



March 22, 2024

Dear Superintendent Stevens:

Thank you for submitting the Lake Erie College Preparatory Schools 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 states alignment to the overall Operations Plan for the 2023-2024 school year and beyond.
- The plan identifies services provided based on some of the components of reading (Decoding, Fluency, and comprehension).
- The plan identifies the need to increase teacher skillsets needed to address the needs of students.
- The plan identifies the Pandemic as an underlying cause of furthering an already large gap in student achievement.

**This plan will benefit from:**

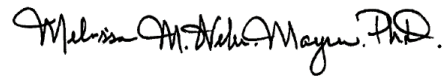
- Consider adding additional representation to the leadership team from a variety of grade and/or subject areas.
- Consider adding ways you can communicate and monitor the plan with stakeholders.
- Consider adding the process at which the team developed the plan.
- Consider adding subscores in the five components of reading by specific grade levels.
- Consider disaggregating your data to better identify areas of strength and areas of need.
- Consider adding intervention based diagnostic data including student data and adult implementation data.
- Consider adding measurable performance goals that are specific, measurable, achievable, realistic, and time-bound.
- Considering adding differentiated support for teachers to continue their professional

development and in turn help support their students.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Lake Erie College Preparatory Schools 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: Lake Erie Prep**

**DISTRICT IRN: 013132**

**DISTRICT ADDRESS: 14405 St Clair Ave Cleveland Oh 44110**

**LEAD WRITERS: D. Dillard**

## 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
D. Dillard	Executive Principal	Lake Erie Prep	<a href="mailto:ddillard@lakeerieprep.org">ddillard@lakeerieprep.org</a>
Jermaine Drake	Dean of Students	Lake Erie Prep	<a href="mailto:jdrake@lakeerieprep.org">jdrake@lakeerieprep.org</a>
Ken Amos	Dean of Students	Lake Erie Prep	<a href="mailto:kamos@lakeerieprep.org">kamos@lakeerieprep.org</a>
Jamie Speziale-Albu	Director of Academics	Lake Erie Prep	<a href="mailto:Jspeziale@lakeerieprep.org">Jspeziale@lakeerieprep.org</a>
P. Coffee-Stevens	Instructional Teacher Leader	Lake Erie Prep	<a href="mailto:Pcoffeestevens@lakeerieprep.org">Pcoffeestevens@lakeerieprep.org</a>

Name	Title/Role	Location	Email
Melissa Fulford	Intervention Specialist	Lake Erie Prep	<a href="mailto:Mfulford@lakeerieprep.org">Mfulford@lakeerieprep.org</a>
Joyce E. Henry	Intervention Specialist	Lake Erie Prep	<a href="mailto:jhenry@lakeerieprep.org">jhenry@lakeerieprep.org</a>

## SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

The leadership team comes together to develop academic big goals for the school year. One of which centers around our foundational grades K-3. We work in conjunction with the instructional staff in analyzing data and best practices for closing the reading achievement gap. Benchmarks are built into the plan that allows us to track progress or areas of achievement in real time. Monthly meetings with staff and grade band break out group meetings are held to discuss data as it relates to this reading plan.

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

### Ohio's Definition of Early Literacy

**Ohio's definition of early literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.**

From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.

During the pre-Kindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in word play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their names.

These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

### Every Student Succeeds Act (ESSA) Definition of Evidence-Based

EVIDENCE-BASED.

(A) IN GENERAL. Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
  - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
  - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The educational experience at Lake Erie Preparatory School is focused on college preparation and emotional growth. From the moment a scholar steps foot on our campus, they are committed to a journey towards post high school education. (College/university/Trade). Our consistent achievement plan is designed to provide the same advantages in education and college preparation that their public and private school peers have.

Lake Erie Preparatory School will implement a strong assessment program. Progress monitoring assessments will be administered throughout the school year. These assessments are aligned to Ohio's State Standards and are used to monitor student achievement, differentiate instruction, and to adjust the curriculum in order to better meet the needs of students.

