



March 22, 2024

Dear Superintendent Stevens:

Thank you for submitting the East Academy Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

#### **Strengths of the Reading Achievement Plan:**

- Plan included data beyond grade 3 (included grades 4-8 in addition to K-3).
- There is evidence of teaming structures in place (DLT, BLT, TBT) and a plan to communicate the reading achievement plan through the teams.
- The plan is aligned with the school's overall improvement efforts including One Plan goals.

#### **This plan will benefit from:**

- Inclusion of a detailed root cause analysis
- A more detailed professional development plan including details on how professional learning is job-embedded and sustained.
- Expanding the collaborative team created to design and monitor the plan to include teacher leaders from various content areas and grade levels and family and community engagement team members who represent parents, businesses, health and human services and other community organizations.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If East Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](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 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: East Academy**

**DISTRICT IRN: 014187**

**DISTRICT ADDRESS: 15720 Kipling Ave.**

**Cleveland, OH 44110**

**PLAN COMPLETION DATE: 12/7/2023**

**LEAD WRITERS: Ashley Hall-Green, Principal EK-8**

## 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
Ashley Hall-Green	Principal, EK-8	East Academy	<a href="mailto:ahallgreen1@acaeast.com">ahallgreen1@acaeast.com</a>
Heather Stevens	Regional Vice President/Superintendent	ACCEL Schools	<a href="mailto:hmstevens@accelschools.com">hmstevens@accelschools.com</a>
Denecia Dillard	Executive Principal	East Academy	<a href="mailto:ddillard@lakeerieprep.org">ddillard@lakeerieprep.org</a>
Brienna Rabb	Director of Academics	East Academy	<a href="mailto:Brienna.rabb@acaeast.com">Brienna.rabb@acaeast.com</a>
Ericka Schmidt	3 <sup>rd</sup> Grade Teacher Grade Teacher/RTI Coordinator	East Academy	<a href="mailto:eschmidt@acaeast.com">eschmidt@acaeast.com</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.*

During the summer of 2023, the District Leadership Team analyzed the data and identified areas of improvement for the building. Specific critical needs were identified directly related to the K-3 literacy instruction. Once these critical needs were identified by the District Leadership Team, instructional priorities were developed and incorporated into our planning for the 2023-2024 school year. The team assured that these priorities aligned to the goals, strategies, and monitoring plan outlined in our School Improvement Plan. Both plans comprise of targeted professional development, improvement goals for K-3 literacy, as well as evidenced based assessment and instructional strategies.

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

Reading data for K-3 will be collected at the start of the school year. Once results have been collected, our team will review the data and identify those students in need of Tier 2 and Tier 3 supports. Instructional supports will be implemented and progress monitoring will be implemented. The plan will be utilized to teach new skills, build fluency in a skill, or encourage the scholar to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. In addition, the RTI Team will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.

The plan will be communicated to all stakeholders in a variety of methods of communication. Principals were informed of the instructional priorities during leadership meetings. Information continued to be received through discussions and electronic communication. The School Leadership Team shared the information with staff during face to face meetings and followed up during coaching meetings. The plan will be communicated to parents through their implementation of RIMPs assigned to students in Kindergarten through Fourth Grade.

## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\*

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

The mission and vision is to create a learning environment that will challenge each student to become life-long learners and critical thinkers, inside and outside the classroom. Creating these skills will equip all students to become effective members of society and be able to advocate for themselves throughout their lives. The Reading Achievement Plan is in alignment with the One Needs Assessment and the One Plan. The action steps and strategies were developed to address areas of deficiency in student learning and teacher instruction, to lead to in an increase of the overall reading achievement.

The team assured that the priorities outlined in this plan aligned to the goals, strategies, and monitoring plan outlined in our School Improvement Plan. Both plans comprise of targeted professional development, improvement goals for K-3 literacy, as well as evidenced based assessment and instructional strategies. This Reading Improvement Plan specifically aligns to Priority Need 2 on our School Improvement Plan as we want to ensure that our scholars show growth and get on-track with targeted instruction.

