



March 4, 2024

Dear Superintendent Printy:

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

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

**Strengths of the Reading Achievement Plan:**

- The plan has an emphasis on implementing research-based strategies.
- The plan identifies a Community School Leadership Team that meets monthly to monitor their improvement plan.
- The plan included sub scores in the five components of reading.
- The plan identifies the importance of involving parents and families to increase student learning and student attendance.
- The plan identifies the importance of providing professional development to teacher to build their knowledge around high quality instructional practices.


**This plan will benefit from:**

- Consider using the updated Reading Achievement Plan template.
- Consider adding who is represented on your CSLT and how the plan is communicated to all stakeholders.
- Consider engaging additional stakeholders when creating your Reading Achievement Plan.
- Consider adding disaggregating data on assessments.
- Consider adding differentiated professional development in a variety of ways that is data driven for staff.
- Consider adding additional information regarding adult implementation factors contributing to underachievement in reading.
- Consider completing a root cause analysis in Section 3 Part C. This section is missing.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Kenmore Preparatory Academy dba Toledo Preparatory 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

DISTRICT NAME: Toledo Preparatory Academy

DISTRICT IRN: 017536

DISTRICT ADDRESS: 824 6<sup>th</sup> Street, Toledo, Ohio 43613

PLAN COMPLETION DATE: June 2023

LEAD WRITERS: Sandi Hendrix Garcia, Kelly Ruiz

### Contents

[Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation. 3](#)

[Section 1, Part A: Leadership Team Membership. 3](#)

[Section 1, Part B: Developing, monitoring and communicating the reading achievement plan. 3](#)

[Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts. 3](#)

[Section 3: Why a Reading Achievement Plan is Needed in our District or Community School 5](#)

[SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA. 5](#)

[SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT. 6](#)

[Section 4: Literacy Mission and VISION STATEMENT\(s\) 7](#)

[Section 5: Measurable learner Performance Goals. 8](#)

[Section 6: Action PLAN MAP\(s\) 9](#)

[Section 7: Plan for Monitoring Progress toward the learner performance goal\(s\) 15](#)

[Section 8: 17](#)

[Expectations and Supports for learners and Schools. 17](#)

[SECTION 8 PART A: STRATEGIES TO SUPPORT learners. 17](#)

[SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES. 17](#)

[SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN. 18](#)

[Appendices. 18](#)

# Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

## Section 1, Part A: Leadership Team Membership

*Insert a list of all leadership team members, 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
Sandi Hendrix Garcia	Head of School	Toledo Preparatory Academy	shendrix@toledopreacademy.org

Kelly Ruiz	Director of Academics	Toledo Preparatory Academy	kruiz@toledoprepacademy.org

**Section 1, Part B: Developing, monitoring and communicating the reading achievement plan**

The Community School Leadership Team (CSLT) meets monthly to develop and monitor improvement plans. The team analyzes data from the state report card, state assessments, as well as district assessments, to set performance goals, make data driven improvement decisions, and monitor improvement efforts. The CSLT utilized the decision framework and relevant data to generate the school’s Improvement Plan.

**Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts**

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by*

*Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.*

The District's Reading Achievement Plan aligns with Toledo Preparatory Academy's Improvement Plan by taking our existing goals in the areas of K-3 literacy to a more granular level to ensure we are making evidence based decisions that will support the literacy achievement of our students.

This plan will concentrate on our goals to 1) improve tier I literacy instruction, and 2) improve our intervention and monitoring structures through a culture of collaboration and co-planning. All plans to improve our instruction and student achievement in reading will help us achieve our goals. Our Focus Plan outlines strategies towards reaching these goals. Staff will build a common vocabulary for instruction and utilize effective strategies. Toledo Preparatory Academy will also put focus on expanding literacy across the curriculum by incorporating read-alouds, vocabulary enrichment and writing across all content areas and grade levels. A team of literacy leaders will be identified and trained within the school to support staff in all facets of literacy instruction and intervention across grade levels. The school will engage in work to partner with families to extend this literacy focus into the home.

The Reading Achievement Plan will align with the goals and strategies in the Building Improvement Plan and include more specific goals and strategies for building a comprehensive literacy framework building wide.

## Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

### PERFORMANCE DATA

*Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8)**, the **Kindergarten Readiness Assessment**, **reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)** and **benchmark assessments, as applicable.***

In the Fall 2023 K-3 Reading Diagnostics, 5% of Kindergarteners scored on track and did not require a Reading Improvement and Monitoring Plan. 5 % of first graders scored on track and did not require a Reading Improvement and Monitoring Plan. 0% of second graders scored on track and did not require a Reading Improvement and Monitoring Plan. 0% of third graders scored on track and did not require a Reading Improvement and Monitoring Plan. 26% of third graders were considered on track, because they scored a reading subscore of 48 and/or reached the promotion score of 690. **Rimps (Reading Improvement and Monitoring Plans) were written for all students K-3.**

The Fall 2023 K-3 Reading Diagnostic assessments were analyzed to address learner performance in specific areas, including: comprehension of informational text, comprehension of literary text, writing, phonological awareness, phonics, high-frequency words, and vocabulary. 86% of third graders scored below proficient in reading informational text. 79% of third graders scored below proficient in reading literary text and writing. 51% of kindergarteners and 27% of first graders were on track in phonological awareness. 21% of kindergarteners and 22% of first graders were on track in phonics. 14% of kindergarteners and 21% of first graders were on track for high-frequency words. 38% of kindergarteners and 19% of first graders were on track in vocabulary. 45% of kindergarteners and 24% of first graders were on track for comprehension of literature. 40% of kindergarteners and 24% of first graders were on track in comprehension of informational text.

On the Fall 2023 Kindergarten Readiness Assessment, 27% of learners reached mastery of identifying rhyming words, 31% reached mastery of identifying beginning sounds, 34% mastered naming nouns, 50% mastered naming letters, 39% mastered making letter sounds, 4% mastered writing a word, and 32% mastered writing their first name.

Third grade results for the fall 2023 administration of the AIR Reading Assessment are as follows:

57% Limited

21% Basic

17% Proficient

5% Accelerated/Accomplished

0% Advanced. 22% of the students tested scored Proficient or above.

Third grade results for the spring 2023 administration of the AIR Reading Assessment were as follows:

14% Limited

6% Basic

2% Proficient

6% Accelerated

2% Advanced. 22% of the students tested scored Proficient or above.

These scores show that students are deficient in the majority areas of early literacy.

## **SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT**

*Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.*

We believe that efforts to engage parents and families as partners in student learning will positively affect our school. With an increase in student attendance, more than 76.9% of the students attending daily, we will also see an increase in student learning. We believe that training teachers in instructional strategies that support all students, including Economically Disadvantaged Students will help us address the area of equitable access to the general education literacy curriculum for all students. Creating a team of literacy experts in the building through specific, high quality professional development is a vital step in fostering a culture of professional collaboration and co-planning to serve our students. We also believe providing intervention tools that are evidence- based will help to support teachers in providing the necessary interventions for struggling readers.

## **Section 4: Literacy Mission and VISION STATEMENT(s)**

*Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).*

Literacy Mission - To create a culture of literacy within our school that celebrates and promotes all components of literacy from basic phonemic awareness to advanced decoding, fluency and comprehension skills. Toledo Preparatory Academy is committed to closing the achievement gaps by utilizing research-based strategies within Ohio's Literacy Plan while extending language arts standards across the curriculum and creating and maintaining strong partnerships with parents and community members. Our vision is based on the continuum of literacy acquisition and the ideal that all children have the right to high quality literacy instruction and materials that will enable them to grow into literate adults.

## **Section 5: Measurable learner Performance Goals**

*Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.*

We intend to:

1. Decrease the percentage of students scoring limited (88%) to less than 50% on the 2024 Spring Ohio ELA Assessment.



2. Increase reading proficiency by 25% per year to reach a proficiency goal of 38% or higher of students passing TGRG by the end of the 2024 academic year.

