



March 22, 2024

Dear Superintendent Ray-Dillons:

Thank you for submitting the Lincoln Park 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 foundational skills data and analysis for grades K to 5
- SMART goals for both student performance and external factors cited in plan
- School will use the Department’s Dyslexia Professional Development course and Science of Reading professional development course as foundation of professional development efforts.

**This plan will benefit from:**

- The plan did not include an action plan map for its goals. The Reading Achievement Plan should include an action plan map for goals that includes action steps towards meeting goals, lead person, timeline, resources needed, specifics of implementation, measure of success, description of funding, and check-in/review date. The Department’s Reading Achievement Plan template provides an Action Map.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Lincoln Park 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:**  
Lincoln Park Academy

**DISTRICT IRN:**  
013065

**DISTRICT ADDRESS:**  
Lincoln Park Academy  
3185 West 41<sup>st</sup> Street  
Cleveland, OH 44109

## SECTION 1: PART A: DISTRICT LEADERSHIP TEAM MEMBERSHIP

| Name         | Title/Role                       | Location             | Email  |
|--------------|----------------------------------|----------------------|--|
| Alissa Clugh | Executive Principal              | Lincoln Park Academy | <a href="mailto:Amclugh001@acalincolnp.com">Amclugh001@acalincolnp.com</a> |
| Marisa Bundy | Director of Academics            | Lincoln Park Academy | <a href="mailto:mbundy@acalincolnp.com">mbundy@acalincolnp.com</a>         |
| Ania Hydzik  | Third Grade Teacher              | Lincoln Park Academy | <a href="mailto:ahydzik@acalincolnp.com">ahydzik@acalincolnp.com</a>       |
| Russel Cray  | Behavior Intervention Specialist | Lincoln Park Academy | <a href="mailto:rcray@acalincolnp.com">rcray@acalincolnp.com</a>           |

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

Members of the district leadership team developed the plan through data-driven meetings focused around recent, current, projected, and preferred performance. The Reading Achievement Plan will be presented and discussed with Lincoln Park Academy staff and will be routinely referred to when assessing progress toward our growth targets.

The leadership team will monitor and gauge the plan on a week-to-week basis, using multiple data points and evidence indicators to assess its effectiveness. The Principal and Director of Academics will ensure this plan remains a top academic priority.

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

Lincoln Park Academy's Reading Achievement Plan supports our students' literacy development at all levels. The plan herein identifies specific deficiencies through a deep and comprehensive analysis of all available data.

The building leadership team has collaborated and identified the needs of the teachers and scholars based on data to develop this plan of action. This plan incorporates the five essential components of effective literacy instruction that are tied to Reading Achievement.



Lincoln Park Academy continues to have onsite job-embedded instructional coaching and building-specific professional development.

The teachers have weekly coaching meetings that contain data review and planning for re-teaching and short cycle assessments based on the data.

Data is what drives Lincoln Park. The Principal and Director of Academics have weekly data meetings with teachers to analyze, discuss, and act upon benchmark and short-cycle assessments.

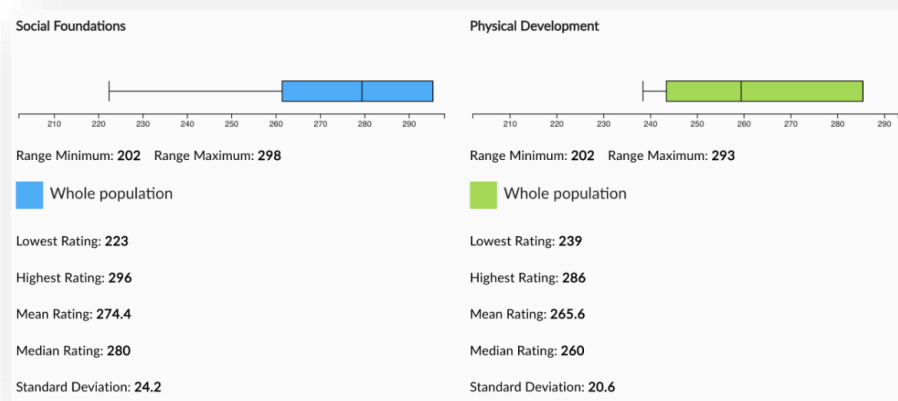
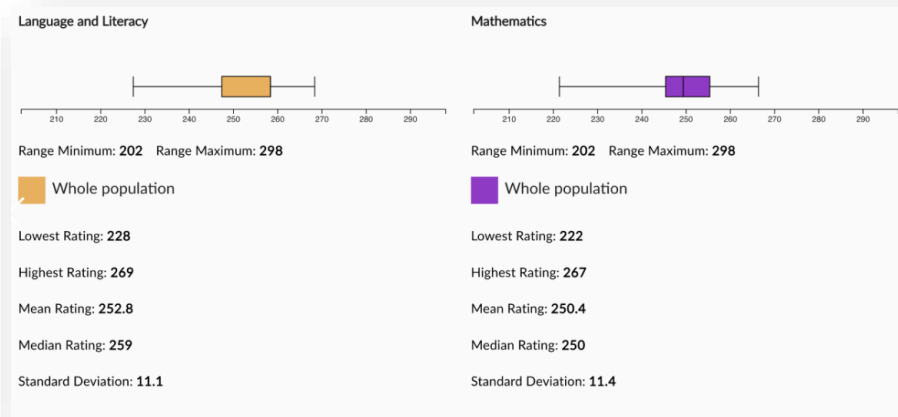
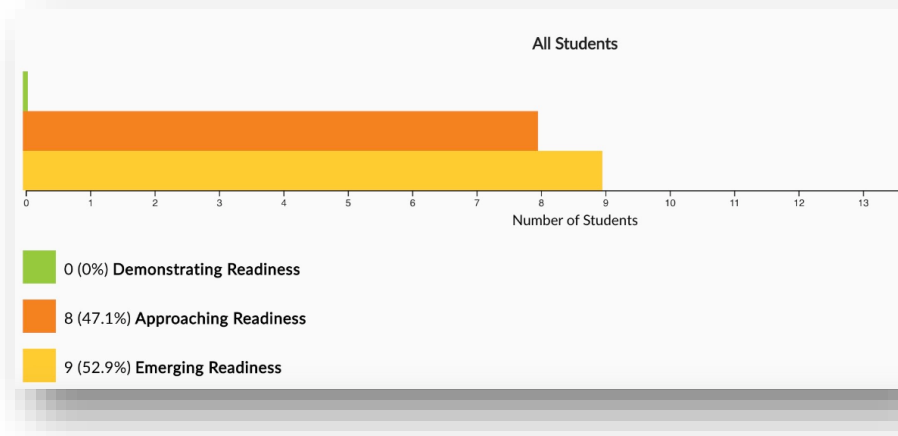
Meticulously planned and routinely delivered differentiated Instruction is the key to ensuring that every student, in every seat makes academic gains. Not only is our instructional team tasked with delivering differentiated instruction on a daily basis, the quality and efficacy of differentiated instruction is reinforced and enhanced by frequent observations, constructive feedback, on-going professional development, and individualized support – *with data as the driving force*.