Students, who identified through our assessment system, are below proficiency in Reading and/or Mathematics will receive additional support to achieve proficiency. The District Reading Achievement Plan will be part of the overall Operation Plan for the 2023-2024 and beyond. We hold monthly TBT meetings as well as monthly BLT meetings to identify areas in need of/facilitating professional development, etc...

The 2022-2023 Report Card grades were incorporated into the overall plan and the ELA components are listed below: *\*\*Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.\*\**

Grade	SY 16/17	SY 17/18	SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	Goal 23/24
3 <sup>rd</sup>	25.8%	22.7%	61.1%	8%	43.8%	44%	24.2%	55%
4 <sup>th</sup>	18.5%	11.8%	29%		16.1%	39.4%	31%	50%
5 <sup>th</sup>	46.2%	3.8%	37.5%		35.3%	25%	40%	50%
6 <sup>th</sup>	16%	22.2%	11.5%		24.2%	28%	4%	30%
7 <sup>th</sup>	0%	5.6%	13.3%		15.4%	31%	32.3%	50%
8 <sup>th</sup>	9.4%	26.9%	26.1%	26.1%	20.8%	33.3%	55.6%	60%

### K – 3 Literacy (2022/2023 SY)

Grade	% of Students on track
K	44.8% at B.O.Y.
1	63.3% at B.O.Y.
2	51.4% at B.O.Y.
3	64% at B.O.Y.

The Reading Achievement Plan will work in conjunction with and in addition to the following components to the reading achievement plans created for K-3 scholars that are not on track.

## READING PLANS

### K-2 READING ACHIEVEMENT PLAN – DECODING

#### Services to be provided:

- Differentiated blending and segmenting utilizing a synthetic phonics approach in a small group for approximately 30 minutes provided by the classroom teacher utilizing the Ready Reading curriculum.
- Differentiated reading comprehension instruction meets the student at level and programmatically increase decoding abilities while supporting fluency development for 60 minutes per day provided by qualified classroom teacher.
- Differentiated technology based decoding curriculum delivered through iReady and facilitated and progress monitored by qualified classroom teacher.
- Daily ORF reading passages developed and adopted from the DIBELS series and implemented by qualified classroom teacher
- Read Aloud led by qualified classroom teacher during which decoding is modeled by the instructor and repeated by the student utilizing the Ready Reading curriculum.
- 20 minutes of daily phonics/blending instruction provided by qualified classroom teacher utilizing Heggerty and Foundations programming.
- Opportunities for Parental Involvement:
  - 1) At home sight word practice

- 2) On all homework components, there will be a requirement that directions are read aloud prior to starting the assignment. This will be done for all contents.
- 20 minutes of student reading at home each night, this will be done out loud to ensure that all words are being vocalized and monitored through a book log.
- ORF homework passages

Research Based Reading Curriculum used:

- Ready Reading Curriculum
- Decoding and comprehension differentiated instruction
- iReady Computer based Reading Program by Curriculum Associates
- Heggerty
- Foundations

Plan to monitor progress:

- Progress includes 3 diagnostic assessments as well as twice monthly short cycle assessments.
- Teacher created assessments
- Services will be revised, changed or added based on scores obtained from assessments
- Students that have not met the required reading scores by the end of the school year may be retained in their current grade level

## K-2 READING ACHIEVEMENT PLAN - COMPREHENSION

Services to be provided:

- Differentiated comprehension instruction in small group for 20 minutes (5 days per week) provided by qualified classroom teacher utilizing the Ready Reading curriculum.
- Differentiated reading comprehension instruction meets the student at level and programmatically increase decoding abilities while supporting fluency development for 60 minutes per day provided by qualified classroom teacher utilizing critical thinking skills to develop and improve comprehension skills
- Differentiated technology-based curriculum delivered through iReady; facilitated and progress monitored by qualified classroom teacher.
- Read Aloud led by qualified classroom teacher during which comprehension strategies are developed and refined and modeled by the instructor and repeated by the student utilizing the Ready Reading curriculum
- Class discussions, vocabulary work, and extension activities will be utilized during all content areas, including science, social studies, and math.

