



March 22, 2024

Dear Superintendent Johnston:

Thank you for submitting the Citizens Leadership Academy East 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:**

- This plan utilizes a variety of factors (both internal and external) when analyzing current practices.
- The plan provides achievable measurable learner performance goals over 4 years.
- The process for monitoring the progress and implementation of the plan's strategies is detailed and includes walk-through tools to help inform adult implementation.

**This plan will benefit from:**

- This plan may benefit from including educators more actively in the data analysis process to improve buy-in on professional learning opportunities and new initiatives.
- This plan may benefit from including disaggregated data to target needs and supports for student groups directly.
- This plan may benefit from listing specific stakeholders, as well as their feedback, about the goals and plan for continuous improvement.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Citizens Leadership Academy East 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](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



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

## READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

**DISTRICT NAME:** Citizens Leadership Academy East

**DISTRICT IRN:** 016843

**DISTRICT ADDRESS:** 2523 Woodside Ave, Cleveland, OH 44108

**PLAN COMPLETION DATE:** 12.11.2023

**LEAD WRITERS:**

- Agnes Aleobua, Principal
- Ellen Hunter, District Early Literacy Specialist
- Morgan Leavitt, Managing Director of Teaching and Learning

## 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 and Workforce 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 Workforce 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
Agnes Aleobua	School Principal	Citizens Leadership Academy East	<a href="mailto:aaleobua@breakthroughschools.org">aaleobua@breakthroughschools.org</a>
Ellen Hunter	Early Literacy Specialist	Breakthrough Public Schools	<a href="mailto:ehunter@breakthroughschools.org">ehunter@breakthroughschools.org</a>
Morgan Leavitt	Managing Director of Teaching and Learning	Breakthrough Public Schools	<a href="mailto:mleavitt@breakthroughschools.org">mleavitt@breakthroughschools.org</a>
Radina Brown	Dean of Instruction	Citizens Leadership Academy East	<a href="mailto:rbrown@breakthroughschools.org">rbrown@breakthroughschools.org</a>
Stephanie Macek	Dean of Instruction	Citizens Leadership Academy East	<a href="mailto:smacek@breakthroughschools.org">smacek@breakthroughschools.org</a>
Erin Binette	Classroom Teacher	Citizens Leadership Academy East	<a href="mailto:ebinette@breakthroughschools.org">ebinette@breakthroughschools.org</a>

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 district leadership team developed the plan by convening stakeholders and working together to outline the important aspects of the plan - the goals and the key actions to reach them. The team worked to ensure that we align the plan to our network Academic Roadmap which we use as our pathway for moving our students to proficiency throughout the school. In making the plan, we ensured we focused on all our existing plans, tools and structures to cohesively write an aligned Reading Achievement Plan. Below, we outline specific metrics we will use to monitor progress.

We plan on re-stamping our goals and our key actions to reach these goals during our January Professional Development day. While this plan was just written in this form, we had the opportunity to provide Professional Development on many aspects of this, in alignment with our Academic Roadmap, to our staff during our Summer Institute. It is important to remind staff of our goals and our aligning actions to reach the goals.

Having an aligned group of stakeholders all working toward the plan allows us to be collaborative, responsive and more influential to all of our stakeholders.

## 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.*

We understand that having too many priorities would mean that we have a lot down on paper and the reality would be that they are not well implemented. It is extremely important to us to have alignment between all the plans, both external and internal, and that our staff has clear expectations and priorities. In order to ensure alignment, we have centered all plans around our Academic Roadmap.

In the Opportunity Myth, we learn that the essential four qualities that lead to equitable instruction are:

