March 4, 2024

Dear Principal Johnston:

Thank you for submitting the Eagle Elementary of Akron 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 goals listed in the RAP are tied to student data that has been provided.
- The action map is thorough and clear.
- There is a clear plan to provide teachers with feedback on a regular basis.

This plan will benefit from:
- The RAP relies on practices not aligned with the Science of Reading.
- The data analysis indicates that an assessment that is not approved by the state is used as the main factor in assigning students to reading groups.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Eagle Elementary of Akron 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 M. Weber-Mayrer, PhD.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

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Section for Literacy Achievement and Reading Success

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Department of
Education &
Workforce

Eagle Elementary of Akron

Reading Achievement Plan

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

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

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

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

DISTRICT NAME:

  Eagle Elementary of Akron

DISTRICT IRN:

012627

DISTRICT ADDRESS:

2199 5th St SW, Akron, OH 44314

PLAN COMPLETION DATE:

Dec 2023

LEAD WRITERS:

  Brittany Johnston, Principal

  Allie Byrne, Director of Academics

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
Brittany Johnston	Principal	Eagle Elementary	bjohnston@eagleelementary.org
Allie Byrne	Director of Academics	Tatonka Education Services	abyrne@tatonkaeducation.org
Flic Masters	4th/5th Grade Science and Social Studies Teacher and Team Lead	Eagle Elementary	fmasters@eagleelementary.org
Vanessa Hutras	Kindergarten Teacher and Team Lead	Eagle Elementary	vhutras@eagleelementary.org
Dana Baylor	3rd Grade Teacher	Eagle Elementary	dbaylor@eagleelementary.org
Shawn Priggett Robinson	Learning Lab Education Assistant	Eagle Elementary	spriggett@eagleelementary.org
Colin Howard	Office Manager and Family Liaison	Eagle Elementary	choward@eagleelementary.org
Kelly Thomas	Title 1 Teacher/ Testing Coordinator	Eagle Elementary	kthomas@eagleelementary.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 Building Leadership Team (BLT), as listed above, reviewed data from the last 3 years, current school wide expectations, and current curricular resources to identify areas for improvement. The team will present the plan to the full staff at the January staff meeting. Team leads will monitor their grade band implementation during biweekly TBT meetings, RTI meetings, and data reviews. The BLT will review progress quarterly to determine next steps and ensure the plan is being implemented.

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.

Eagle Elementary of Akron uses Curriculum Associates Ready Reading and Magnetic Reading comprehensive reading programs as a vehicle for balanced core literacy instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use the Developmental Reading Assessment (DRA) to determine a student's independent reading level. Lexile leveled books are used during guided reading groups for instruction at their instructional level for comprehension and decoding strategies, while independent level books are used for fluency. Students are exposed to grade level standards during whole group instruction then practice these standards using texts at their independent level. Students use the books in their book bag to complete independent work to reinforce the grade level comprehension and vocabulary focus. Progress monitoring is conducted weekly using running records and quarterly using formal assessments.

To provide multisensory structured instruction, EEA uses Fundations for phonics instruction, and Heggerty for phonological awareness for Kindergarten through 5th grade literacy instruction.   Additionally, tools are provided for guided reading, English Language Learners, Intervention, Enrichment, and cross curriculum integration. Teachers use the Groveport Madison Curriculum Maps to ensure all standards are taught and monitored and are aligned with Ohio Academic Standards for English Language Arts.

iReady online instruction is used to provide individualized instruction to close the gap for every student. Students participate in a minimum of 45 minutes a week of online instruction. This data is used for small grouping, progress monitoring, and Title 1 support services.