Lincoln Park Academy and its teachers, staff and administrators are fully committed to improving proficiency in literacy as measured by the Ohio School Report Card.

The Reading Achievement Plan and other data-driven indicators will be used to inform the decision-making process and to gauge the effectiveness of instruction in the 2023-2024 school year

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

## KRA, Beginning of Year '23-'24



## Kindergarten

### Phonics

Though gains have been made, results indicate that 18 students in Kindergarten are experiencing a slow start learning letter-sound relationships. The immediate priority for small-group work with these children should be both Phonics and Phonological Awareness. In Phonics, teachers will focus on systematic instruction in common consonant and vowel letter-sound relationships, and provide ample opportunity to apply skills to connected text.

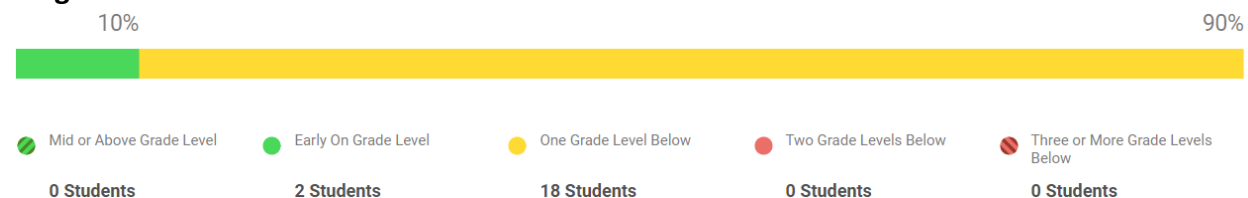
### Vocabulary

These children appear to know a limited number of words. Thus, oral language development should be a focus for small-group time. Teachers will provide rich, engaging oral vocabulary activities that teach new words and explore relationships among them. Teachers will also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from read-aloud texts.

### Resources

- Annotation Strategies
  - By annotating a text, scholars will ensure that they understand what is happening in a text after they've read it. As scholars annotate, they should note the author's main points, shifts in the message or perspective of the text, key areas of focus, and their own thoughts.
- Explicit Vocabulary Instruction
- Oral Reading Fluency
- I-Ready Tool Box
- Running Records
- Edulastics
- Heggerty
  - phoneme isolation with initial, final, and medial sounds, blending, segmenting, adding, deleting, and substituting phonemes, along with 2 Early Literacy Skills: Alphabet Knowledge and Language Awareness.
- Foundations
  - Foundations, systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

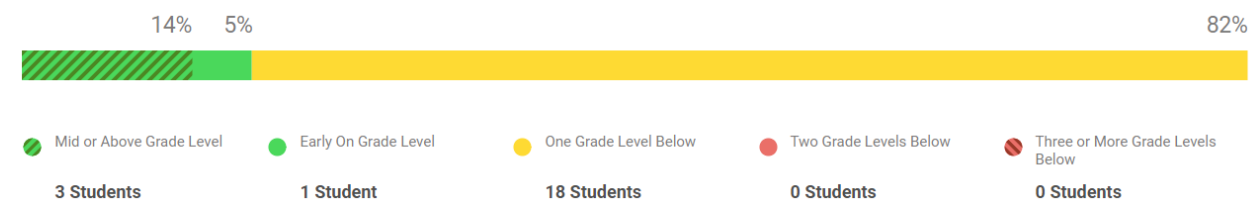
## Diagnostic 1



### Placement by Domain



## Diagnostic 2



# First Grade

### Phonics

Results indicate that 22 students in 1<sup>st</sup> Grade are experiencing a slow start developing grade-level decoding skills. The immediate priority for small-group work is explicit and systematic instruction in both Phonics and Phonological Awareness. Teachers will include instruction and practice to build automatic word recognition, and provide ample opportunity to apply skills to connected text.