## Section 6: Action PLAN MAP(s)

*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 support for students who have Reading Improvement and Monitoring Plans.*

### Goal #   1   Action Map

1. Decrease students scoring limited (88%) to less than 50% on the 2024 Spring Ohio ELA Assessment.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teacher Leaders will train in effective research based strategies and begin implementation to support reading instruction	All staff will build a common vocabulary for instruction by training in and utilizing the research based strategies.	Staff at all levels will give close attention to adult implementation and student performance data to ensure fidelity and growth.
Timeline	100% implementation by Teacher Leaders by June 2024.	50% implementation by all staff by June 2024.	Immediate and ongoing.
Lead Person(s)	Sandi Hendrix Garcia Kelly Ruiz Grade Level Teachers	Sandi Hendrix Garcia Kelly Ruiz Grade Level Teachers	Sandi Hendrix Garcia Kelly Ruiz

Resources Needed	<ul style="list-style-type: none"> <li>*Professional development</li> <li>*Research based curriculum</li> <li>*Effective Teacher Based Teams</li> <li>*Training materials and texts</li> <li>*Planning and implementation monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> <li>*Research based curriculum</li> <li>*Effective Teacher Based Teams</li> <li>*Training materials and texts</li> <li>*Planning and implementation monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>Adult implementation checklists.</li> <li>*Planning tools that align to effective teaching strategy Frameworks.</li> <li>*Effective Teacher Based Teams</li> <li>*Effective Community School Leadership Team</li> <li>*Student performance data</li> </ul>
Specifics of Implementation	Teacher Leaders are being trained in research based strategies for Learning and will bring these skills and ideals to their teams through TBT meetings and staff professional development days.	Teacher Leaders will use adult implementation data from their own practices during TBT meetings and staff professional development days to drive the system change.	Teacher Based Teams will use the 5 step process to monitor adult implementation of strategies and the effect on student learning. The CSLT will monitor the 5 step process notes and school wide performance data.
Measure of Success	75% of staff will be utilizing the research based strategies and Academic Framework in their classrooms by August of 2022 with 100% implementation by June 2023.	We will see 50% of teachers utilizing concepts taught from research based curriculum and strategies to support reading instruction for all students by June 2023.	As adult implementation increases, student performance will also increase. We should see both rising with a trajectory which will ensure that we meet our target goals.
Check-in/Review Date	Check in monthly with CSLT/ Review yearly.	Check in monthly with CSLT/ Review yearly.	Check in weekly with TBTs and monthly with CSLT/Review yearly.

## Goal # 2 Action Map

2. Increase reading proficiency by 25% per year to reach a proficiency goal of 38% or higher of students passing TGRG by the end of the 2023 academic year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Staff will identify key monitoring systems and utilize TBT time to analyze instructional effects on student achievement within and across grade levels.	TBTs will focus on key monitoring systems according to the testing and monitoring calendar to ensure building wide focus on reading growth data in a unified time frame.	CSLT will focus on TBT minutes and subgroup data to monitor instructional effectiveness and adjust plans as necessary.
Timeline	100% implementation ongoing.	100% implementation ongoing.	100% implementation ongoing.
Lead Person(s)	Sandi Hendrix Garcia Kelly Ruiz	Sandi Hendrix Garcia Kelly Ruiz	Sandi Hendrix Garcia Kelly Ruiz
Resources Needed	*Strong TBTs *District support and feedback of TBTs *Tools for tracking data and monitoring adult implementation.	*Strong TBTs *District support and feedback of TBTs *Tools for tracking data and monitoring adult implementation. *Data focus calendar	*Strong TBTs *TBT minutes *Student/grade level/ school data *Data focus calendar

<p>Specifics of Implementation</p>	<p>Teachers will analyze data generated by key monitoring systems including, I-ready, short cycle assessments and Benchmark assessments and analyze the effectiveness of instructional strategies within the TBT structure.</p>	<p>Teachers will analyze data generated by key monitoring systems including; I-ready, short cycle assessments and Benchmark assessments and analyze the effectiveness of instructional strategies. In accordance with the district monitoring and assessment calendar, we will ensure timely analysis of growth data in order to drive reading improvement for all students.</p>	<p>CSLT will monitor student growth data and subgroup data as well as TBT minutes to drive district level decisions in regards to the implementation and effectiveness of the components of this Reading Achievement Plan.</p>
<p>Measure of Success</p>	<p>TBT minutes will reflect continuous monitoring and analysis of student achievement data in reading.</p>	<p>TBT minutes will reflect timely monitoring and analysis of all district level monitoring and assessment data.</p>	<p>CSLT minutes will reflect continuous monitoring of student and subgroup data as well as feedback to TBTs on adult implementation.+</p>
<p>Check-in/Review Date</p>	<p>Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly</p>	<p>Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly</p>	<p>Check-in monthly Review overall success June 2024.</p>

## Section 7: Plan for Monitoring Progress toward the learner performance goal(s)

*Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.*

Kindergarten is assessing students biweekly on letter recognition. First through third graders are assessed in dyslexia standards on a bi-weekly basis by the Grade Level Teacher. These sessions are intended to complement the daily phonics lessons led by the classroom teacher in small groups as well as in phonemic awareness using Heggerty.