1. Grade Appropriate Assignments
2. Strong Instruction
3. Deep engagement
4. High teacher expectations

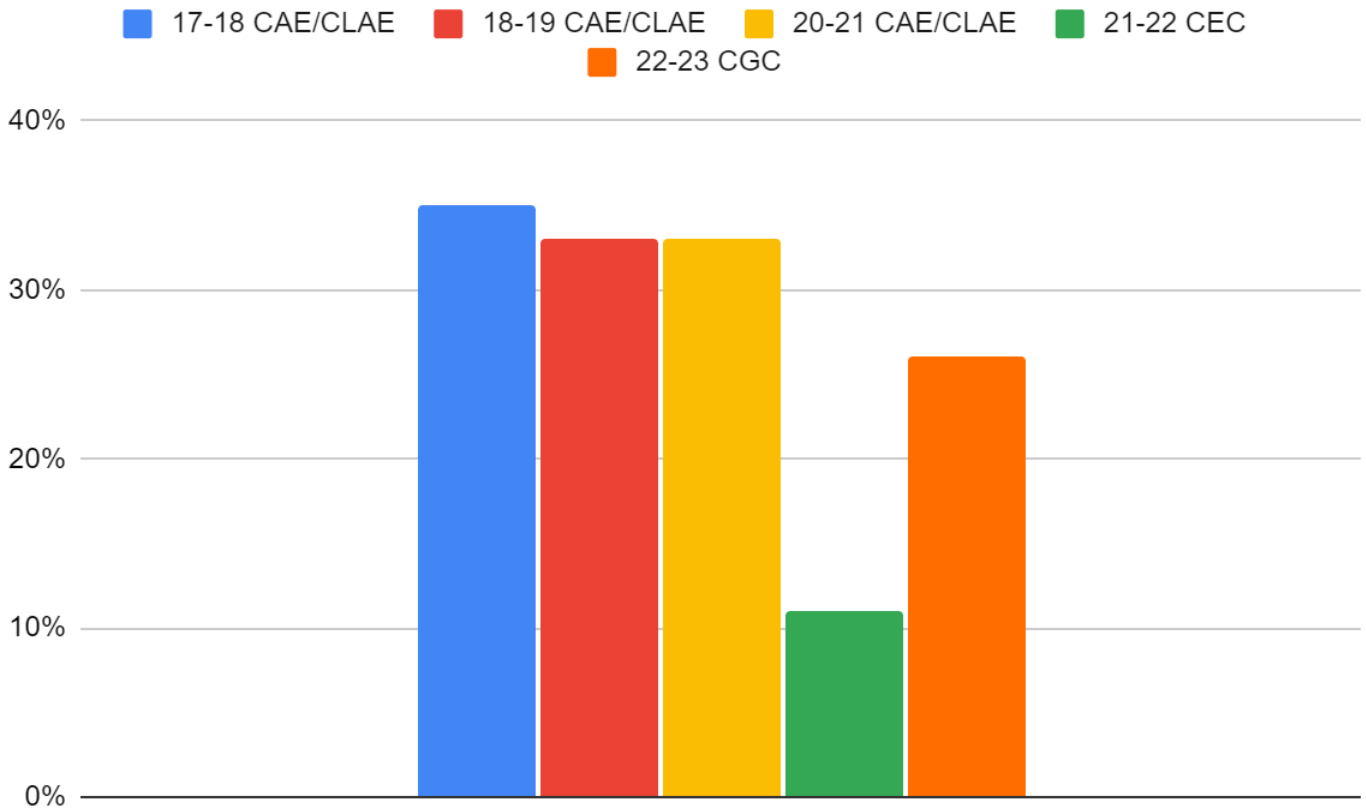
We have aligned our Academic Roadmap and all other district initiatives to these four qualities which will ensure equitable practices and growth for our scholars.

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:

Ohio State Test - Grade 3 Spring Results, Historical

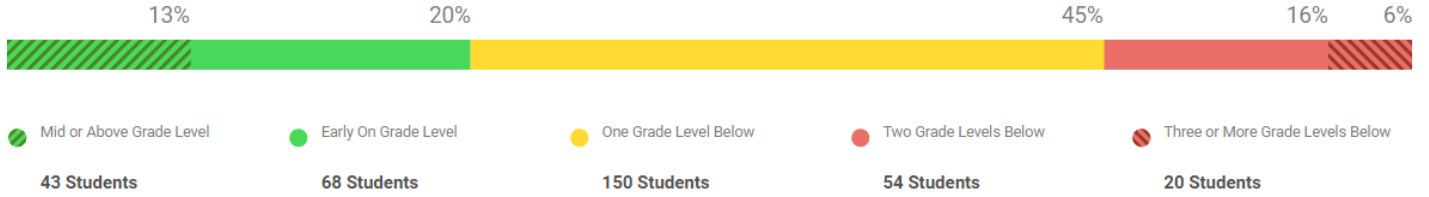




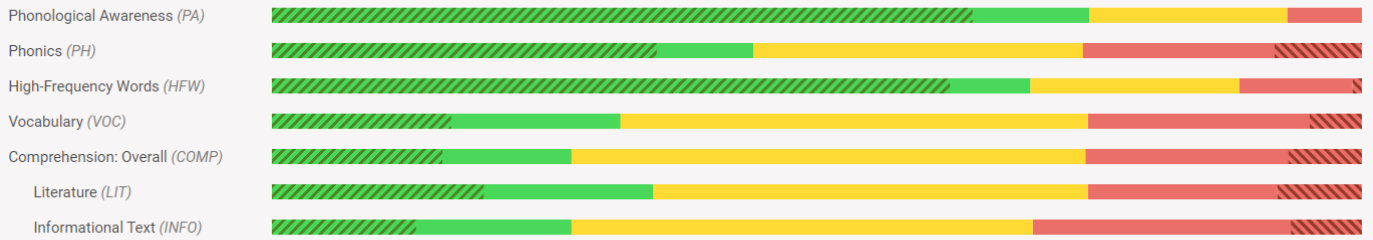
# Reading I-Ready Data 2022-2023 School Year