### Vocabulary

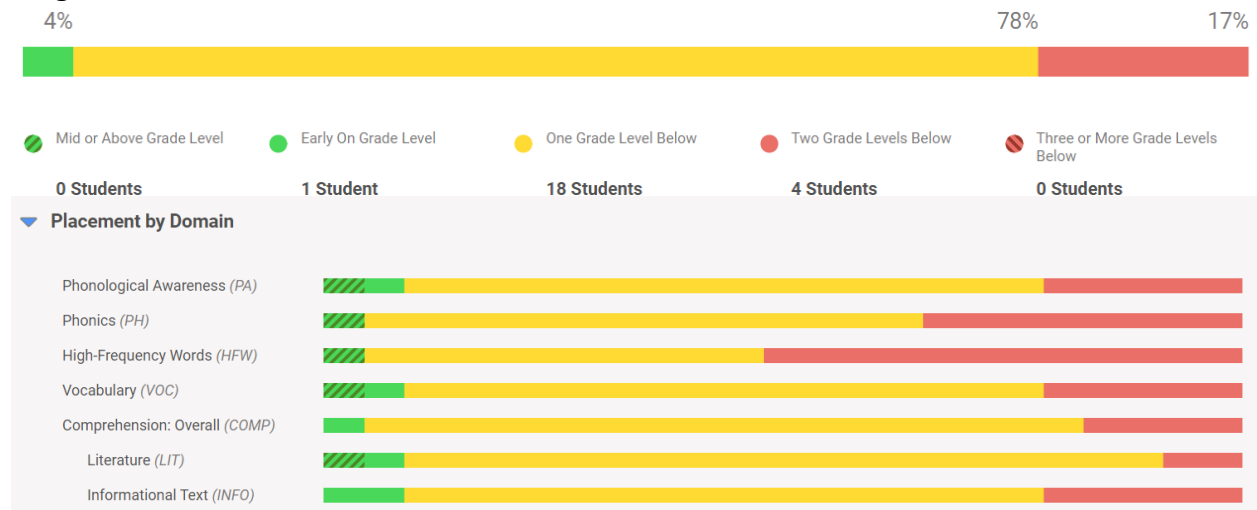
These children appear to know a limited number of words. Oral language development will also be a focus for small-group time. Teachers will provide rich, engaging oral vocabulary activities that teach new words and explore relationships among them. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from both read-aloud texts and texts read independently.



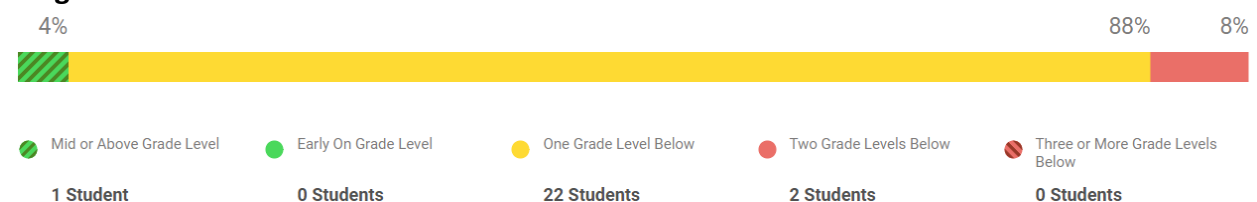
## Resources

- Annotation Strategies
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  - phoneme isolation with initial, final, and medial sounds, blending, segmenting, adding, deleting, and substituting phonemes, along with 2 Early Literacy Skills: Alphabet Knowledge and Language Awareness.
- Foundations
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## Diagnostic 1



## Diagnostic 2



## Second Grade

### Phonics

27 students in 2nd Grade are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction is the immediate priority for their small-group work. Teachers will include instruction and practice to build automatic word recognition, and provide ample opportunity to practice skills in connected text.

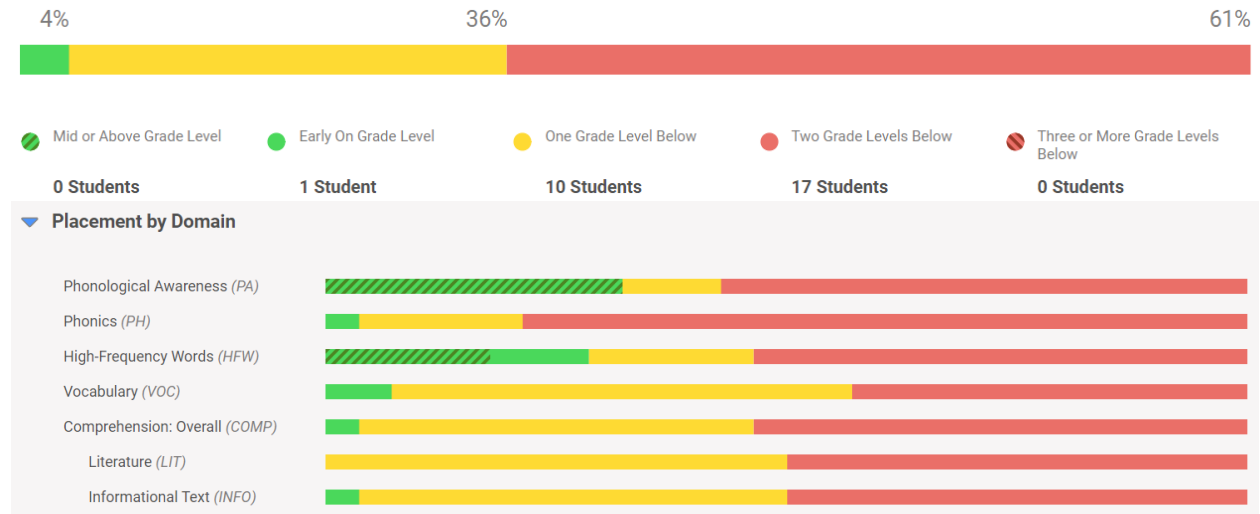
### Vocabulary

These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. A small-group instructional focus will be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies.

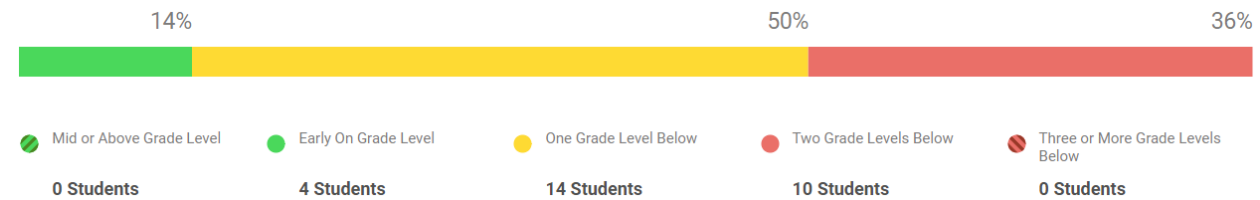
### Resources

- Annotation Strategies
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## Diagnostic 1



## Diagnostic 2



# Third Grade

### Phonics

24 students in 3rd Grade are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction is the immediate priority for their small-group work. Teachers will include instruction and practice to build automatic word recognition, and provide ample opportunity to practice skills in connected text.