	TIER 1	TIER 2	TIER 3
Reading/ELA	Ohio Standards guide the core whole group, grade level instruction. Grade level standards are taught to all students. K-2 uses Ready Reading comprehensive reading program 3-5 uses Magnetic Reading comprehensive reading program Leveled books are used for small group guided reading daily and target skill interventions as appropriate. All intervention and instruction will be in the regular classroom. Fundations will be used for universal word study. I Ready online instruction is an adaptive program that will differentiate lessons for all students. Heggerty will be used for universal phonological awareness instruction in K-5 Resources such as BrainPop, ReadWorks and NewsELA are used to reinforce nonfiction reading and writing standards.	Leveled Literacy Intervention is used for students struggling with fluency and comprehension. Fundations, Just Words, and Wilson Reading System are used for students struggling with phonological awareness, phonics, vocabulary, decoding, and encoding based on a student's grade and unique needs. The Heggerty Phonemic Awareness Assessment data will be used to help identify needs. Title 1 targeted intervention as appropriate. Title 1 services can be pushed in or pulled out. Using resources such as The Florida Center for Reading Research, Fundations and Words Their Way. WIST will be used to identify the specific area of deficit and to determine targeted intervention	Students identified as needing Tier 3 support (IEP related goals) will receive intensive core instruction utilizing programs such as Wilson Reading System, Leveled Literacy Intervention, Fundations, West Virginia Phonics and iReady (online). Interventionists will use a push in or pull-out model, collaboratively with the reading specialist. Title 1 services can be pushed in or pulled out. Using resources such as Reading A-Z and Words Their Way.

Section 4 Part A: Relevant Learner Performance Data*

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

2022-23 KRA

Demonstrating	Approaching	Emerging
0	29% (4 students)	71% (10 students)

2023-24 KRA

Demonstrating	Approaching	Emerging
15% (3 students)	50% (10 students)	35% (7 students)

2022 Fall 3rd Grade OST

Advanced	Accelerated	Proficient	Basic	Limited
0	0	18% (3 students)	29% (5 students)	53% (9 students)

2023 Spring 3rd Grade OST

Advanced	Accelerated	Proficient	Basic	Limited
0	0	5% (1 students)	25% (5 students)	70% (9 students)

2023 Spring 4th Grade OST

Advanced	Accelerated	Proficient	Basic	Limited
0	11% (1 student)	22% (2 students)	11% (1 students)	56% (5 students)

2023 Spring 5th Grade OST

Advanced	Accelerated	Proficient	Basic	Limited
0	0	0	50% (1 students)	50% (1 students)

2023 Fall 3rd Grade OST

Advanced	Accelerated	Proficient	Basic	Limited
0	0	19% (3 students)	19% (3 students)	62% (10 students)

I Ready

I Ready 2022-23 End of Year data (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
8% (6 Students)	16% (13 Students)	40% (32 Students)	21% (17 Students)	15% (12 Students)

I Ready 2023-24 Fall (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
2% (2 Students)	4% (5 Students)	43% (52 Students)	27% (33 Students)	25% (30 Students)

I Ready 2023-2024 Fall Sub Group, Phonemic Awareness (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
57% (70 Students)	6% (7 Students)	22% (27 Students)	15% (18 Students)	0% (0 Students)

I Ready 2023-2024 Fall Sub Group, Phonics (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
14% (17 Students)	4% (5 Students)	28% (34 Students)	25% (31 Students)	29% (36 Students)

I Ready 2023-2024 Fall Sub Group, High Frequency Words (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
40% (49 Students)	1% (1 Students)	32% (39 Students)	18% (22 Students)	9% (11 Students)

I Ready 2023-2024 Fall Sub Group, Vocabulary (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
2% (2 Students)	11% (14 Students)	36% (44 Students)	26% (32 Students)	24% (30 Students)

I Ready 2023-2024 Fall Sub Group, Comprehension Literature (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
2% (2 Students)	5% (6 Students)	42% (52 Students)	24% (30 Students)	27% (33 Students)

I Ready 2023-2024 Fall Sub Group, Comprehension Informational (School-Wide)

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
3% (4 Students)	5% (6 Students)	36% (44 Students)	26% (32 Students)	30% (37 Students)