Opportunities for parental involvement:

- 20 minutes of student reading at home each night inclusive of 5 questions posed to student from parent during reading to check for understand and comprehension (list of suggested questions available on request); this will be done out loud and monitored via book log.
- Weekly ORF homework passages to be heard and signed by parent
- Research based Curriculum used:
- Ready Reading curriculum
- Comprehension differentiated instruction
- iReady Computer Based Reading Program by Curriculum Associates

Plan to monitor progress:

- Progress includes 3 diagnostic assessments as well as twice monthly short cycle assessments.
- Teacher created assessments
- Services will be revised, changed or added based on scores obtained from assessments
- Students that have not met the required reading scores by the end of the school year may be retained in their current grade level

## 3<sup>RD</sup> GRADE READING ACHIEVEMENT PLAN – FLUENCY

Services to be provided:

- Differentiated reading fluency instruction in small group for 20 minutes (5 days per week) provided by qualified classroom teacher utilizing the Ready Reading and Heggerty/Foundations curriculums.
- Differentiated Reading fluency instruction meets the student at level and programmatically increase fluency capabilities while supporting fluency development for 60 minutes per day provided by qualified classroom teacher.
- Differentiated technology-based curriculum delivered through iReady and progress monitored by qualified classroom teacher
- Daily ORF reading passages developed and adopted from the DIBELS series and implemented by qualified classroom teacher
- Read Aloud led by qualified classroom teacher during which fluency is modeled by the instructor and repeated by the student utilizing the Ready Reading Curriculum.

Opportunities for Parental Involvement:

- On all homework components, there will be a requirement that directions are read aloud prior to starting the assignment. Fluency will be modeled by parent and repeated by student. This will be done for all contents.

- 20 minutes of student reading at home each night - this will be done out loud and monitored via book log.
- ORF homework passages to be heard and signed by parent
- Research based Curriculum used:
- Ready Reading Language Arts Curriculum aligned with common core state standards
- Comprehension differentiated instruction
- iReady Computer Based Reading Program by Curriculum Associates
- Plan to monitor progress:
- Students will be re-evaluated three times per year through oral and written assessment including ORF and teacher created assessments
- Students will be assessed daily and weekly via teacher created assessments as well as curricular embedded assessments
- Services will be revised, changed, or added based on scores obtained from the assessment results
- Students that have not met the required reading scores by the end of the school year will be retained in their current grade level.

### 3<sup>RD</sup> GRADE READING ACHIEVEMENT PLAN – DECODING

- Services to be provided:
  - o Differentiated reading comprehension instruction utilizing the leveled A-Z program and readers to meet the student at level and programmatically increase decoding abilities while supporting fluency development for 30 minutes per day provided by qualified classroom teacher.
  - o Differentiated technology based decoding curriculum delivered through iReady and progress monitored and facilitated by qualified classroom teacher.
  - o Daily ORF reading passages developed and adopted from the DIBELS series and implemented by qualified classroom teacher
  - o Read Aloud led by qualified classroom teacher during which decoding is modeled by the instructor and repeated by the student utilizing Ready Reading Curriculum.

#### OPPORTUNITIES FOR PARENTAL INVOLVEMENT:

- At home sight word practice
- On all homework components, there will be a requirement that directions are read aloud prior to starting the assignment. This will be done for all contents.
- 20 minutes of students reading at home each night, this will be done aloud to ensure all words are being vocalized and monitored through a book log
- ORF homework passages

#### RESEARCH BASED READING CURRICULUM USED:

- -Ready Reading Curriculum Materials aligned with the common core state standards
- -Decoding and comprehension differentiated instruction
- -iReady Computer based reading program by Curriculum Associates