### Vocabulary

These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. A small-group instructional focus will be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies.

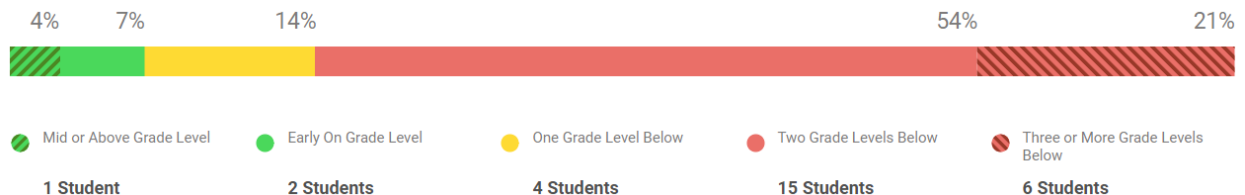
## Comprehension

Test results indicate that 6 students are applying effective Comprehension strategies to understand grade-level literary and informational text. To prepare them to read increasingly challenging and complex texts, teachers will continue to make strategy instruction a focus of small-group time.

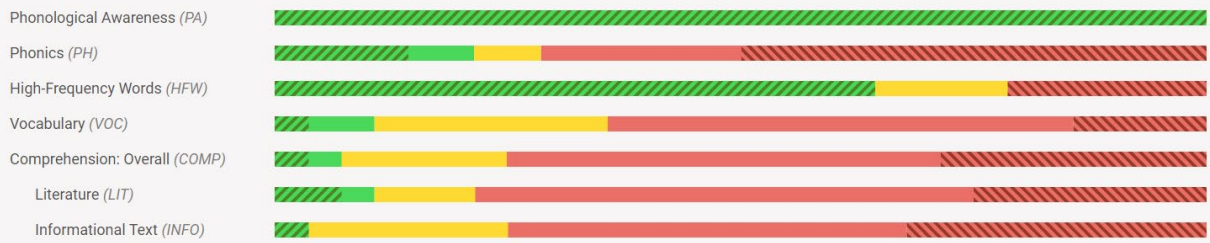
## Resources

- Annotation Strategies
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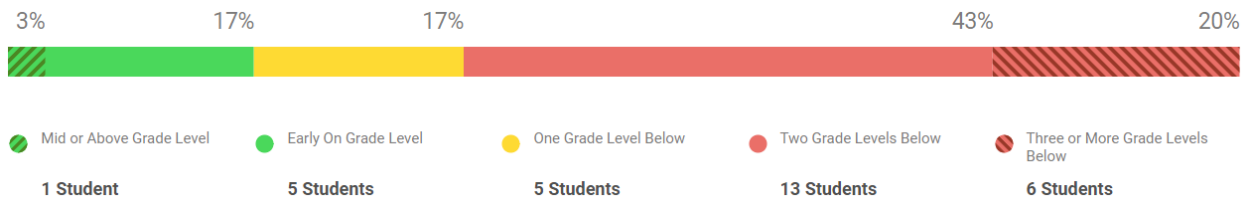
## Diagnostic 1



### Placement by Domain



## Diagnostic 2



# Fourth Grade

### Phonics

21 students are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction is the immediate priority for their small-group work. Teachers will provide instruction and practice to build automatic word recognition in connected texts. The end goal of reading is comprehension, so teachers will continue to work on comprehension as they target Phonics.

### Vocabulary

While there are 4<sup>th</sup> Grade students who are below grade-level in Vocabulary, many are making good progress with grade-level Vocabulary skills. Teachers will build on the strengths of those on or approaching grade-level assigning more complex texts. Priorities for small-group instruction will include strengthening word-learning strategies and developing a deeper understanding of literary, academic, and domain-specific Vocabulary. For those who are especially deficient, small group instruction will focus on word relationships, word parts, and word-learning strategies.

### Comprehension

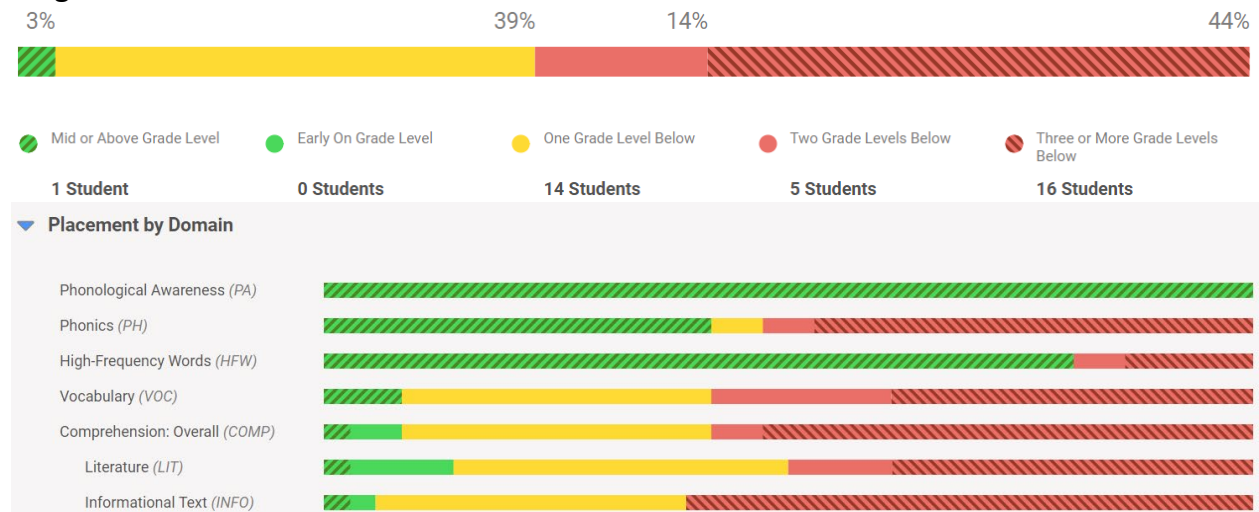
Test results indicate that 17 students are applying effective Comprehension strategies to understand grade-level literary and informational text. To prepare them to read increasingly

challenging and complex texts, teachers will continue to make strategy instruction a focus of small-group time.