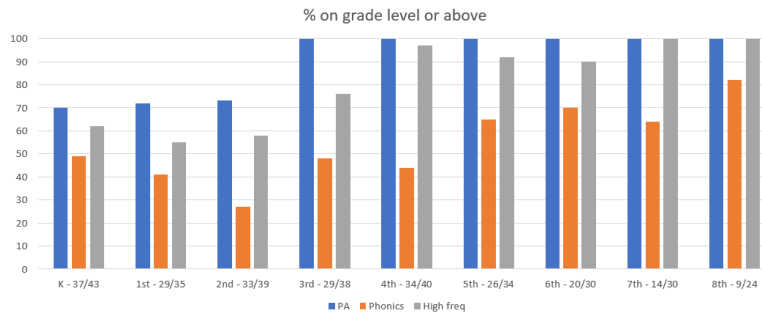
We also have aligned the plan to the Ohio Improvement Process (OIP). When creating the plan, the District Leadership completed step one of the OIP process by identify critical needs. The progress monitoring of our plan also aligns to OIP. Teachers will participate in data meetings with the Director of Academics which will focus on step 5 to analyze reading data in order to reflect and adjust instruction to show the desired growth.

This plan also aligns to our overall improvement as we are currently focusing on data meetings to ensure that our instruction is data aligned. This will begin at the beginning of the year and continue through the end of the year in order to identify specific scholars that require targeted instruction to show targeted growth.

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

**SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\***

**East Foundational Literacy in iReady**



- The graph above depicts foundational literacy data, derived from the end of year I-Ready Reading Assessment for grades K-8 at East Academy. The focal point should be on K-3 literacy data.
- This data directly relates with Priority Need/Goal 2: By 2023, 80% of East Academy scholars will gain one or more years in literacy and mathematic skills, as provided by the Beginning of Year (BOY) and End of Year (EOY) i-Ready assessment data.

**2022-2023 Results: K-3 Early Literacy**

In the 2022-2023 School Year, grades K-3, East Academy students saw growth gains across the board. The chart below depicts growth in K-3 by grade level.

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade K	66%	24%	47%	13%	43%	46/52
Grade 1	56%	23%	40%	3%	40%	30/34
Grade 2	120%	65%	80%	35%	58%	26/26
Grade 3	115%	52%	73%	31%	66%	29/30

**The actions taken to improve K-3 Literacy are as follows:**

- **Frequent and Ongoing Professional Development-** implement new instructional practices well while they received ongoing support trying the practices in the classroom. Our professional development sessions included:
  - Demonstrated techniques
  - Opportunities to practice techniques in role-play situations
  - Time for teachers to work together
  - Opportunities to work with experts, such as coaches, lead teachers, or other instructional leaders.

Members of the BLT observed teachers’ practices and offer guidance and feedback, demonstrated lessons, helped create solutions to instructional problems, and assisted teachers in using assessment results to



inform instruction. This will provided us with the opportunity to increase high-quality instruction and ensure targeted instruction was occurring.

- **Small Group Instruction:** Small-group reading is a strategy in which the teacher supports and guides the scholars with skills on their instructional level. The teacher helps scholars develop an understanding of the reading decoding and fluency skills while prompting them to apply strategies they will need to become independent readers. This strategy allowed us to target the specific skills that a group of scholars needed in order to become successful readers and to fully comprehend text. This also allowed us to differentiate our instruction according to data analysis.
  
- **Daily Phonics Instruction:** Phonics involves instruction to assist scholars with sounds and decoding words. The goal of phonics instruction is to teach scholars the most common sound-spelling relationships so that they can decode simple and complex words. Many scholars that struggle to read often rely on context and picture clues. Therefore, additional phonic support is a crucial element in reading success.
  