## Overall Placement

Students Assessed/Total: 335/335



### Placement by Domain

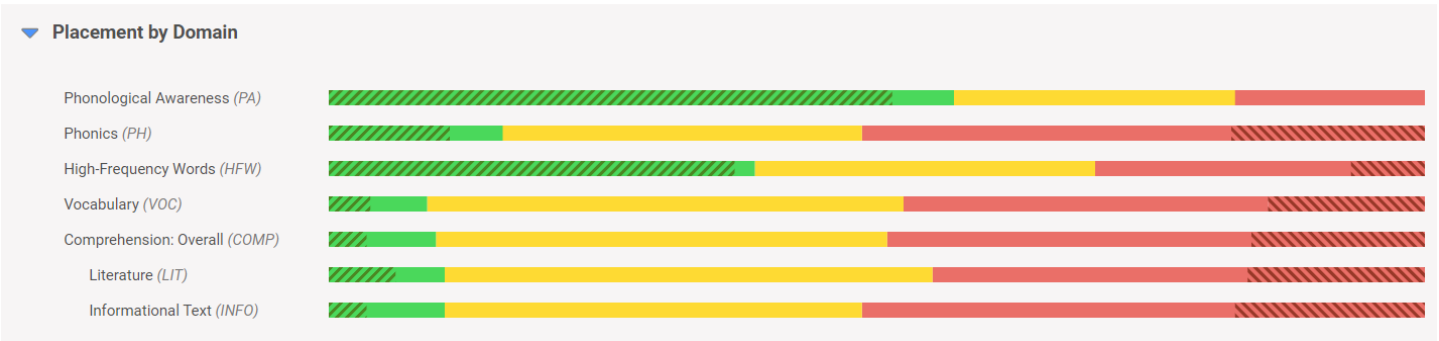
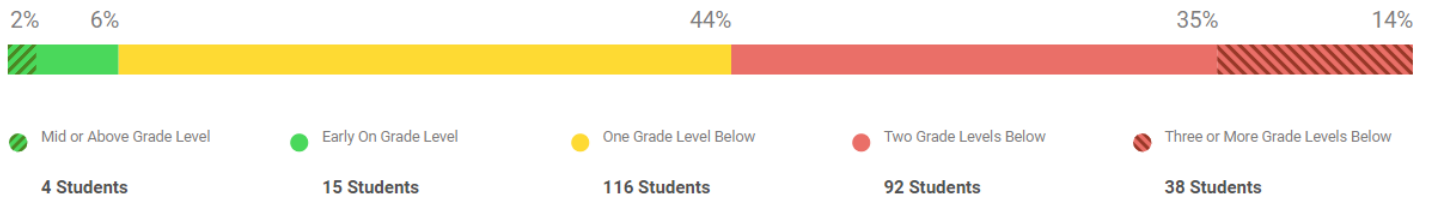


Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		28%	45%	28%	0%	0%	47/47
Grade 1		7%	16%	72%	5%	0%	75/75
Grade 2		4%	15%	48%	33%	0%	67/67
Grade 3		15%	25%	27%	27%	5%	73/73
Grade 4		15%	10%	42%	11%	22%	73/73

## Reading Diagnostic Data - I-Ready Reading, Fall 2023

## Overall Placement

Students Assessed/Total: 265/288



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		0%	14%	86%	0%	0%	50/55
Grade 1		0%	2%	68%	29%	0%	41/44
Grade 2		0%	3%	35%	62%	0%	68/73
Grade 3		2%	4%	9%	43%	43%	54/57
Grade 4		6%	6%	31%	29%	29%	52/59

## Acadience Data 2022-2023 by Grade Level

## Acadience Reading Benchmark Summary Report

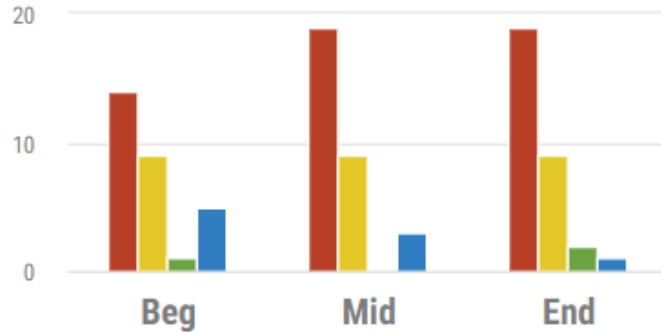
# Acadience Reading Grade K End

Site: **Citizens Leadership Academy Glenville**  
 Teacher: **All Teachers**  
 AR Assessment Year: **2022-2023**

Roster Date: **Control Panel (12-11-2023)**  
 Gender(s): **All**  
 Reported Race: **All Reported Races**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**  
 English Proficiencies: **All**

Performance Bands ■ Above Benchmark - Core Support ■ At Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

### AR Composite Score



	Beg	Mid	End
<b>Above Benchmark</b>	<b>17%</b> 5	<b>10%</b> 3	<b>3%</b> 1
<b>At Benchmark</b>	<b>3%</b> 1	<b>0%</b> 0	<b>6%</b> 2
<b>Below Benchmark</b>	<b>31%</b> 9	<b>29%</b> 9	<b>29%</b> 9
<b>Well Below Benchmark</b>	<b>48%</b> 14	<b>61%</b> 19	<b>61%</b> 19
Total Students	29	31	31
Average Score	18.7	74.0	79.2