IReady 2023-2024 Kindergarten Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
5% (1 Students)	14% (3 Students)	81% (17 Students)	0% (0 Students)	0% (0 Students)

IReady 2023-2024 1st Grade Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
0% (0 Students)	5% (1 Students)	82% (18 Students)	14% (3 Students)	0% (0 Students)

IReady 2023-2024 2nd Grade Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level

5% (1 Students)	0% (0 Students)	35% (7 Students)	60% (12 Students)	0% (0 Students)

IReady 2023-2024 3rd Grade Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
0% (0 Students)	6% (1 Students)	12% (2 Students)	59% (10 Students)	24% (4 Students)

IReady 2023-2024 4th Grade Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
0% (0 Students)	0% (0 Students)	22% (6 Students)	19% (5 Students)	59% (16 Students)

IReady 2023-2024 5th Grade Class

Mid or Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years Below Grade level	Three Years Below Grade Level
0% (0 Students)	0% (0 Students)	13% (2 Students)	20% (3 Students)	67% (10 Students)

Benchmark Assessment Data:

Date Data Gathered	Data Source	Data/Assessment Result(s)	Analysis/Interpretation
Fall 1st Quarter	iReady Reading online Instruction	1st grade- Pass rate- 70-100% passed: 14 students 50-69%: 4 students 0-49%: 1 student	Average lesson time on task per student is 1 hour 5 minutes, indicating students are not focused or actively engaged in the lesson. This could indicate they do not sign out when they move away from iReady as a reading rotation. Overall pass rate is high, There is a range of Early K, Mid, K, lesson levels right now
Fall 1st Quarter	iReady Reading online Instruction	2nd grade- Pass rate- 70-100% passed: 18students 50-69%: 0 students 0-49%: 1 student	Average lesson time on task per student is 2 hour 41 minutes, indicating students are not focused or actively engaged in the lesson. This could indicate they do not sign out when they move away from iReady as a reading rotation.

			2 Students have had domains shut off due to not passing a lesson more than once, the teacher met with the students to complete a mini lesson before turning back on the domain. Overall pass rate is high, There is a range of Early K, Early 1 and Mid 1, lesson levels right now
Fall 1ˢᵗ Quarter	iReady Reading online Instruction	3rd grade- Pass rate- 70-100% passed: 15 students 50-69%: 1 students 0-49%: 0 student	Average lesson time on task per student is 3 hour 52 minutes, indicating students are not focused or actively engaged in the lesson. This could indicate they do not sign out when they move away from iReady as a reading rotation. All students are currently working on Phonics lessons Overall pass rate is high, There is a range of Early K, Early 1, Mid 1, Late 1, Early 2, and Mid 2 lesson levels right now
Fall 1ˢᵗ Quarter	iReady Reading online Instruction	4th grade- Pass rate- 70-100% passed: 21students 50-69%: 4 students 0-49%: 1 student	Average lesson time on task per student is 2 hour 45 minutes, indicating students are not focused or actively engaged in the lesson. This could indicate they do not sign out when they move away from iReady as a reading rotation. All students are currently working on Phonics lessons Overall pass rate is high, There is a range of Early K, Early 1, Mid 1, Late 1, Early 2, Mid 2, Early 3, and Late 4 lesson levels right now Teacher has adjusted a few student's placement after determining their diagnostic level was inaccurate.
Fall 1ˢᵗ Quarter	iReady Reading online Instruction	5th grade- Pass rate- 70-100% passed: 12 students 50-69%: 3 students 0-49%: 2 student	Average lesson time on task per student is 3 hour 52 minutes, indicating students are not focused or actively engaged in the lesson. This could indicate they do not sign out when they move away from iReady as a reading rotation. All students are currently working on Phonics lessons Overall pass rate is decent, There is a range of Early K, Early 1, Mid 1, Late 1, Early 2, Mid 2, Early 3, and Late 4 lesson levels right now The number of lessons completed ranges from 7 to 40 indicating there may be a need for some students to be moved to more difficult lessons.
Fall 1ˢᵗ Quarter	iReady Math online Instruction	K-5	Data indicates that math lessons are not being completed at the same rate as reading lessons. This may indicate teachers need support finding time during the math block to complete the lessons. Overall average lesson time on task was less in math