- **Instructional Coaching:** Directors of Academics are leaders who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms. Instructional coaching at East Academy will include the following activities:
  - Data analysis
  - Observations
  - Feedback sessions
  - Modeled lessons
  - Co-teaching sessions
  - Lesson planning support

### 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.*

When looking at the data, we have seen an increase in the percentage of scholars that have met the cut score when taking the reading I-Ready Diagnostic, however, we need to continue to push the number of scholars that are proficient or higher in reading. The following items were determined as factors to low reading achievement:

- The lack of emphasis of daily reading for pleasure in the home by the school has been identified as a contributing factor to low reading achievement. The expectation was that scholars should read at home 20 minute each night. However, there was a lack of oversight and accountability by teachers and leaders. This qualifies as both an internal and external factor that

contributes to underachievement in reading.

- East Academy had inadequate means for tracking assessment data and utilization of data to inform instruction as a consistent Director of Academics was not present during the better half of the 2022-2023 school year. The lack of a fully focused Director of Academics limited the amount of data conversations that were able to be held with teachers. This is an internal factor.
- East Academy did not provide adequate resources for families to ensure that students are hearing fluent readers at the home level to increase their overall fluency. This is an internal factor.
- We found inconsistent teaching practices and expectations during English Language Arts instruction during the 2022-2023 school year (in spite of COVID/Virtual Learning). This is an internal factor.
- Another internal factor identifies is the school did not provide parents with on-going data in order to track on grade level progress throughout the year and from year to year in grades K-3. While RIMPs were created and followed, we need to have additional data information shared with parents on a consistent basis. This would afford us the opportunity to work closely with parents in regards to their scholars' academic progress. The addition of a director of Academics full time addresses this factor in the 2023-2024 school year.
- There was also lack of collaboration across grade levels to ensure that the goals are met by scholars. More intentional Teacher Based Teacher Team meetings must occur in order for the collaboration to occur and intentional interventions incorporated into instruction.
- Low attendance percentages and consistent cooperation from parents in the upper grades were serious concerns in the 2022-2023 school year. This would be an external factor.
- East Academy had an inconsistent implementation of i-Ready online instructional component. Our schedule provides an instructional block in which rotations are occurring in order to provide small group instruction. Scholars time-on task indicates that the scholars were not actively participating. Additionally, our teachers did not review the I-Ready data with the scholars or address it when a problem was observed.
- During the 2022-23 school year, some of the classroom had unbalanced instruction between whole group instruction, small group instruction, and individualized instruction. This prevented us from meeting the needs of the scholars in these classes as majority of the instruction occurred whole group.
- An external factor would have to be the surrounding issues of the community that affect our students directly in school.

### 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.*

East Academy would need to ensure that constant coaching on best practices for reading instruction, professional development on data driven instruction for a more individualized approach and targeted small group instruction is needed. Through professional development and constant and consistent coaching teachers are able to showcase that the best practices and instructional methods assist with student success.

### 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.*

**Learner Performance Goal:**

By 2023, 50% of East Academy's K-3rd grade students will score on track according to i-Ready reading diagnostics.

**Literacy Performance Sub Goal**

Students will grow 1-5 reading levels with 60 minutes of weekly intensive ELA, small group instruction for a duration of the 2022-2023 school year.

**Adult Implementation Goal:**

Every Semester, English Language Arts - Implementation Data of All Staff will be monitored by Superintendent, Principal, with an overall improvement of increase 15.00 % by the end of the plan.