#### PLAN TO MONITOR PROGRESS:

- Progress includes 3 diagnostic assessments as well as twice monthly short cycle assessments.
- Once per semester Practice State Exam.
- Teacher created assessments
- Services will be revised, changed or added based on scores obtained from assessments
- Students that have not met the required reading scores by the end of the school year may be retained in their current grade level

### 3<sup>RD</sup> GRADE READING ACHIEVEMENT PLAN – COMPREHENSION

- Services to be provide:
  - o 90 Minutes of reading comprehension instruction in a whole class setting provided by qualified teacher utilizing the Ready Reading Curriculum
  - o 30 minutes of Read Aloud instruction utilizing scaffolded check for comprehension questions to develop and sustain comprehension skills utilizing the Ready Reading Curriculum
  - o 20 Minutes per day of technology-based reading curriculum via iReady which will be tailored and progress monitored by qualified classroom teacher
  - o Class discussions, vocabulary work, and extension activities will be utilized during all content areas including science, social studies, and math

#### OPPORTUNITIES FOR PARENTAL INVOLVEMENT:

- Online log in will be provided to enable additional iReady instruction and review to occur at home with parental review enabled
- 20-30 minutes of student reading at home each night using a reading level appropriate book; student reading comprehension will be recorded and reported via a report form and verbal questions periodically asked by the parent (list of suggested questions available at the school)

#### RESEARCH BASED READING CURRICULUM USED:

- Ready Reading Curriculum Materials
- Comprehension Differentiated Instruction implemented through lessons that follow Common Core State Standards



- iReady Computer-based reading program by Curriculum Associates

### PLAN TO MONITOR PROGRESS:

- Progress includes 3 diagnostic assessments as well as twice monthly short cycle assessments.
- Once per semester Practice State Exam.
- Teacher created assessments
- Services will be revised, changed or added based on scores obtained from assessments
- Students that have not met the required reading scores by the end of the school year may be retained in their current grade level

### QUARTERLY ASSESSMENTS

- Unit exams
- Twice monthly short cycle assessments
- 3 Diagnostics

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

### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**

A Reading Improvement Plan is needed at Lake Erie Preparatory School because the school has met the following criteria as reported on the past two consecutive report cards:

1. No rating received due to the ongoing pandemic. In house assessments show the decline in reading ability across the board.
2. Fewer than 60% of the school's students scored proficient or higher on the State's grade 3 English Language Arts test:
3. Due to the ongoing pandemic chronic absenteeism is on the rise.

#### KRA Data

#### Language & Literacy Domain

	Use prepositions	Identify rhyming words (1)	Identify rhyming words (2)	Identify beginning sound	Name nouns	Name letters	Make letter sounds	Write a word	Write first name	Express thoughts, feelings, and ideas	Total
Average Score	2.2	0.2	0.5	0.4	2.2	1	0.5	1.2	0.8	1.6	10.7
Possible Points	3	1	1	1	3	3	2	2	2	5	23

### IREADY COMPARISON DATA BOY 16/17 CY PER GRADE:

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>Kinder</b>	7%	4%	11%	39%	63%	29%	19%	14%
<b>1<sup>st</sup></b>	6%	0%	4%	3%	13%	13%	34%	0%
<b>2<sup>nd</sup></b>	6%	17%	8%	16%	6%	6%	11%	3%
<b>3<sup>rd</sup></b>	7%	16%	30%	18%	39%	19%	17%	11%
<b>4<sup>th</sup></b>	0%	5%	5%	12%	13%	16%	7%	14%
<b>5<sup>th</sup></b>	0%	0%	6%	12%	19%	8%	11%	7%
<b>6<sup>th</sup></b>	0%	15%	0%	19%	12%	22%	11%	7%
<b>7<sup>th</sup></b>	0%	6%	6%	17%	12%	36%	12%	12%
<b>8<sup>th</sup></b>	17%	11%	4%	36%	8%	22%	21%	25%

LEP is using a more standards aligned/comprehensive curriculum (Ready Reading), which includes comprehension, vocabulary instruction. Lake Erie Preparatory school supplements this with small group pullouts, increased targeted intervention programming (including but not limited to; after school tutoring, Saturday School) for tested grades of our most intensive learners. The school also utilizes other standards based supplemental programs are used as part of our reading interventions embedded within the daily schedule. This year we had an influx of students who had not participated in a pre-school environment prior to enrolling in kindergarten and a larger than normal infusion of new students to our school.

### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

- Low percentage of scholars entering kindergarten that completed a quality early learning program
- High percentage of scholars attending school from low SES (75% economically disadvantaged)
- Larger influx of newly enrolled students entering the school several grade levels behind as shown in the data above
- Students with disabilities make up approximately 15% of the total population
- High % of students in tier 3 (high behavior incidents) - decreasing over the past 2 SY.
- Low attendance rates in certain grades
- Effects of the pandemic are far reaching and is depicted in lack of scoping skills, writing stamina, reading comprehension and math skills.

### SECTION 3 PART C: ROOT CAUSE ANALYSIS /

- School requires the adequate resources and professional development to stay up to date on age appropriate instructional practices. A new literacy curriculum that addresses this need is required. Teacher skillset needs to increase to meet the Gap in achievement for the students. Due to the unexpected pandemic and subsequent school closing - the gap may broaden due to lack of social interaction/instructional interaction with the students. Inequality in access to resources (technological and/or intervention resources) further broaden the already existing gap. Educational pundits can not ignore that the effects of the pandemic are far reaching and are depicted in lack of scoping skills, writing stamina, reading comprehension and math skills.

### SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

Our literacy mission and vision at Lake Erie Preparatory School is for all students to read at grade level by the end of 3<sup>rd</sup> grade and to continue on grade level through 6<sup>th</sup> grade. The reading skills and needs of students will be determined using the results from various assessments: AIR Tests, Reading Diagnostics and iReady instruction, Reading Comprehension Interim Assessments, Oral Reading Fluency Assessments, and teacher created assessments. Effective Instruction (dependent on student data) will be monitored through leadership observations, Director of Academics and consistent lesson plan reviews.

### SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\*

Through implementation of the Reading Achievement Plan, students at Lake Erie Preparatory School will demonstrate proficiency of skills and content knowledge in reading by meeting the achievement goals below:

#### Measure K-2

- 50% of Kindergarten students will reach one level below or higher on end of year Diagnostics.
- 50% of First grade students will reach one level below or higher on end of year Diagnostics.
- *Tri-rotations with daily decoding practice built in*

#### Measure 3-8

- 50% of grades 3-4 will perform at or above grade level on the Reading State Assessment.
- 50% of grades 5-8 will perform at or above grade level on the Reading State Assessment.

#### Measure 1-8

- 65% of grades 1-8 will score proficient or above on the one-minute timed Oral Reading Fluency Assessment. In addition to the school's Big goals, the network management team identified all five components of reading development as our instructional priority for the current school year. As part of the action plan developed to use our instructional priority to achieve our Big Goals, 1 research based instructional strategies are being implemented with fidelity.
- iReady Blended Instruction (K-8)

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 Achievement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal Statement: (Less than 23% of our students scored proficient on the state english arts exam at the start of the plan.)

Goal – To increase proficiency by a % each year.

- Year 1 – 5% Year 2 – 10% Year 3 – 15%

Evidence-Based Strategy or Strategies: Ongoing progress monitoring of students through intensive reading interventions for those with documented RIMPs