			than in reading which may indicate students are more actively engaged in the math lessons, or feel a sense of pressure to complete it quicker. Additional data from teachers is required to develop an action plan to increase time.
Fall 2nd qtr Quarter	Observation Form	5 observations have been completed since the start of 2nd qtr	Details attached
Fall 1st Quarter	Discipline Reports	OSS Aug- 0 Sep- 4 Oct-3 Nov- 1	Discipline reports indicate that fighting represents 8/9 out of school suspensions. K-3- 0 4th grader- 5 5th grader- 2 Based on the number of discipline concerns we have added another teacher to the 4t/5th grade team. Class sizes are now 15:1 with an Education Assistant supporting the grade level. We have seen a decrease in physical violence and an increase in teacher rapport with students since making the change.
Fall 1st Quarter	Dyslexia Screener	1st Grade: 9 kids at risk, 3 some risk 2nd Grade: 8 kids at risk, 3 some risk 3rd Grade: 13 kids at risk, 1 some risk 4th Grade: 10 kids at risk, 7 some risk 5th Grade: 8 kids at risk, 3 some risk	1st- 2nd grade= 40% at risk 3rd grade= 76% at risk 4th-5th grade= 41% at risk Data affirms the need for explicit, systematic instruction in K-5 in phonics and phonological awareness. See table below.

Grade	Heggerty Level	Fundations Level
K	Kindergarten	Kindergarten
1	Primary	1st Grade
2	Primary	2nd Grade
3	Primary	2nd Grade
4	Primary	3rd Grade
5	Primary	3rd Grade

-iReady time on task data indicates a need to reestablish expectations with teachers on active monitoring and tracking my lessons completed each week rather than time on the computer. We will reset the expectation as 2 passed lessons per subject per week.

Heggerty screener results:

Kindergarten	Onset Fluency: Initial Phoneme Isolation	Blending Phonemes into words	Final Phoneme Isolation	Segmenting words into Phonemes	Isolating the Medial	Adding Initial Phonemes	Deleting initial phonemes	Substituting initial phonemes
Beginning	77%	77%	73%	86%	86%	91%	77%	82%
Developing	23%	23%	27%	14%	14%	5%	18%	14%
Proficient	0%	0%	0%	0%	0%	5%	5%	5%

First Grade	Onset Fluency: Initial Phoneme Isolation	Blending Phonemes into words	Isolating Final Sound in Words	Segmenting words into phonemes	Isolating Medial Sounds in words	Adding initial phonemes	Deleting initial phonemes	Substituting initial phonemes
Beginning	20%	35%	25%	35%	50%	40%	30%	45%
Developing	5%	15%	0%	20%	10%	10%	20%	10%
Proficient	70%	50%	75%	45%	40%	50%	50%	45%

2nd Grade	Rhyme Production	Onset Fluency	Blending Phonemes	Isolating Final Sound in Words	Segmenting words into phonemes	Isolating Medial Sounds in words	Adding initial phonemes	Deleting initial phonemes
Beginning	100%	37%	26%	68%	26%	68%	47%	58%

	Rhyme Production	Onset Fluency	Blending Phonemes	Isolating Final Sound in Words	Segmenting words into phonemes	Isolating Medial Sounds in words	Adding initial phonemes	Deleting initial phonemes	Substituting initial phonemes
Proficient	0%		42%	21%	5%	68%	16%	42%	21%

3rd Grade	Rhyme Production	Onset Fluency	Blending Phonemes	Isolating Final Sound in Words	Segmenting words into phonemes	Isolating Medial Sounds in words	Adding initial phonemes	Deleting initial phonemes	Substituting initial phonemes
Beginning		0%	0%	0%	13%	0%	0%	0%	0%
Proficient		100%	100%	100%	87%	93%	100%	100%	100%

Data indicates that first and third grade have the highest level of proficiency at this time. The results for 2nd grade are concerning as those students had consistent instruction in Fundations and Heggerty last school year. Additional data is needed to understand the disconnect between instruction and retention.