**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 # \_\_\_ Action Map**

Goal Statement:

Evidence-Based Strategy or Strategies:

	<b>Action Step 1:</b>	<b>Action Step 2:</b>	<b>Action Step 3:</b>
<b>Implementation Component</b>	<b>Provide professional development for primary teachers, inclusive of Intervention Specialist and Title I teachers</b>	<b>Scholars will engage in daily decoding and fluency practice through targeted reading instruction during daily small group instruction.</b>	<b>Incorporate the Content-Focused Coaching model to actively support in-class implementation of the board adopted curriculum. Feedback/data meetings will occur with the Director of Academics which will focus on student growth.</b>

	Action Step 1:	Action Step 2:	Action Step 3:
Timeline	Began in the Summer of 2023 and is ongoing throughout the 2023-2024 School Year.	Began in the fall of 2023 and is ongoing throughout the 2023-2024 School Year.	Begins in the Winter of 2024 and is ongoing throughout the 2023-2024 School Year.
Lead Person(s)	Principal, Director of Academics, Regional Vice President, Director of Academics.	Principal, Director of Academics, Classroom Teachers, Special Education Teachers and Title 1 Teachers and Parents.	Principal, Director of Academics, Regional Vice President, Classroom Teachers, Special Education Teachers and Title 1 Teachers.
Resources Needed	-Relevant Reading Data, ---Professional Development Resources, -Board Adopted Curriculum -Pacing Guides -Instructional Schedules	-Targeted Reading Instruction Curriculum -Professional Development	-Relevant Reading Data, -All admin/teachers trained on feedback cycle and data meetings protocols,
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	-During the summer of 2023, teachers received the first round of professional on the required instructional components including Reading Comprehension, Heggertys, I-Ready, and Intervention Block. -Throughout the course of the year the District Leadership Team and the School Leadership Team will identify teachers which need additional job-embedded professional development. -When trends indicate a full staff professional development is required, trainings will occur during scheduled professional development days. -At the conclusion of the 2023-2024 school year,	-During Fall trainings of 2023, teachers received professional development on small group instruction for all grade levels in reading. -After the beginning of the year diagnostics teachers will participate in data meetings with leaders to determine the grouping of the scholars and the placement levels of each group. -Instruction will occur daily and data will be constantly reviewed throughout the 2023-2024 school year.	-After the Middle of the Year Assessments occur, the Director of Academics met with teachers to review data. -After data is reviewed, the Director of Academics will conduct observations to review proper implementation of identified interventions. -The Director of Academics will continue with monthly data meetings, observations, and active coaching. -At the conclusion each data meeting cycle, the Director of Academics will meet with the Principal to review school-wide data.  -Data trends and concerns will be discussed with all K-3 teachers during TBT meetings

	<p>the leadership team will review data and identify additional professional development that is needed during the summer of 2023. If possible, the professional developments during the 2023-2024 school year will be differentiated according to individual teacher's success of implementation.</p>		<p>and is ongoing during the 2023-2024 school year.</p>
Measure of Success	<ul style="list-style-type: none"> <li>-After observation and coaching meetings occur, we will review notes to determine the success of the professional development provided. We will know we have been successful when we are consistently observing the components implemented in all classrooms.</li> <li>-Increased scores on all literacy measures Diagnostic Assessments, Short Cycle Assessments, and On Demand Writing Prompts will also provide us information on the success.</li> <li>- East Academy will determine success when all students pass from third to fourth grade by their academic performance on the Ohio State Test.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher will participate in coaching meetings in which data is reviewed and next steps are identified.</li> <li>-During these coaching meetings the teachers will identify scholars that can move to on-track. We will identify success when we see 50% of the scholars identified increase their placement.</li> <li>-After reviewing K-2 growth reports on i-Ready we will measure success according to percentage of scholars that meet their typical and stretch goals.</li> <li>-After reviewing diagnostic data, we will identify the percentage of scholars that have moved reading levels to determine success.</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will participate in coaching meetings in which data is reviewed and next steps are identified.</li> <li>-During these coaching meetings the teachers will identify scholars that must move to on-track. We will identify success when we see 50% of the scholars identified increase their placement.</li> <li>-After reviewing K-2 growth reports on i-Ready, we will measure success according to percentage of scholars that meet their typical and stretch goals.</li> <li>-After reviewing diagnostic data, we will identify the percentage of scholars that have moved reading levels to determine success.</li> <li>-Success for implementation of curriculum will be determined once 100% of classrooms are successfully utilizing the curriculum and following daily instructional schedules.</li> </ul>