## Acadience Reading Benchmark Summary Report

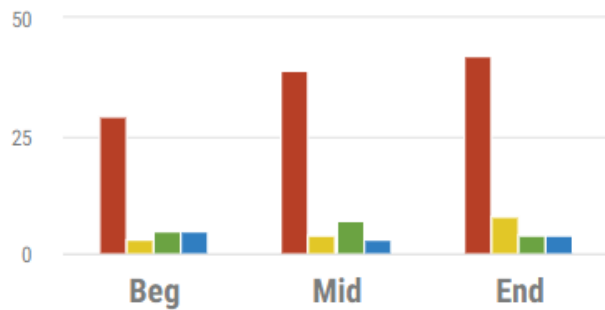
# Acadience Reading Grade 1 End

Site: **Citizens Leadership Academy Glenville**  
 Teacher: **All Teachers**  
 AR Assessment Year: **2022-2023**

Roster Date: **Control Panel (12-11-2023)**  
 Gender(s): **All**  
 Reported Race: **All Reported Races**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**  
 English Proficiencies: **All**

Performance Bands ■ Above Benchmark - Core Support ■ At Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

### AR Composite Score



	Beg	Mid	End
<b>Above Benchmark</b>	<b>12%</b> 5	<b>6%</b> 3	<b>7%</b> 4
<b>At Benchmark</b>	<b>12%</b> 5	<b>13%</b> 7	<b>7%</b> 4
<b>Below Benchmark</b>	<b>7%</b> 3	<b>8%</b> 4	<b>14%</b> 8
<b>Well Below Benchmark</b>	<b>69%</b> 29	<b>74%</b> 39	<b>72%</b> 42
Total Students	42	53	58
Average Score	78.2	67.9	69.3

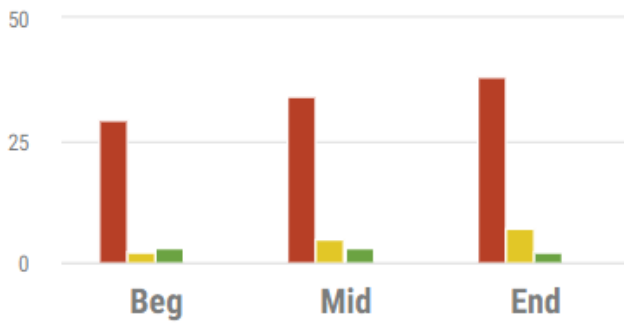
Acadience Reading Benchmark Summary Report  
**Acadience Reading Grade 2 End**

Site: **Citizens Leadership Academy Glenville**  
 Teacher: **All Teachers**  
 AR Assessment Year: **2022-2023**

Roster Date: **Control Panel (12-11-2023)**  
 Gender(s): **All**  
 Reported Race: **All Reported Races**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**  
 English Proficiencies: **All**

Performance Bands: ■ Above Benchmark - Core Support ■ At Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

**AR Composite Score**



	Beg	Mid	End
<b>Above Benchmark</b>	<b>0%</b> 0	<b>0%</b> 0	<b>0%</b> 0
<b>At Benchmark</b>	<b>9%</b> 3	<b>7%</b> 3	<b>4%</b> 2
<b>Below Benchmark</b>	<b>6%</b> 2	<b>12%</b> 5	<b>15%</b> 7
<b>Well Below Benchmark</b>	<b>85%</b> 29	<b>81%</b> 34	<b>81%</b> 38
Total Students	34	42	47
Average Score	36.1	57.6	92.4

**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.*

Internal Factors	External Factors
<ul style="list-style-type: none"> <li>● Reading Instructional Practices</li> <li>● Talent</li> <li>● Pandemic Impacts</li> <li>● Absenteeism</li> <li>● Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunity Gap</li> <li>● Pandemic Impacts</li> </ul>

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

## 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.*

Below we have gone more in depth as to the factors that have contributed to low reading achievement, both internal and external factors - explaining each one.

### Internal Factors

#### **Reading Instructional Practices**

In 2020, our network of schools began to implement research based reading practices after years of practicing balanced literacy. Our school has made many significant strides in changing curriculum, building teacher and leader knowledge, and moving toward evidence based data collection and interventions. While we have made significant progress there continues to be a gap in student performance and teacher practice.

#### **Talent**

We have faced a great deal of teacher turnover. We also, like the rest of the country, have been experiencing and teacher shortage and therefore, we have not been able to have experienced instructors in each of our classrooms.

#### **Pandemic Impacts**

During the 2020-2021 school year, we operated as a fully remote school. This remote learning environment did not allow us to address learning needs and also had a great impact on student culture coming back into our school building. The impact of the pandemic on both student learning and behaviors has majorly impacted our outcomes and growth.

#### **Absenteeism**

We have experienced a high percentage of chronic absenteeism which has impacted both student learning and school culture. When students are not present for daily instruction, there is a large impact on their learning. As a district, we have taken major strides in addressing chronic absenteeism and attendance this school year.

#### **Culture**

With a lot of inexperienced staff and a push to keep our scholars in classrooms, we are experiencing insatiable building cultures. Not every classroom has a teacher that is capable of classroom management - and creating an environment that is stable for a community of learners.