DRA August Results:

August	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
Kindergarten Level	95%	76%	37%	0%	12%	14%	39%
1st Grade Level	5%	14%	58%	43%	18%	7%	24%
2nd Grade Level	0%	10%	5%	29%	24%	14%	14%
3rd Grade Level	0%	0%	0%	29%	24%	29%	14%
4th Grade Level	0%	0%	0%	0%	0%	14%	2%
5th Grade Level	0%	0%	0%	0%	6%	7%	2%
6th Grade Level	0%	0%	0%	0%	0%	0%	0%

Data indicates 25% of students are on grade level per the DRA. The DRA monitors different skills than iReady and will be used as a data point for teachers when determining their instructional reading level for small group targeted instruction.

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.

Factors believed to contribute to low reading achievement at Eagle Elementary is lack of early literacy skills, which would come from students attending preschool. Our kindergartners come to school without. having access to preschool. Another factor that is believed to contribute to low reading achievement is having different types of media available to the student at home such as books, magazines things for them to read. Prior and continue knowledge of skills within reading are only practice and acquired during the school year. One internal factor is staff changes each school year which leads to a decrease in rigor and curriculum retention. Another potential factor could be K-3 teachers who do not have reading endorsements and are comfortable teaching reading, lastly since the pandemic, we have seen a decrease in licensed teachers in the state of Ohio along with seeing licensed teachers applying for community schools for employment, which has led to an increase in candidates with a substitute license with no background in early literacy or reading.

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.

One root cause or analysis of the provided learner performance data and factors contributing to low reading achievement at Eagle elementary is the lack of exposure and early literacy provided to our students before they begin with us in kindergarten. This is seen as our kindergartners begin to read, and they begin to learn the fundamentals which they should have learned in preschool. Our first grade has seen the most growth with reading as they have the basic knowledge and concepts from kindergarten in our learning to progress with those skills. One cause that contributes to this is the low socioeconomic status of our entire school population because they are not exposed to a lot of different things or have the funds or means available to them. Show low testing scores in our consistently low even when learning new content. Early exposure and socioeconomic status can hinder any student when it comes to reading and understanding new material.

Section 4: Measurable learner Performance Goals And Adult implementation goals*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal #1- By June 2024, data will indicate 55% of students will meet their Annual Typical Growth Reading goal (compared to 35% in FY23) on the Spring iReady Reading Diagnostic assessment.

     Sub goal- By June 2024, data will indicate 80% of K-3 students will be proficient in Phonological Awareness (compared to 35% on the Fall iReady Diagnostic Assessment) on the Spring iReady Reading Diagnostic assessment.

     Sub goal- By June 2024, data will indicate 80% of K-3 students will be proficient in Phonics (compared to 14% on the Fall iReady Diagnostic Assessment) on the Spring iReady Reading Diagnostic assessment.

Goal #2- During the 2023-2024 school year, 100% of K-3 teachers will implement Heggerty and Fundations with fidelity to increase phonological awareness and phonics scores, as measured by the iReady Dyslexia screener and Heggerty Phonological Awareness screener.

Section 5: Action Plan Map 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.

<p align="center">Goal # _1__ Action Map</p>

Goal Statement: Goal #1- By June 2024, data will indicate 55% of students will meet their Annual Typical Growth Reading goal (compared to 35% in FY23) on the Spring iReady Reading Diagnostic assessment.

Sub goal- By June 2024, data will indicate 80% of K-3 students will be proficient in Phonological Awareness (compared to 35% on the Fall iReady Diagnostic Assessment) on the Spring iReady Reading Diagnostic assessment.

