructional practices, and coaching best practices, all directed toward turn-around in schools. The Principal professional development plan continues by offering ongoing monthly, professional development sessions for more intense development of skills and strategies and collaboration with ACCEL sister schools K-8. The Principal also receives differentiated support from an Executive Leadership Coach and Superintendent throughout the year. In addition, the Principal will participate in ongoing weekly calls for individualized professional development with the Superintendent that focuses on specific building needs.

Directors of Academics will participate in a multi-week Summer Institute that includes academic framework, curricular resources, pacing guides, data analysis including, but not limited to, Ohio State testing, iReady Diagnostic test, and district-created benchmarks, research-based instructional practices, book studies, professional development and coaching best practices and new teacher orientation. ACCEL School's Directors of Academics team will be provided ongoing professional development around the support of academic framework, curricular resources, district-created pacing guides, data analysis and research-based instructional practices including guided reading differentiated small group instruction. The Directors of Academics will participate in ongoing monthly professional development with the Regional Vice President and principals, weekly team calls, and weekly individualized professional check-ins that focus on specific building needs.

Teachers will participate in an onboarding orientation presented by the Principal and Directors of Academics that includes a 7 to 9 day Summer Institute of professional development planned to initiate staff to the school's core academic beliefs. This professional development will include the academic framework, model curriculum, implementation of content and curricular resources, utilizing pacing guides, foundational learning professional development, data analysis from Ohio State tests, iReady Diagnostic and benchmark assessments to guide instruction, and the above-mentioned research-based instructional practices for the classroom. The emphasis on foundational reading instruction will remain a through line to instructional PD during the course of the year, to ensure proper implementation of the strategies. Any new staff

member hired after the start of school will be linked with the Instructional Coach and Principal to receive professional development on the school's theory of action through the onboarding process. Professional development will continue at the building level through preset professional development days on the school's yearly calendar.

In addition to the Summer Institute and school year professional development days, teachers will receive individual weekly classroom observations, receive high-impact feedback, and participate in weekly coaching meetings with the Directors of Academics and/or Principal, which allow for differentiated professional development in real-time on the job. The coaching meetings are intended to develop strong instructional practices, ensure a culture of learning, using data to inform and differentiate instruction, and monitoring fidelity to academic framework and curricular resources for each individual teacher.

APPENDICES

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