### External Factors

#### **Opportunity Gap**

Unfortunately, the data has shown in our country that where you live, your race, your socioeconomic status has a major impact on achievement. We have a school that serves predominantly marginalized communities that come from low income homes. Our students come into Kindergarten already a year behind. We believe that every scholar can learn and that the statistics won't determine the outcomes. However, the reality is that the opportunity gap continues to exist across our country.

Some of the external factors that contribute to the opportunity gap are:

- access to quality preschool and Kindergarten readiness
- migrant population
- English Language Learners

Our scholars come into Kindergarten with a lack of schooling, coming into Kindergarten already behind their peers of higher socioeconomic status. Not only does this impact academics, with a lack of letter and number knowledge and phonemic awareness, but also it impacts culture as we spend a lot of time teaching our Kindergarteners how to simply be in school.

We have many scholars whose families are consistently moving and therefore we do have a high migrant population. It can impact student achievement when scholars are moving from school to school - both academically and in the culture of the school.

### **Pandemic Impacts**

Across the country, the pandemic has had major impacts on both students, families and educators. We feel these effects in our schools in the following ways:

- staffing and talent;
- more students in need of behavior intervention;
- teacher and student mental health;
- cumulative student learning loss

**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.*

Our overarching student achievement goal is the following:

The Academic Leadership Team at Breakthrough Public Schools will execute on an Academic Strategy Roadmap by implementing a focused set of network-wide priorities, providing aligned professional learning opportunities for leaders and teachers, and cultivating relationships across the BPS community, leading to 100% of scholars who begin Breakthrough Public Schools in Kindergarten and graduate in 8th grade, to proficiency on their 8th grade Ohio State Test.

Specifically, in the next four years Breakthrough Public Schools will reach:

- 95% of second graders reading on grade-level according to EOY Acadience.
- 100% of BPS schools will exceed the state average for proficiency or better, in each content and grade-level, on the Ohio State Test.
- 90% year-over-year student retention
- 85% high-quality teacher and leader retention

**Goals for the Kindergarten - Second Grade - End of Year Acadience Data**

	2023-2024	2024-2025	2025-2056	2025-2027
Grades K-2	53%	71%	84%	92%

**Goals for the Ohio State Test in Grades 3**

	2023-2024	2024-2025	2025-2056	2025-2027
Grade 3	31%	46%	52%	64%

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

## Adult Implementation Goals

Over the course of the next three years, we have set the following implementation goals for our Kindergarten through Second Grade literacy program.

Instructional Priority Foundations	Instructional Priority 1: Use Data to Drive Instruction	Instructional Priority 2: Decodable Text	Instructional Priority 3: Content Knowledge	Instructional Priority 4: Scholar Expression
<p><i>Within Foundations curriculum:</i></p> <p><b>understand the purpose</b> of the curriculum, <b>implement routines</b> of the curriculum <b>with fidelity</b>, ensure <b>pacing is aligned</b> to suggested timeframes, and the <b>intended foundational skills are mastered</b> by students.</p> <p>Implement a phonological skills curriculum.</p> <p>Professional development provided by Wilson Foundations and in department literacy coaches.</p>	<p><i>Within the Foundations curriculum:</i> <b>use data</b> to drive whole group and small group instruction. Implement progress monitoring and initial MTSS program aligned to ODE Dyslexia Bill.</p>	<p><i>Use Geodes and other decodable passages to:</i> <b>connect Foundations skills</b> to reading ability and provide opportunity for <b>meaningful practice and application with a goal to build automaticity and fluency.</b></p>	<p><i>Use knowledge building curriculum to:</i> engage scholars in Read Alouds that <b>build background knowledge, vocabulary</b> and provide <b>opportunities for oral language development</b> and <b>lay the foundation for comprehension.</b></p>	<p><i>Focus on implementing knowledge building curriculum to engage scholars in <b>text-dependent discussion and writing.</b></i></p>



**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:** Increase the percentage of third grade proficiency standards from 30% to 55% by the Spring of the 2025-2026 school year. Increase the percentage of second grade students scoring On Benchmark on the Spring Acadience assessment.

**Evidence-Based Strategy or Strategies:** Use Data to Drive Instruction: *Within the Foundations curriculum: use data* to drive whole group and small group instruction. Implement progress monitoring and initial MTSS program aligned to ODE Dyslexia Bill.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement the Acadience screener for K-2 scholars to determine eligibility for Tier II instruction.	Implement progress monitoring using Acadience to measure growth of targeted instruction over time.	Target daily lesson activities (both whole and small group) to align with student needs based on data.
Timeline	August 2023 - May 2024 and ongoing	August 2023 - May 2024 and ongoing	August 2023 - May 2024 and ongoing
Lead Person(s)	Literacy Dean of Instruction with Network Literacy Specialist	Literacy Dean of Instruction with Network Literacy Specialist	Classroom literacy teachers with support from Literacy Dean of Instruction
Resources Needed	<ul style="list-style-type: none"> <li>● Acadience Assessment</li> <li>● Acadience Screener</li> <li>● Data tracking system</li> <li>● Family letters</li> <li>● MTSS outline</li> </ul>	<ul style="list-style-type: none"> <li>● Acadience Assessment</li> <li>● Acadience Screener</li> <li>● Data tracking system</li> <li>● Family letters</li> <li>● MTSS outline</li> <li>● Small group instructional block outline and lesson template</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence aligned curricula</li> <li>● Lesson planning template</li> <li>● Professional Development</li> <li>● Teacher Coaching</li> <li>● Data tracking mechanisms</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
		<ul style="list-style-type: none"> <li>Aligning activity resources</li> </ul>	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Our priority as a network surrounds teacher development and coaching through professional development, coaching and feedback. We are supporting the action steps below using:</p> <ul style="list-style-type: none"> <li>Weekly or bi-weekly teacher coaching</li> <li>Monthly professional development</li> <li>Weekly data analysis (student work study)</li> <li>Daily lesson planning expectations</li> <li>Weekly Professional Learning Communities</li> </ul>		
Measure of Success	Growth on Acadience Benchmark Assessment		
Check-in/Review Date	<ul style="list-style-type: none"> <li>Weekly progress monitoring</li> <li>Triannual Acadience Benchmark review</li> <li>Triannual School Studies</li> </ul>		