Sub goal- By June 2024, data will indicate 80% of K-3 students will be proficient in Phonics (compared to 14% on the Fall iReady Diagnostic Assessment) on the Spring iReady Reading Diagnostic assessment screen.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	School wide expectations for universal reading instruction curriculum	Assessment Calendar- Beginning/ middle/ end of the year assessment data collection for baseline data. Data will be used to identify tier 2 students who need additional targeted interventions (in conjunction with the Dyslexia law procedures)	Implementation of targeted intervention based on screener data (Students on RIMPs)
Timeline	August 2023	September 2023, February 2024, May 2024	October 2023-May 2024
Lead Person(s)	Allie Byrne	Kelly Thomas	Kelly Thomas
Resources Needed	iReady Reading, iReady Magnetic Reading, Fundations, Heggerty, LLI	iReady Reading Diagnostic Tier 1 Dyslexia Screener- iReady Dyslexia screener	iReady Teacher Center- online lessons WIST

		Heggerty Phonological Awareness Screener WIST- Tier 2 Dyslexia Screener	Heggerty Phonological Awareness Screener
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	During preservice, teachers will dig into each curricular resource. School wide expectations for implementation (frequency, assessment, remediation strategies, etc) will be reviewed and discuss in grade bands. Team leads will demo lessons for new teachers. Lesson plans will include these elements to ensure alignment and allow for feedback from the Principal and team leads	Assessment calendar will outline expectations for who is assessed when. After each round of assessments, teams will meet to review the data and determine students who need additional support. These procedures will align with the state Dyslexia expectations for tier 1 and 2 interventions/ progress monitoring	Based on the screener results, students will be placed into groups based on their area of deficit. The WIST will be used for students who showed as At Risk on the fall dyslexia screener and who were not making progress during the 6 week intervention, or who also score at risk in the winter screener. The WIST data will provide a deeper level of information.
Measure of Success	Teacher feedback will indicate they feel they have the resources needed to provide differentiated, targeted, quality instruction to students. They will know who to go to for questions regarding each resource.	Decrease number of identified at risk students on the winter and spring iReady Dyslexia screener Increase scores on Heggerty screener Increase scores in phonological awareness and phonics on iReady winter and spring diagnostic	Decrease number of identified at risk students on the winter and spring iReady Dyslexia screener Increase scores on Heggerty screener Increase scores in phonological awareness and phonics on iReady winter and spring diagnostic

Description of Funding	ESSER funds used to purchase curriculum	Title 1 funds and ESSER	Title 1 funds and ESSER
Check-in/Review Date	End of preservice	Sep, Feb, May	Ongoing progress monitoring, at least every 6 weeks Fall, winter, and spring screeners

Goal # _2__ Action Map

Goal Statement:Goal #2- During the 2023-2024 school year, 100% of K-3 teachers will implement Heggerty and Fundations with fidelity to increase phonological awareness and phonics scores, as measured by the iReady Dyslexia screener and Heggerty Phonological Awareness screener.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	School wide expectations for universal reading instruction curriculum	Targeted feedback for teachers	Data driven instruction with high yield strategies
Timeline	August 2023	Nov 2023-May 2024	Ongoing
Lead Person(s)	Allie Byrne	Brittany Johnston	Brittany Johnston

Resources Needed	iReady Reading, iReady Magnetic Reading, Fundations, Heggerty, LLI	[EEA Observation Form FY24](#)	[Marzano's High Yield Strategies](#)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	During preservice, teachers will dig into each curricular resource. School wide expectations for implementation (frequency, assessment, remediation strategies, etc) will be reviewed and discuss in grade bands. Team leads will demo lessons for new teachers. Lesson plans will include these elements to ensure alignment and allow for feedback from the Principal and team leads	Providing timely and targeted feedback to teachers, as well as discussion observations will help build the capacity of our universal instruction.	We are currently working on Marzano's Nine High Yield Instructional Strategies along with aligning our small groups based on DRA and Haggerty data to better support students and their instructional needs. Reinforcing effort and providing recognition is something staff continuously do each day. https://navigator.fcps.net/storage/793/Marzanos-9-High-Yield-Instructional-Strategies-(1).pdf Meeting regularly with grade bands to analyze student data. Digging into an assessment to determine where the gap of understanding might be and how to address the gap before moving forward.
Measure of Success	Teacher feedback will indicate they feel they have the resources needed to provide differentiated, targeted, quality instruction to students. They will know who to	Scores on observation forms increase	TBT meetings follow a standard data talk protocol that encourages reflection and analysis