	Action Step 1:	Action Step 2:	Action Step 3:
Description of Funding	<ul style="list-style-type: none"> <li>-General Funds</li> <li>-IDEA Funds</li> <li>-Title 1 Funds</li> <li>-ESSER Funds</li> <li>-SQI Funds</li> </ul>	<ul style="list-style-type: none"> <li>-General Funds</li> <li>-IDEA Funds</li> <li>-Title 1 Funds</li> <li>-ESSER Funds</li> <li>-SQI Funds</li> </ul>	<ul style="list-style-type: none"> <li>-General Funds</li> <li>-IDEA Funds</li> <li>-Title 1 Funds</li> <li>-ESSER Funds</li> <li>-SQI Funds</li> </ul>
Check-in/Review Date	<p>-We will review prior to all scheduled professional development days during the 2023-2024 school year.</p> <ul style="list-style-type: none"> <li>• 9/1/23</li> <li>• 9/25/23</li> <li>• 10/30/23</li> <li>• 11/7/23</li> <li>• 1/2/24</li> <li>• 1/29/24</li> <li>• 3/1/24</li> <li>• 4/1/24</li> <li>• 6/3/24</li> </ul> <p>-We will also review after each set of Diagnostic Data is collected throughout the 2023-2024 School year.</p>	<ul style="list-style-type: none"> <li>• 1/2/24</li> <li>• 1/29/24</li> <li>• 3/1/24</li> <li>• 4/1/24</li> <li>• 6/3/24</li> </ul>	<ul style="list-style-type: none"> <li>• 1/2/24</li> <li>• 1/29/24</li> <li>• 3/1/24</li> <li>• 4/1/24</li> <li>• 6/3/24</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.*

**Assessment Utilized**

- I-Ready Diagnostic Assessments – Diagnostic testing will occur three times per school year (Beginning of Year, Middle of Year and End of Year) for all grade levels.
- Short Cycle Assessments – This assessment will be utilized in grades 2-3 to identify mastery of taught grade level standards.
- Growth Monitoring – This assessment is utilized in grades K-3 to identify scholars progress towards meeting their typical and stretch goals.

**Learner Performance**

Goal: By 2024, 50% of East Academy's K-3rd grade students will score on track according to i-Ready reading diagnostics.

**Progress Monitoring:** Diagnostic testing will occur three times per school year (Beginning of Year, Middle of Year and End of Year). We will monitor growth once the results of each assessment has been analyzed. In order to monitor on a more frequent basis, we will track the amount growth made in the daily i-Ready lessons that students complete during their computer lab/intervention blocks. The raw data will be disseminated to teachers in order to be analyzed and will be reported out to stakeholders (parents, board members etc.).

2023-2024 End of the Year Diagnostic Assessment	25% of the scholars move to on track.
2023-2024 Middle of the Year Diagnostic Assessment	35 % of the scholars move to on track.
2023-2024 End of the Year Diagnostic Assessment	50 % of the scholars move to on track.

**Literacy Performance Sub Goal**

Goal: Students will grow 1-5 reading levels with 60 minutes of weekly intensive ELA, small group instruction for a duration of the 2023-2024 school year.

**Progress Monitoring:** Diagnostic testing will occur three times per school year (Beginning of Year, Middle of Year and End of Year). East Academy will monitor growth once the results of each assessment has been analyzed. In order to monitor on a more frequent basis, we will track the amount growth made in the daily i-Ready lessons that students complete during their computer lab/intervention blocks. The raw data will be disseminated to teachers in order to be analyzed and will be reported out to stakeholders (parents, board members etc.).