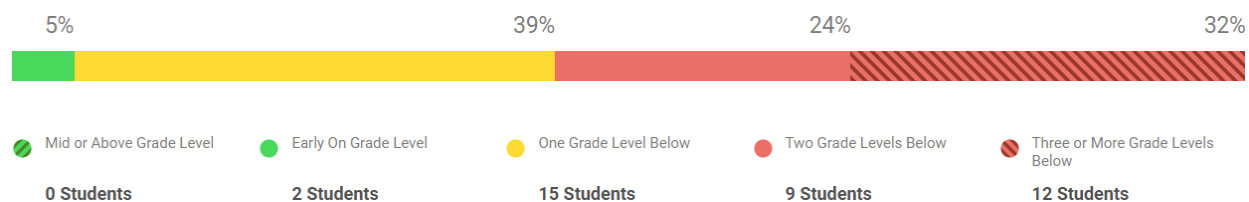
### Resources

- Annotation Strategies
  - By annotating a text, scholars will ensure that they understand what is happening in a text after they’ve read it. As scholars annotate, they should note the author's main points, shifts in the message or perspective of the text, key areas of focus, and their own thoughts.
- Explicit Vocabulary Instruction
- Oral Reading Fluency
  
- Word Study
  - The skill of word recognition develops through repeated practice and exposure to text and words. Automatic word recognition is crucial for long-term reading success as it allows for fluent, accurate, and expressive reading, and, more importantly, attention to be given to word meaning.
  
- I-Ready Tool Box
- Running Records
- Edulastics

### Diagnostic 1



### Diagnostic 2



## Fifth Grade

### Application and Accountability

It is crucial that we systematically foster students’ motivation to read – and also to keep the momentum going by continuing to scaffold support at the level students need. Teachers and instructional leaders will help students make the connection that reading is essential by the payoffs of improved reading in terms of how it relates to their own lives.

### Vocabulary

Students in 5<sup>th</sup> Grade are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students are likely to show gains in background knowledge as Vocabulary improves.

### Comprehension

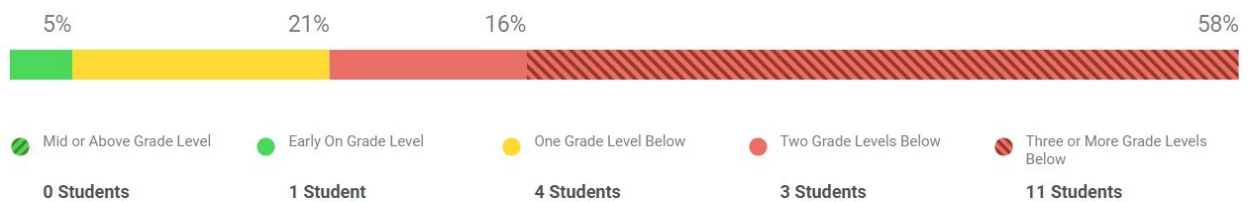
These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

### Resources

- Annotation Strategies
  - By annotating a text, scholars will ensure that they understand what is happening in a text after they’ve read it. As scholars annotate, they should note the author's main points, shifts in the message or perspective of the text, key areas of focus, and their own thoughts.
- Explicit Vocabulary Instruction

- Oral Reading Fluency
- Word Study
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- Running Records
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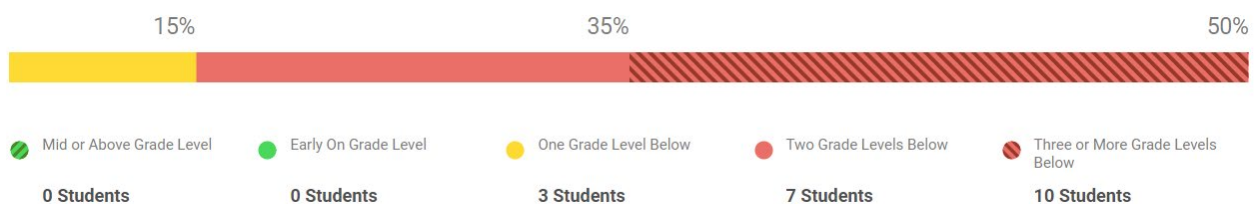
### Diagnostic 1



#### Placement by Domain



### Diagnostic 2



### Application and Accountability



It is crucial that we systematically foster students' motivation to read – and also to keep the momentum going by continuing to scaffold support at the level students need. Teachers and instructional leaders will help students make the connection that reading is essential by the payoffs of improved reading in terms of how it relates to their own lives.

### **Vocabulary**

Students in 5<sup>th</sup> Grade are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students are likely to show gains in background knowledge as Vocabulary improves.

### **Comprehension**

These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

## **Sixth Grade**

### **Middle School Reading (6<sup>th</sup>-8<sup>th</sup>) Analysis**

#### **Vocabulary**

A considerable number of Middle School students are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students will show some gains in background knowledge as Vocabulary improves. Increasing vocabulary instruction before, during, and after comprehension activities will help students in drawing meaning from texts.