	go to for questions regarding each resource.	Data indicates teachers are using the expected curriculum	Teachers are observed implementing the Marzano strategies Data indicates universal instruction is meeting student needs, less students required tier 2.
Description of Funding	ESSER funds used to purchase curriculum	NA	NA
Check-in/Review Date	End of preservice	Monthly	Quarterly

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.

1. Starting in QTR 2, every teacher will be observed and provide written feedback monthly. Teachers identified as needing additional support will receive written feedback every other week or as needed.
2. These **practical interim, formative, or benchmarking measurements/assessments** will be used to monitor the direction of change.
    a. I-ready, informal classroom assessments which correlate to our current curriculum. Also, informal observational data for students and teachers.
    b. EEA Observation form
    c. Discipline records
    d. Teacher feedback

3. These **summative measurements/assessments** will indicate the desired student outcomes have been achieved.

    a. State testing

b. Teacher observation tools

c. iReady Spring Diagnostic data will indicate growth in both reading and math.

4. Teacher Based Team meetings will indicate if teachers are implementing the curriculums with fidelity and will review classroom assessment data

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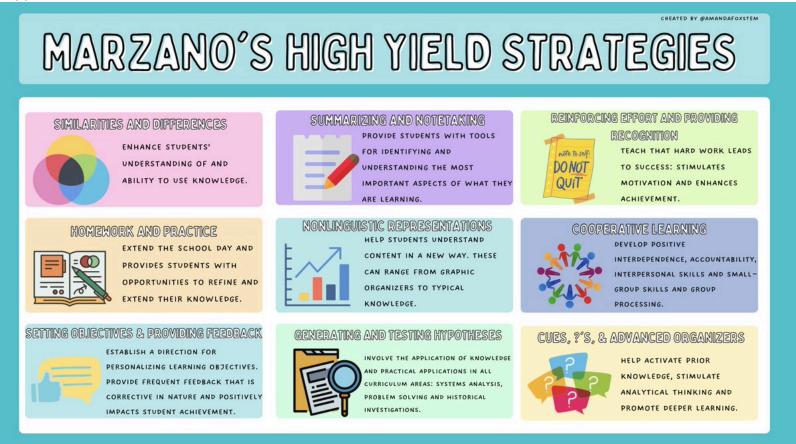
**Under Ohio Revised Code 3313.608,* Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.

**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.*

Eagle Elementary of Akron uses Curriculum Associates Ready Reading and Magnetic Reading comprehensive reading programs (on the state approved vendor list) as a vehicle for balanced core literacy instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use the Developmental Reading Assessment (DRA) to determine a student's independent reading level. Lexile leveled books are used during guided reading groups for instruction at their instructional level for comprehension and decoding strategies, while independent level books are used for fluency. Students are exposed to grade level standards during whole group instruction then practice these standards using texts at their independent level. Students use the books in their book bag to complete independent work to reinforce the grade level comprehension and vocabulary focus. Progress monitoring is conducted weekly using running records and quarterly using formal assessments.

To provide multisensory structured instruction, EEA uses Fundations for phonics instruction, and Heggerty for phonological awareness for Kindergarten through 5th grade literacy instruction. Fundations for tier 1, Just Words for tier 2, and Wilson Reading Program for tier 3 are nationally recognized programs that are research based and provide explicit and systematic multisensory phonics instruction.

iReady online instruction (state approved) is used to provide individualized instruction to close the gap for every student. Students participate in a minimum of 45 minutes a week of online instruction. This data is used for small grouping, progress monitoring, and Title 1 support services.