### Goal # 2 Action Map

**Goal Statement:** Increase the percentage of third grade proficiency standards from 30% to 55% by the Spring of the 2025-2026 school year. Increase the percentage of second grade students scoring On Benchmark on the Spring Acadience assessment.

**Evidence-Based Strategy or Strategies:** *Use Geodes* and other decodable passages to: **connect Foundations skills** to reading ability and provide opportunity for **meaningful practice and application with a goal to build automaticity and fluency.**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create scope and sequence of decodable texts that align with Foundations	Create structure for Decodable Text block and provide training that aligns with the structure and schedule	Implement small group reading using decodable text
Timeline	Summer 2023	Summer 2023 - October 2023	August 2023 - May 2024 and ongoing

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Network Literacy Specialist	Network Literacy Specialist	Dean of Instruction for Literacy and classroom literacy teachers
Resources Needed	<ul style="list-style-type: none"> <li>Structured literacy scope and sequence</li> <li>Decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Daily schedule inputs</li> <li>Structured literacy scope and sequence</li> <li>Decodable texts</li> <li>Professional Development to switch from leveled readers to utilizing decodable text</li> </ul>	<ul style="list-style-type: none"> <li>Structured literacy scope and sequence</li> <li>Decodable texts</li> <li>Ongoing coaching</li> </ul>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Our priority as a network surrounds teacher development and coaching through professional development, coaching and feedback. We are supporting the action steps below using:</p> <ul style="list-style-type: none"> <li>Weekly or bi-weekly teacher coaching</li> <li>Monthly professional development</li> <li>Weekly data analysis (student work study)</li> <li>Daily lesson planning expectations</li> <li>Weekly Professional Learning Communities</li> </ul>		
Measure of Success	Growth on Acadience Benchmark Assessment - increases in student fluency as measured by ORF assessments.		
Check-in/Review Date	<ul style="list-style-type: none"> <li>Weekly progress monitoring</li> <li>Triannual Acadience Benchmark review</li> <li>Triannual School Studies</li> </ul>		

### Goal # 3 Action Map

**Goal Statement:** Increase the percentage of third grade proficiency standards from 30% to 55% by the Spring of the 2025-2026 school year. Increase the percentage of second grade students scoring On Benchmark on the Spring Acadience assessment.

**Evidence-Based Strategy or Strategies:** *Use knowledge building curriculum to:* engage scholars in Read Alouds that build background knowledge, vocabulary and provide opportunities for oral language development and lay the foundation for comprehension.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Create structures, professional development and vocabulary scope and sequence to improve student vocabulary and oral language	Ensure students receive research aligned writing instruction, including transcription and composing	Expose students to comprehension strategies through modeling and discussion
Timeline	Summer 2024	August 2024 - May 2025 and ongoing	August 2024 - May 2025 and ongoing
Lead Person(s)	Network Literacy Specialist	Dean of Instruction for Literacy and classroom literacy teachers	Dean of Instruction for Literacy and classroom literacy teachers
Resources Needed	<ul style="list-style-type: none"> <li>Quality diverse text selection that builds around themes</li> </ul>	<ul style="list-style-type: none"> <li>Research aligned writing curriculum</li> <li>Classroom schedules with time for writing built on</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Quality diverse text selection that builds around themes</li> <li>Professional development</li> </ul>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Our priority as a network surrounds teacher development and coaching through professional development, coaching and feedback. We are supporting the action steps below using:</p> <ul style="list-style-type: none"> <li>Weekly or bi-weekly teacher coaching</li> <li>Monthly professional development</li> <li>Weekly data analysis (student work study)</li> <li>Daily lesson planning expectations</li> <li>Weekly Professional Learning Communities</li> </ul>		
Measure of Success	I-Ready growth on the vocabulary and comprehension sub-strands.		

	Action Step 1	Action Step 2	Action Step 3
	Improvement on student writing samples.		
Check-in/Review Date	<ul style="list-style-type: none"> <li>● Student writing analysis</li> <li>● Triannual I-Ready Benchmark review</li> <li>● Triannual School Studies</li> </ul>		

**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.*

We know that without constant monitoring and strategic planning our goals will not be reached. There are many ways we progress monitor and react to our progress or lack of progress to ensure we are implementing each action with fidelity. Here are the continuous tools and structures we use to progress monitor and respond to data.