2023-2024 End of the Year Diagnostic Assessment	Scholars will grow two reading levels
2023-2024 Middle of the Year Diagnostic Assessment	Scholars will grow one more additional reading level.
2023-2024 End of the Year Diagnostic Assessment	Scholars will grow two more additional reading levels for a total of five by the end of the 2023-2024 school year.

## 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.*

- **Frequent and Ongoing Professional Development:** East Academy believes that teachers are more likely to implement new instructional practices well if they receive ongoing support while trying the practices in the classroom. Our professional development sessions will include:
  - Demonstrated techniques
  - Opportunities to practice techniques in role-play situations
  - Time for teachers to work together
  - Opportunities to work with experts, such as coaches, lead teachers, or other instructional leaders.

Members of the BLT will observe teachers' practices and offer guidance and feedback, demonstrate lessons, help create solutions to instructional problems, and assist teachers in using assessment results to inform instruction. This will provide us with the opportunity to increase high-quality instruction and ensure targeted instruction is occurring.

- **Small Group Instruction:** Small-group reading is a strategy in which the teacher supports and guides the scholars with skills on their instructional level. The teacher helps scholars develop an understanding of the reading decoding and fluency skills while prompting them to apply strategies they will need to become independent readers. This strategy allows us to target the specific skills that a group of scholars need in order to become successful readers and to fully comprehend text. This also allows us to differentiate our instruction according to data analysis.
- **Daily Phonics Instruction:** Phonics involves instruction to assist scholars with sounds and decoding words. The goal of phonics instruction is to teach scholars the most common sound-spelling relationships so that they can decode simple and complex words. Many scholars that struggle to read often rely on context and picture clues. Therefore, additional phonic support is a crucial element in reading success.
- **Instructional Coaching:** Directors of Academics are leaders who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms. Instructional coaching at East Academy will include the following activities:



- Data analysis
- Observations
- Feedback sessions
- Modeled lessons
- Co-teaching sessions
- Lesson planning support

All of these activities will allow us to provide job-embedded professional development to all teachers in the building. It will also ensure that teachers are consistently analyzing data in order to identify interventions that must be incorporated to show growth.

#### 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:*

**Effectiveness of the plan will be showcased in the re-evaluation of progress towards the Literacy Goals during the course of the plan. Progress will be monitored as stated above through the I-Ready assessments three times per year and on a more frequent basis through the acquisition of an instructional coach and the weekly to bi-weekly meetings held with 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.**

East Academy will hold one full week of Professional Development and training for all staff members prior to the start of the school year. The following professional developments will be presented to the staff in order to support the strategies included within this plan:

- *Dyslexia Screener Training- 16 hour Course required of all K-3<sup>rd</sup> grade reading teachers that prepares them for the mandatory dyslexia screener and to administer proper interventions during*

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

*reading instruction that push students' growth in foundational reading skills once deficiencies are identified.*

*\*\*Additional training provided by our SST (ESC) which covers the Science of Reading will happen in the Winter of 2023-2024 school year.*

- K-2 Ready Reading – This training will be provided to all K-2 staff members in order to provide guidance on proper implementation of the curriculum. Additional training will occur throughout the year if needed.
- 3-8 Ready Reading – This training will be provided to all 3-8 staff members in order to provide guidance on proper implementation of the curriculum. Additional training will occur throughout the year if needed.
- Heggertys Training – This training will be provided to all K-2 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.
- Intervention Block Training - This training will be provided to all 3-8 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.
- Foundations Reading Training – This will be provided to all staff in order to provide an overview of the resource and set expectations for use.

East Academy is dedicated to hold continuous professional development for all staff members throughout the year. Prior to the professional development sessions, Principal will work with the Director of Academics in order to determine what is needed by the teachers and what areas we are able to improve in. The dates listed below have been identified on the school calendar as professional development days for the 2023-2024 school year.

- 9/1/23
- 9/25/23
- 10/30/23
- 11/7/23
- 1/2/24
- 1/29/24
- 3/1/24
- 4/1/24
- 6/3/24

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

## APPENDICES

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

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