The second and third graders are split into three small groups based on their performance in reading and writing. In these groups, students receive explicit instruction three times a week from the Title 1 Reading Teacher in the areas of vocabulary, grammar, reading comprehension, and writing. Third graders receive tutoring 3 days a week.

Student achievement goals will be monitored through currently used assessment and monitoring tools including I-Ready Diagnostic and Benchmark Assessments, Ohio State Diagnostics, as well as any short cycle and unit assessments administered in the classroom. Students who are struggling or at risk for reading difficulties will be monitored bi-weekly for growth based on each learner's individual need. Growth will be measured at the individual student level, grade level, and system-wide levels quarterly.

### Appendices

Acronyms used:

RIMP - Reading Improvement and Monitoring Plan

## Section 8: Expectations and Supports for learners and Schools

### SECTION 8 PART A: STRATEGIES TO SUPPORT learners

*Describe the evidence-based strategies identified in Section 6 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.*

Toledo Preparatory Academy will focus on the training, implementing, and monitoring of research-based reading strategies. This will prevent the use of unreliable and untested methods that can impede academic progress. The focus will be to make teaching more effective,

productive, and efficient. Research based instructional strategies involve Instructional content, design, and reading framework.

This instruction content includes explicit and systematic instruction in phonemic awareness using the Heggerty curriculum, phonics using the Foundations curriculum, fluency and vocabulary using the Flocabulary implementation, and comprehension. Based on our data, students at Toledo Preparatory Academy need explicit instruction in 5 areas. Teachers will be trained to implement the strategies in all 5 areas. Phonemic awareness instruction will include rhyming and alliteration, sentence segmenting, syllable blending and segmenting, onset-rime blending and segmenting, and Phoneme blending and segmenting. Phonics instruction will include teaching letter-sound correspondences in isolation, practicing blending them to form words with previously taught letter-sounds with practice using decodable texts, followed with the use in combination with high-frequency word instruction and applying letter-sound knowledge to word study strategies. Fluency instruction includes modeling, oral reading with feedback, utilizing different reading levels, with an emphasis on students reading both automatically and with prosody. Vocabulary instruction will be taught both directly and indirectly. Direct teaching of word learning strategies and how to use word parts to determine the meaning of words. Indirect instruction includes providing multiple exposures to words, with multiple opportunities for independent reading. Comprehension instruction includes a wide variety of reading skills and strategies including main idea, summarizing, drawing conclusions, inferring, and monitoring and clarifying. This includes but is not limited to the use of graphic and semantic organizers. There is an emphasis on text structure and text organization with both narrative and expository text.

The instructional design must include key components in order to be effective and reach all children. These are explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. Explicit instruction begins with Teacher Modeling and explaining. The teacher provides guided practice and supported application, followed by independent practice. The characteristics of reading instruction in the classroom include dedicated time for reading instruction, whole group and small group instruction driven by assessment data points, and intensive intervention driven by multiple assessment data points as well.

## **SECTION 8 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.*

Teachers had been using these and similar strategies in small pockets, but we are beginning to see more widespread implementation of high quality instructional techniques. The success of these pockets is what has enabled us to implement these strategies building wide. Adult

implementation will be closely monitored and analyzed in Teacher Based Team meetings and reported to the Community School Leadership Team. Classroom teachers, Title I Teachers and Intervention Specialists will be required to monitor student progress and report progress to their Teaching peers at TBT meetings and to administration. Through curriculum mapping work sessions and increased focus and quality of professional development as well as full implementation of the OIP 5 step process.

## **SECTION 8 PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.*

Toledo Preparatory teachers are required to attend a week of pre-service plus 5 professional development days embedded into the school schedule. Teachers have access to additional training through their management company, Accel Schools. Kindergarten through second grade teachers will receive additional training on the new Foundations phonics program, and all teachers will receive training in the new Flocabulary program.

Toledo Preparatory will continue the use of short cycle assessments, in grades three and higher, starting in September and 2nd grade starting in January, to promote writing and increase assessment literacy.

## **Appendices**

*You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.*