Tool or Structure	Explanation
Teacher Coaching <i>Weekly/ Bi-weekly</i>	Each teacher is assigned a primary coach that they meet with weekly or biweekly depending on teacher tier. Coaches conduct weekly classroom observations and create aligned action steps that are delivered in coaching meetings that include video study, planning and practice. All coaching meetings and assigned action steps are captured in the Steplab online coaching platform.
Instructional Walkthrough Form <i>Multiple times per week</i>	The instructional walkthrough form is a tool used by our school and network leadership to measure implementation of our priorities within the classrooms. This allows us to get quantitative data about teacher performance over time and make informed decisions about professional development for the school and network and individual teacher coaching.
MTSS Data <i>Collected weekly or bi-weekly</i>	Our teachers are required to track progress monitoring data for MTSS. This progress monitoring data tool allows us to see individual growth for each student based on the interventions that are taking place. It is also an important tool for making decisions about individual student levels of support. Teachers meet with coaches and PLC teams to discuss data and to make plans to address data.
School Strategic Plan <i>Once per trimester</i>	The school strategic plan is a tool that is used to set school priorities and goals over the different arcs of the year. This allows the school to be extremely focused on a narrowed goal and create aligning action steps.
School Studies <i>Once per trimester</i>	School studies are a way for the network and school to partner together to monitor data after each arc of the year and collaborate on the school strategic plan.
RIMPs <i>Updated yearly, data taken weekly or bi-weekly</i>	RIMPs are created for individual scholars who are Not on Track for each student in grades K-3 and serve as an instructional guide to meet that student's needs.
Team Data Analysis <i>Weekly</i>	Teachers and leaders collect and meet to analyze and take action on data streams to plan instruction at all tiers. Data utilized: weekly exit ticket trackers aligned to CBM's, screening measures including Acadiece and iReady, diagnostic assessments including QPS and CORE phonics screener.

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

<p>Lesson Plans <i>Teachers are expected to have lesson plans daily; checked weekly</i></p>	<p>Lesson plans are analyzed each week using a lesson analysis form by the Deans of Instruction. Teachers are given weekly feedback on their lesson plans.</p>
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Below is the aligning language from the Instructional Walkthrough tool described above that allows us to capture real time classroom instructional data.

**Goal Statement:** Increase the percentage of third grade proficiency standards from 30% to 55% by the Spring of the 2025-2026 school year. Increase the percentage of second grade students scoring On Benchmark on the Spring Acaience assessment.

**Action Statement #1: Use Data to Drive Instruction: *Within the Foundations curriculum:* use data to drive whole group and small group instruction. Implement progress monitoring and initial MTSS program aligned to ODE Dyslexia Bill.**

Aligning Language from the Instructional Walkthrough Tool:

Students have sufficient opportunities to practice reading and writing newly-acquired foundational skills.
Foundational skills instruction is explicit, including teacher modeling and student practice and in the moment feedback.
Students practice acquisition of foundational skills within a text.
Students spend time on skills they are still working to develop, not those they have already mastered.
Flexible data based groupings are used in tier 1 and tier 2 instruction that maximize time in front of teacher and target specific student needs.

**Evidence-Based Strategy or Strategies:** *Use Geodes* and other decodable passages to: **connect Foundations skills** to reading ability and provide opportunity for **meaningful practice and application with a goal to build automaticity and fluency.**

Aligning Language from the Instructional Walkthrough Tool:

Both classroom teachers are meeting with data based small groups.
Independent work is purposeful and aligned to students instructional reading needs.
Instruction in groups is fast paced and provides many opportunities for student response.
Teachers provide in the moment feedback and there is evidence of data collection/ progress monitoring.
Small groups provide a combination of skills and application in connected text based on student data.

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

**Evidence-Based Strategy or Strategies:** *Use knowledge building curriculum to:* engage scholars in Read Alouds that **build background knowledge, vocabulary** and provide **opportunities for oral language development** and **lay the foundation for comprehension**.

Aligning Language from the Instructional Walkthrough Tool:

The teacher provides opportunities for students to independently read, practice, and work with grade/course -level texts, problems and tasks.
The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
The teacher summarizes the key idea, gist, content or mathematics with reference to student work and discussion to reinforce the deeper meaning.
The teacher strengthens all students' understanding of the content by sharing and discussing a variety of student work (show call).
When reading, require students to use details from the text to demonstrate understanding and/or support their ideas about the text.
Teachers plan to address student access of the lesson through vocabulary, modeling, background knowledge and spiral review.