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Daily reading intervention to occur during the tri-rotation period for grades K – 2. This also will occur during intervention block for those students in grade 3. In class data specific instruction occurs during this time as the students are grouped according to ability.	Transition documents were created to show alignment between curriculum and power standards. Teachers to use this document in conjunction with data from (exit slips, FSA and corrected responses) to plan for re-teaching a missed skill as well as reviewing a re-occurring one.	Classroom behavior management PD's and scheduled school wide re-sets 3 times per year after major breaks. (Beginning of year, Winter & Spring Break). The school will continue its implementation of PBIS. Behavioral data is collected and used during TBT for the purpose of identifying other response to intervention techniques (RTI).
Timeline	Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of academics, Superintendent are all responsible for implementation.	Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of academics, Superintendent are all responsible for implementation.	Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of academics, Superintendent are all responsible for implementation.
Lead Person(s)	RAP Team as stated in the document	RAP Team as stated in the document	RAP Team as stated in the document
Resources Needed	Chrome Books/Laptops, SRA curriculum, Intervention Staff, Headphones, instructional teacher lead, Director of Academics.	Chrome Books/Laptops, SRA curriculum, Intervention Staff, Headphones, instructional teacher lead, Director of academics.	Chrome Books/Laptops, SRA curriculum, Intervention Staff, Headphones, instructional teacher lead, Director of academics.
Measure of Success	Students improving by a minimum of one grade level each assessment cycle.	Students improving by a minimum of one grade level each assessment cycle.	Students improving by a minimum of one grade level each assessment cycle.
Check-in/Review Date	Ongoing review/re-assessment of progress.	Ongoing review/re-assessment of progress.	Ongoing review/re-assessment of progress.

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\*

### Strategies:

Implementation of Ready Reading Curriculum along with supplemental curriculums (Heggerty/Fundations) (K-3)

Teachers help students to develop into fluent, independent, and highly skilled readers. The program has proven to be a successful reading intervention program with a wide range of students, including significantly at risk populations. When implemented effectively, the program helps students meet the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice. Vocabulary and comprehension are developed through leveled informational and narrative text reading opportunities. Collecting and interpreting student data is simplified so teachers can effectively respond to student needs. Using this curriculum as a resource, teachers instruct the following:

#### The Reading Strand:

- Addresses all five essential components of reading identified by reading first – phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension
- Provides spelling instruction to help students make the connection between decoding and spelling patterns
- Develops decoding, word recognition, and comprehension skills that transfer to other subjects

#### The Language Arts Strand:

- Teaches the oral language skills necessary to understand what is said, written, and read in the classroom
- Helps students communicate ideas and information effectively
- Develops the ability to use writing strategies and processes successfully

#### The Literature Strand:

- Supports the reading strand by offering a wide variety of literary forms and text structures
- Provides multiple opportunities for students to practice vocabulary and comprehension strategies and write for authentic purposes
- Gives ample opportunity for students to read at their independent level

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## I-READY BLENDED INSTRUCTION (K-8)

the i-Ready program was built specifically for the Common Core and is proven to substantially improve student progress towards mastery for these rigorous new standards. Development for each component – i-Ready Diagnostics, i-Ready instruction, and Ready Common Core Instruction – is supported by expert advisors and a strong research base.

The Common Core State Standards grouped the very basic and essential building blocks of literacy together as foundational skills – print concepts, phonological awareness, phonics and word recognition, and fluency. I-Ready Diagnostic & Instruction assesses and teaches the foundational skills of phonological awareness, phonics, and high-frequency words.

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## HOW THESE STRATEGIES SUPPORT STUDENTS ON READING IMPROVEMENT AND MONITORING PLANS:

The three strategies mentioned above are designed to improve reading skills/abilities for all students, especially those with a current Reading Improvement and Monitoring Plan. The iReady blended instruction program offers a differentiated, technology-based curriculum that meets the student at their current level and tracks growth. The program also administers 3 diagnostic assessments throughout the school year. Qualified classroom teachers facilitate the instruction and assessments and use the data from each to inform differentiated instruction, partially for our struggling readers. Teacher and leaders collaborate during data meetings to analyze the data and develop individualized action plans. These often include modifications to the Ready Reading Curriculum, which incorporates phonemic awareness, phonics, and word analysis, fluency, vocabulary, and comprehension into instruction. The Reading Curriculum is implemented in grades K-2 with small groups based upon ability levels. With each small group, the instruction is individualized for each student according to the data collected from various sources, including iReady and the Super Kids program itself. Corrective Reading is implemented for all students in grades 3-8, and is a scripted program used to increase a student's reading fluency and improve decoding skills. For the students that were placed on a RIMP, Corrective Reading helps to reinforce the foundational skills as they progress from 3<sup>rd</sup>-8<sup>th</sup> grade. The student receives daily practice in oral reading, with immediate feedback provided by trained teachers to ensure correct decoding/pronunciation. Additionally, the program helps build self-esteem and overall confidence with the students reading skills and attitude toward reading.