#### **Comprehension**

These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

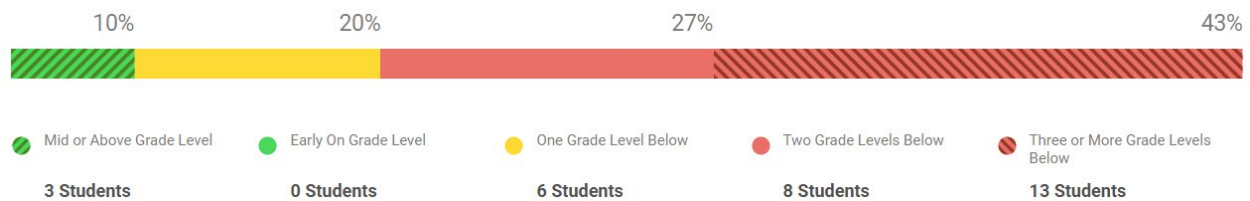
#### **Resources**

- Annotation Strategies
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- Explicit Vocabulary Instruction
- Oral Reading Fluency
- Word Study
  - The skill of word recognition develops through repeated practice and exposure to text and words. Automatic word recognition is crucial for long-term reading success as it allows for fluent, accurate, and expressive reading, and, more importantly, attention to be given to word meaning.
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- Running Records
- Edulastics

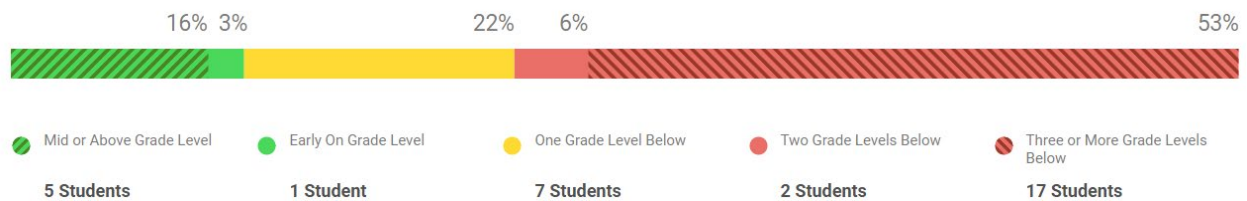
### Diagnostic 1



#### Placement by Domain



### Diagnostic 2



## Seventh Grade

### Middle School Reading (6<sup>th</sup>-8<sup>th</sup>) Analysis

#### Vocabulary

A considerable number of Middle School students are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students will show some gains in background knowledge as Vocabulary improves. Increasing vocabulary instruction before, during, and after comprehension activities will help students in drawing meaning from texts.

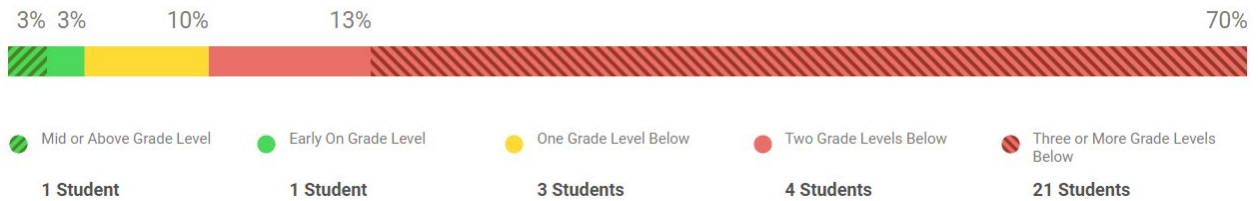
#### Comprehension

These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

#### Resources

- Annotation Strategies
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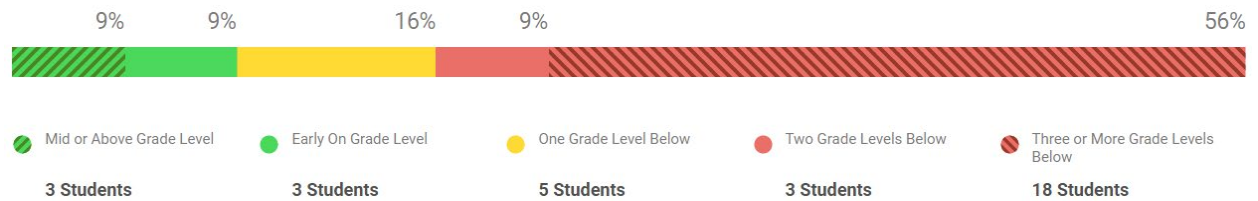
#### Diagnostic 1



Placement by Domain



## Diagnostic 2



# Eighth Grade

## Middle School Reading (6<sup>th</sup>-8<sup>th</sup>) Analysis

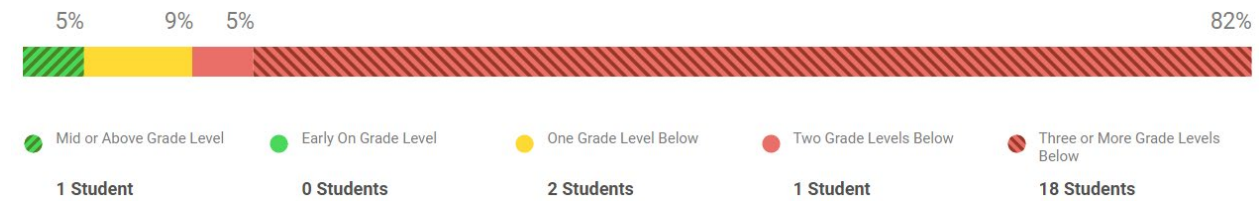
### Vocabulary

A considerable number of Middle School students are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students will show some gains in background knowledge as Vocabulary improves. Increasing vocabulary instruction before, during, and after comprehension activities will help students in drawing meaning from texts.