## 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.*

#### Strategies to Support Learners

##### Tier I:

- **Phonics Curriculum:** We are continuing to implement and monitor fidelity of our new phonics curriculum, Foundations. The curriculum is aligned to Science of Reading and is systematic, explicit and multi-sensory. We also have added in decodable texts, phonemic awareness (Heggerty) and encoding strategies.
- **Data Analysis:** We have structures that ensure teachers continuously analyze Tier I data and make decisions about individual, small and whole group instruction accordingly. The data is used to drive small groups during Decodable Text block and allows teachers to make intentional choices about spiral review and teaching format.
- **Direct Instruction:** Working to include more direct instruction techniques that include frequent opportunities for all students to respond, multiple practice opportunities, modeling and in the moment feedback to address student errors.
- **High Quality Comprehension Curriculum:** Our comprehension curriculum is based on thematic units that allow scholars to learn about topics from high-quality text sets from a diverse set of authors. These units incorporate both reading comprehension, writing, and vocabulary instruction.
- **Authentic Texts and Writing Opportunities:** Teachers continue to build in opportunities for students to transfer phonics skills to reading and writing about authentic texts.
- **Differentiated Small Groups:** Teachers have time in the schedule to address differentiated needs including intervention and acceleration as needed.

##### MTSS:

- **Tier II and Tier III Curriculum:** Curricula utilized for Tier II and Tier III are aligned to Science of Reading and allow students to have continued at-bats with systematic, explicit instruction that utilizes direct instruction and meets their lagging needs.

- **Intervention Curriculum:** Intervention Specialists use an additional curriculum to ensure that students learn skills that have not yet been mastered. These curricula are aligned to Science of Reading.
- **Title Instruction:** Title rosters are formed to provide additional supports to the lowest performing students in each grade level.
- **Tutoring:** Tutoring is offered for students who demonstrate a need based on their data.

## 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.*

### **Professional Development:**

The effectiveness of any initiative is grounded in teacher practice. To support teachers in a move from balanced to structured literacy we have provided the following opportunities.

- Offered LETRs training on an opt in basis.
- Mandated ODE Dyslexia Training 18 hour course
- Created and delivered multiple professional development sessions based on SOR background and best practices.
- Provided vendor training aligned to adopted curriculums : Foundations, Heggerty.
- Reading Specialists conducted weekly grade level PLC meetings with a focus on implementation and data analysis during the implementation year.
- Provided summer intensive training with a focus on planning and execution for all new teachers.

### **Ongoing Coaching and Feedback:**

Monitoring teacher practice through weekly observation and coaching allows us to aggregate observational data to supply relevant professional development to groups of teachers and to create individual action plans for struggling teachers.

### **Progress and Improvement:**

Progress on measures will be shown by an increase in student data and a compilation of teacher practice indicators including observational data, ratings on aligned rubrics, and successful improvement on assigned action steps.

To grow our staff and adult implementation we will continue to provide professional development that increases teacher knowledge on all strands and practices aligned to Scarborough's Rope and the Big 5. We will continue to build out our MTSS systems and train teachers to provide structured, evidenced based literacy interventions. We will continue to invest in our coaching model to grow and retain teachers.

**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 135<sup>th</sup> 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 Structures**

Professional Development Structure	Who Attends	Brief Summary
Summer Intensive	Building Level Leaders	Building level leaders have specific tailored summer professional development that centers around planning for the next school year, these include sessions like the following: <ul style="list-style-type: none"> <li>● leadership mindsets and behaviors</li> <li>● coaching and impacting adults</li> <li>● quality literacy instruction</li> <li>● strategic planning</li> </ul>
Summer Institute	New Teachers (2 weeks) All teachers (1 week)	Summer institute is designed to on-board new staff in a two week explicit training for new staff members. Sessions include: <ul style="list-style-type: none"> <li>● Science of Reading</li> <li>● Curriculum training</li> <li>● Relationship Building</li> <li>● Cultural Competency</li> <li>● Culture Sessions</li> </ul> Our entire staff joins us for a week of Professional Development leading into the new year and include sessions such as the following: <ul style="list-style-type: none"> <li>● Yearly priorities and goals</li> <li>● Strategic plan overview</li> </ul>

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

		<ul style="list-style-type: none"> <li>• Literacy initiative learning</li> </ul>
Weekly Professional Learning Communities	All teachers	Teachers participate in weekly professional learning communities that are structured formats centering around curriculum internalization and data analysis.
Monthly Professional Development	All teachers	<p>The network literacy specialist provides training on a monthly basis on Science of Reading aligned techniques that allow teachers to better meet the needs of their students. These are targeted Professional Development sessions toward each grade-level teacher individually that teaches them interventions and activities that are research backed.</p> <p>Teachers then apply this learning through planning and implementation of their Decodable Text block.</p>
Weekly Professional Development	All teachers	Schools have the opportunity to offer Professional Development weekly to teachers after school on Thursdays. This time is used to respond to teacher practice data and aligns with their school strategic plans. PDs can be differentiated to meet the needs of all staff and ensure progress on the school strategic plan.

Professional Development topics will be aligned to our plan as outlined in this document. We understand that Professional Development is needed for all of our teachers to learn the information. However, we also recognize that Professional Development alone is not enough - our teachers need practice with feedback and ongoing coaching to implement the strategies and ensure we collaborate to meet the needs of all of our learners.

## APPENDICES

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

- [Breakthrough Public School Academic Roadmap](#)