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## 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 Achievement and Monitoring Plans (RIMPs).*

**\*\*Under Ohio Revised Code 3313.608**, Districts and schools must create Reading Achievement 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.

Daily reading intervention to occur during the tri-rotation period for grades K – 2. This also will occur during intervention block for those students in grade 3. In class data specific instruction occurs during this time as the students are grouped according to ability.	Transition documents were created to show alignment between curriculum and power standards. Teachers to use this document in conjunction with data from (exit slips, FSA and corrected responses) to plan for re-teaching a missed skill as well as reviewing a re-occurring one.	Classroom behavior management PD's and scheduled school wide re-sets 3 times per year after major breaks. (Beginning of year, Winter & Spring Break). The school will continue its implementation of PBIS. Behavioral data is collected and used during TBT for the purpose of identifying other response to intervention techniques (RTI).
Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.	Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.	Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.

*RIMP continues throughout the student’s K-12 academic career until the student is reading on grade level.*

**SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\***

Multiple training sessions have been facilitated to train teachers on implementation of Ready Reading, iReady and corrective reading with fidelity inside of their classrooms. The delivery of each is observed weekly by building leaders and Director of Academics which is followed up by feedback and coaching when necessary.

Progress will be collected, tracked and analyzed to determine the effectiveness of the three strategies. The leadership team will monitor data/results from all mentioned assessments. Collaborative action plans will be created among building leadership and teachers based upon data analysis. Overall effectiveness of the strategies will be evident through individualized trackers contained within each program, as well as progress toward the identified benchmark goals for each grade level in ORF and Reading Comprehension:

This plan will show overall improvement over previously stated plans as the curriculum itself was not utilized in the prior two school years. The school has also implemented a TBT styled forum in which teachers analyze their data individually along with feedback from their peers. This intensive look at instructional strategies is a change from the years in the past.

**SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

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

## Strategies:

### Implementation of Ready Reading Curriculum with Fidelity (K-2)

Teachers help students to develop into fluent, independent, and highly skilled readers. The program has proven to be a successful reading intervention program with a wide range of students, including significantly at risk populations. When implemented effectively, the program helps students meet the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice. Vocabulary and comprehension are developed through leveled informational and narrative text reading opportunities. Collecting and interpreting student data is simplified so teachers can effectively respond to student needs. Using this curriculum as a resource, teachers instruct the following:

#### The Reading Strand:

- Addresses all five essential components of reading identified by reading first – phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension
- Provides spelling instruction to help students make the connection between decoding and spelling patterns
- Develops decoding, word recognition, and comprehension skills that transfer to other subjects

#### The Language Arts Strand:

- Teaches the oral language skills necessary to understand what is said, written, and read in the classroom
- Helps students communicate ideas and information effectively
- Develops the ability to use writing strategies and processes successfully

#### The Literature Strand:

- Supports the reading strand by offering a wide variety of literary forms and text structures
- Provides multiple opportunities for students to practice vocabulary and comprehension strategies and write for authentic purposes
- Gives ample opportunity for students to read at their independent level

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**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, if any.