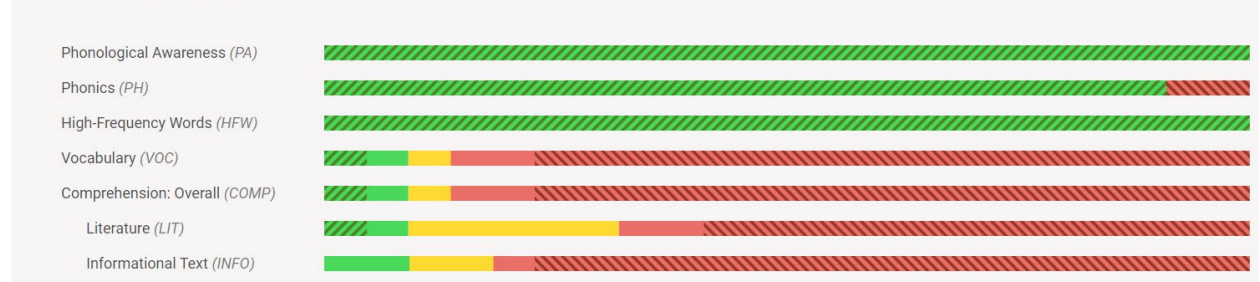
## Comprehension

These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

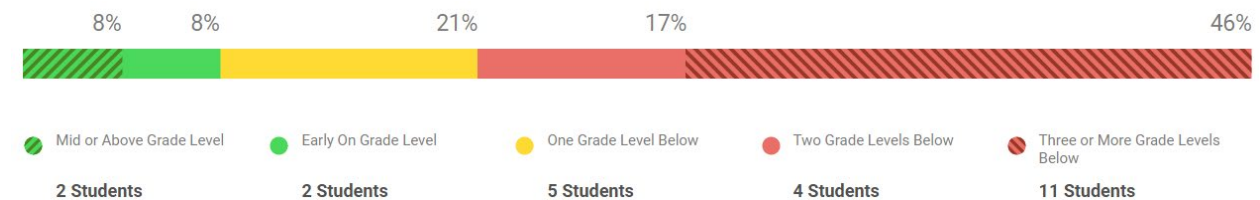
### Diagnostic 1



#### Placement by Domain



### Diagnostic 2



## Middle School Reading (6<sup>th</sup>-8<sup>th</sup>) Analysis

### Vocabulary

A considerable number of Middle School students are having difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students will show some gains in background knowledge as Vocabulary improves.

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### **Comprehension**

These students will benefit from more support in Comprehension. Making Comprehension a focus of small-group instruction will support the reading development of all students, even those who are scoring on or above level. Teachers will provide explicit strategy instruction that includes modeling, guided practice, and independent application.

### **Resources**

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- I-Ready Tool Box
- Running Records
- Edulastics

## ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

- Truancy Inconsistent Student Attendance rates, and students routinely arriving late to school
  - Inconsistent attendance, and routine tardiness is having an impact on student learning
  - This makes plans/Interventions and routines difficult to effectively integrate
  - Transportation/Busing routes are very limited
- Differentiated Instruction in a Post-Covid World – The Ability Gaps are Wider and More Diverse
  - Differentiating instruction has become exponentially more complex and time-consuming –Low, Middle, and High groups now need Low, Middle, and High groups within them in order to truly meet the distinct and individualized needs of each student
- *Short Cycle Assessments*
  - Though there are benefits of routinely administering bi-weekly, grade-level, standard-aligned Short Cycle Assessment, those benefits are nullified when we already know that over 50% of our students are below grade-level (some even 3+ grade-levels below).
    - Given that each grade has a wide range of ability levels, biweekly SCAs that target particular grade level standards take crucial instructional time away from students in exchange for redundant data points
    - If a student is multiple grade-levels behind his peers, 60-90 minutes per month (the amount of time spent on SCAs each month) might be better invested into individualized interventions/instruction

## LITERACY MISSION AND VISION STATEMENT(S)

**Equity** Classrooms should reflect equal opportunities for mirrors and windows. Although some children may require more intense reading interventions, focused instruction in English, and/or special education services, all children need and deserve an active reading life fueled by caring teachers.

**Foundational Reading Skills** To break the code for reading a child must become “phonologically aware” that words can be broken down into smaller units of sounds (phonemes) and that it is these sounds that the letters represent (Tallal, 2012). Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed is necessary for all primary students.

**Guided Reading** Guided reading is a teaching approach used mostly in primary grades and is designed to help individual students learn how to process a variety of increasingly challenging text with understanding and fluency. (Fountas, I. C. Pinnell, G. S., 2001)

- The teacher works with small groups that consist of 4 – 6 students and grouping is flexible and dynamic.
- Students work with texts at their instructional level. They spend most of their time reading. Teachers do not use round robin or popcorn reading methods.
- The lesson focus is on the reading process/strategies students need.
- The teacher monitors and documents the reader’s progress regularly and informs families of student progress monthly.

**Vocabulary and Oral Language** Extended conversations to develop oral language and interactions around writing to connect verbal and written language.<sup>1</sup> All students including English Learners and special education students benefit when they are able to draw on all four language processes – reading, writing, speaking and listening. Vocabulary is primarily acquired through listening, speaking and reading.

**Reading** Students regularly access and closely read at or above grade-level texts during direct instruction with support as needed. Students read a variety of nonfiction and fiction texts.

**Speaking and Listening** Students engage in rich and rigorous conversations about texts. Students use evidence or examples from texts to support their opinions or arguments. Often students need scaffolding from their teachers for engaging in rigorous discussion.

**Writing** Writing supports students in consolidating their views and understandings which helps drive their reading comprehension. Students should learn to synthesize information in their own words and use the text as the basis for putting forth an argument or opinion. Students respond to the texts they read through writing. Students write and use evidence from multiple texts or sources to inform, explain, or make an argument. Students compose narratives detailing real or imagined experiences. Teachers provide meaningful and immediate feedback that pushes students further in their skills and ideas.

## MEASURABLE LEARNER PERFORMANCE GOALS



**Goal #1: Increase the % of learners in K-8 testing at *On or Above Grade Level* from 26% (as of Winter '23-'24 iReady) to 50% by the Spring, as measured by Ohio State Test and the iReady Spring Diagnostic**