Marzano's 9 High Yield Strategies are backed by research to increase student achievement.

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.*

This is the second year that Eagle has had set school wide curriculum expectations, using a state approved curriculum vendor. These programs are researched based, provide for differentiation, and include review of previous topics. Formal and informal data will be analyzed to determine areas of improvement. We also recognize that most of our students start the school year a full year behind grade level expectations. It takes time, systematic, and explicit instruction and consistency to close this achievement gap.

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.*

All general education, Title, and Special Education teachers were required to complete the state Dyslexia instruction course for the 2023-2024 school year.

Event Name	Topic	Proposed Date(s)	Who is required to attend?	Rationale for Selection	Delivery mode (coaching, seminar, online training)	Funding Source
New School Leaders Training		7/27/23	Assistant Principal	New hire in this position of leadership	In person	

PAX Good Behavior Games	Classroom management, PBIS,	During Teacher Preservice August 7-12-2023	All staff members	PAX is researched based program designed to teach self-management skills, increase classroom communities, and student engagement	Online	
Culturally Responsive Teaching and the Brain	Classroom Management/ Instruction strategies	During Teacher Preservice August 7-12-2023	All staff members	Culturally Responsive Teaching and the Brain provides insights to the biological impact of learning and how teachers can maximize their instruction while minimizing trauma to students.	In person	
Wilson Reading System	Multisensory literacy instruction	Over summer	Special Education Teacher	3 Day course to teach the WRS system	Online	Title II
Fundations/ Just Words	Multisensory literacy instruction	Over summer	Selection of classroom and Title 1 teachers	6 hour training to teach Fundations and Just Words program	Online	Title II
Small Groups and Classroom Management	Best Practices	8/7/2023	All teachers	Increasing student engagement and achievement through small group instruction	In person-	
Creating a FUNctional Classroom	Classroom environment, alternative seating	8/7/2023	All Teachers	Discussing school wide expectations, best practices for alternative seating, how to set and maintain procedures	In person	
Academic Program Overview	Academics	8/7/2023	All teachers	Establishing common expectations for the academic program, use of curricular materials and more	In person	
Genius Hour	Project-Based Learning	8/7/2023	All teachers	Introduction to expectations on Genius	In person	

				Hour/STEAM expectations. Quarter 1 planning		
Discipline Framework	PAX and Discipline framework	8/9/2023	All teachers	PAX, PBIS, Trauma informed teaching, and restorative discipline	In person	
Courageous Conversations	Conflict Resolution	8/9/2023	All staff	TES framework for Courageous Conversations	In person	
I Love U Guys	Emergency management plan	8/10/2023	All staff	Standards response protocol	In person	
I-Ready Math	Academics	8/7/2023	All academic teachers	Introduction to the program and best practices	In person- I-Ready Associates	
I-Ready Reading	Academics	8/7/2023	K-2 academic teachers Title 1 Special Education	Introduction to the program and best practices	In person I-Ready Associates	
Magnetic Reading	Academics	8/7/2023	3-5 academic teachers Title 1 Special Education	Introduction to the program	In person	
RTI Overview	Personalized Learning	8/9/2023	All academic teachers	RTI timeline and expectations	In person	
UDL	Personalized Learning	8/9/2023	All teachers	Introduction to UDL, teacher lesson plan expectations	In person	
Safety Trainings	School safety	8/10/2023	All staff	Complete all required/assigned safety training videos	Public School Works online	
CPI	Student and Staff safety	8/10/2023	All staff	Complete 8-hour course and practice using CPI techniques	In person	
Marzano's High Yield Strategies	Academics	11/13/2023	All academic teachers	Research based strategies to increase student achievement	In person	

ODE Dyslexia Course	Academics	May 2023-Sep 2023	All academic teachers	Complete required 18 hours of Dyslexia instruction Needed to increase teacher capacity and understanding of the SOR	Virtual	

Appendices

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

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