<p>Daily reading intervention to occur during the tri-rotation period for grades K – 2. This also will occur during intervention block for those students in grade 3. In class data specific instruction occurs during this time as the students are grouped according to ability.</p>	<p>Transition documents were created to show alignment between curriculum and power standards. Teachers to use this document in conjunction with data from (exit slips, FSA and corrected responses) to plan for re-teaching a missed skill as well as reviewing a re-occurring one.</p>	<p>Classroom behavior management PD's and scheduled school wide re-sets 3 times per year after major breaks. (Beginning of year, Winter &amp; Spring Break). The school will continue its implementation of PBIS. Behavioral data is collected and used during TBT for the purpose of identifying other response to intervention techniques (RTI).</p>
<p>Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.</p>	<p>Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.</p>	<p>Ongoing review/ Spring 2024 by all academic personnel; Executive Principal, Instructional Teacher Lead, Intervention staff, Director of Academics, Superintendent are all responsible for implementation.</p>

**SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES**

Multiple training sessions have been facilitated to train teachers on implementation of Ready Reading, iReady and corrective reading with fidelity inside of their classrooms. The delivery of each is observed weekly by building leaders and Director of Academics which is followed up by feedback and coaching when necessary.

Progress will be collected, tracked and analyzed to determine effectiveness of the three strategies. The leadership team will monitor data/results from all mentioned assessments. Collaborative action plans will be created among building leadership and teachers based upon data analysis. Overall effectiveness of the strategies will be evident through individualized trackers contained within each program, as well as progress toward the identified benchmark goals for each grade level in ORF and Reading Comprehension:

This plan will show overall improvement over previously stated plans as the curriculum itself was not utilized in the prior two school years. The school has also implemented a TBT styled forum in which teachers analyze their data individually along with feedback from their peers. This intensive look at instructional strategies is a change from the years in the past.

**SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN**

The school prioritizes Culturally Responsive Practice (CRP) and the Science of Reading (SoR) as two important aspects of education that address diversity and effective literacy instruction. Here's how the school incorporates both into the professional development plan:

### Needs Assessment:

- Before developing the professional development plan, the school conducted a needs assessment to identify areas where teachers may need support. This involved surveys, classroom observations, and data analysis to understand the cultural and literacy needs of the student population.

### Culturally Responsive Practice:

- **Training and Workshops:** The school includes workshops and training sessions that focus on cultural competency, sensitivity, and awareness. These sessions cover topics such as understanding diverse cultures, addressing implicit biases, and creating an inclusive classroom environment.

### Science of Reading:

- **Professional Development Modules:** The school designs/facilitates modules that delve into the Science of Reading, covering topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These modules are delivered through a combination of in-person sessions, observation/feedback cycles, and self-paced learning.
- **Collaborative Learning Communities:** Collaborative learning communities (TBTs) focused on the Science of Reading allows teachers to share experiences, discuss challenges, and collectively problem-solve. This fosters a supportive environment for professional growth.
- **Use of Evidence-Based Practices:** Teachers are encouraged to incorporate evidence-based reading strategies into their classrooms, aligning instruction with the latest research on literacy development.

### Integration of CRP and SoR:

- **Intersectionality:** The professional development plan emphasizes both CRP and the Science of Reading, recognizing that effective literacy instruction must consider the cultural backgrounds and individual needs of students. Teachers learn to apply literacy strategies in a way that respects and incorporates diverse cultural perspectives.

### Ongoing Support:

- **Coaching and Mentoring:** The school provides ongoing coaching and mentoring to support teachers in implementing CRP and the Science of Reading in their classrooms. This support is personalized to address individual needs and challenges.
- **Feedback and Reflection:** Regular feedback and reflection sessions allow teachers to assess their progress, share successes, and identify areas for further development.

The Professional Development plan includes, but is not limited to:

- Instructional Planning PD
- Text Complexity
- Ready Reading PD



- Heggerty PD
- Foundations PD
- iReady Training
- Short-cycle training (x4)
- Vocabulary Instruction
- Weekly Lesson Plan review
- Bi-weekly observation/feedback cycles
- MTSS PD
- Introduction to Dyslexia course, K-3