- **Subgoal:** By Winter '23-'24, at least 50% of students in K-8 will be on track to score Proficient or Higher on Spring '23-'24 testing.
  - Stage intensive intervention strategies and impactful differentiation not just for students scoring in the Limited to Basic range, but for all students
    - Increase Parent/Teacher Communication / conferences scheduled for days in which new and relevant assessment data becomes available
      - In cases where the parents cannot physically attend, conferences will be conducted remotely via Zoom (or other platform that allows for face-to-face interaction, and/or visual displays of student work and data).
      - These conferences will take place after each IREADY Diagnostic in which students, parents, teachers and administrators create intervention plans /action plans to assist students in their growth.
        - *I-Ready empowers educators to plan intentional and immediate interventions by providing instructional and assessment data in real-time.*
  - Individual goal-setting with students during designated times
    - Weekly communication of progress toward goal
      - Students individually track their goals
      - Parents with students performing at a Limited level will be communicated with more frequently, i.e. daily, weekly
      - Teachers and Admin will discuss progress and effectiveness of instruction / interventions during data meetings
  - Teachers will meet with both the DoA and HOS at least once per week to review progress monitoring of students
  - All ELA content teachers will receive Professional Development in Close Reading and Annotation strategies during BTS summer training.
  - All ELA content teachers will implement Close Reading and Annotation strategies into each's weekly instructional routine to enhance every student's ability to "[r]ead closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."
  - Teachers will plan and execute impactful and data-driven differentiated instruction daily, meeting the needs of every student.
  - DoA and HOS will participate in both scheduled and unscheduled observations of ELA content teachers to ensure that these strategies are being implemented effectively and routinely
    - Lesson Plans will note specific times / days as to when these practices will be taking place

**Goal #2: By Winter '23-'24, 100% of K-8 of students who have placed three or more grade levels behind their assigned grade will have increased their placement by at least one**

**grade level higher when compared to Winter '23-'24 diagnostic. 50% of those students will see an increase in placement of two grade levels.**

- Increase the use of Close Reading and Annotation strategies among informational texts within Science and Social Studies
  - MS will use common language and markings for annotations to ensure consistency across content areas
  - MS SS and SCI will implement more close readings related to informational text
- Weekly TBT to be content based, data-driven, and solutions-centered
- Increase awareness of Tier II and Tier III vocabulary by implementing Explicit Vocabulary Instruction within each classroom
  - This will also be incorporated into the print environment as it is displayed within each classroom
- Incentivize iReady performance
  - Usage of the program will be displayed outside of each classroom for progress monitoring purposes
  - Incentives will be provided to the classrooms with the highest usage in addition to Wolf Bucks and Shout Outs via the PA system every Friday
  - Positive phone calls will be made to parents regarding student growth and success deemed via progress monitoring IREADY
  - IREADY progress monitoring data will be sent home via mail with attached letters spotlighting students from each grade

**Goal #3: Increase attendance rates by 20%, and stage interventions for students who are habitually late to school.**

- **Subgoal:** Enhance level (quality and frequency) of communication and collaboration with parents
- **Proactive / Ongoing Communication**
  - Provide families with a robust amount of options to communicate (i.e. face-to—face, e-mail, text message, phone calls)
  - Provide families with a robust amount of opportunities to network with teachers, administrators, and other families (i.e. special events, open houses, culminating events, chaperoning field trips)
  - Newsletters
  - Outlining upcoming events
  - Conveying grade band specific academic focus
  - Resources for parents
  - School / Teacher contact information
  - Updated Contact Information Requests
  - Sent home monthly - having the most up-to-date contact information is pivotal to ensuring that family ties remain strong t/o the year
  - Incentivize the return of updated contact information forms for both teachers and student.

- Inform parents about the impact of truancy on overall student performance
  - Show student general data, comparing the performance of students with few to no absences to students who miss an excessive amount of instructional time
- Implement a visual attendance tracking board outside of the main office
- Potential home visits by HOS to students considered truant
  - Incorporate after school hours to parents who are not available during the day to meet and action plan truancy issues

## PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

For the 2023-2024 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. This online assessment, given in the fall, winter and spring to all students, allows us to measure the academic growth of our students in both Reading and Math. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting individualized growth targets. This crucial information forms the basis for the supports we provide students.

- Heggerty's screeners
- Running records
- Short cycle assessments for English Language Arts, Mathematics and Science
- Third Grade Reading Guarantee data
- RtI process
- Oral Reading Fluency

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. We identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

Each grade level will have a binder with the Spring IREADY data as well as any intervention data or RTI data which will be given to the next grade level teacher during Summer PD to follow up on.

This will provide the new teacher with a baseline as to where each scholar is at according to the Spring IREADY diagnostic data

The next grade level teacher will add to each data binder with the upcoming assessment data

This data binder will be a resource to use at upcoming parent conferences

## EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

Working with content based teachers to assess student written samples

- Building Team Efforts (PD time to be split between academics and culture of students and adults)
- Reviewing previously released student samples from the Ohio Department of Education to write Constructive Responses
- Reviewing rubrics provided by the Ohio Department of Education to guide constructive feedback on student written work
- Utilizing backwards planning and pacing guides to guide the creation of formative assessments
- Backwards planning formative assessments with correct Depth of Knowledge questions that mirror image the Ohio State Tests
- Implement Oral Reading Fluency and use that as a running record that will be monitored and displayed throughout the school in grades K-8.
- Capitalizing on a written component for all grade levels by focusing on writing for at least 45 minutes every Friday using content based Constructive Responses
- Showcase exemplary student work with specific feedback
- Differentiated instruction to refine writing after constructive criticism provided
- Focusing on previously released student samples to assist scholars with stems and teachers with understanding how to grade them accordingly / will be discussed as ways to monitor potential intervention in RTI
- Increase communication as phone numbers change continually and are not updated regularly / consider discontinuing Class Dojo as not 100% effective or used by 100% of parents

## APPENDICES

### Lincoln Park Academy Family Partnership Mindset

- 1. *Family-school relationships should be focused on student progress and success. The reason for educators and families to cooperate, coordinate, and collaborate is to enhance learning opportunities, educational progress, and school success for students. Therefore, family-school interactions focus on what each partner can do to improve the development and learning of children and youth.***
- 2. *Families are equal partners in attaining educational goals for students. Educators view families and creating family-school relationships as essential for children's optimal academic, social, and emotional learning.***

3. **Both in- and out-of-school times are recognized as influencing students' school performance.** When student concerns are described, the reciprocal influence between family and school contexts is considered. Decisions made at school affect home, and vice versa.
4. **Sharing information about child behavior across settings is valued.** Each partner recognizes that he or she sees the child primarily in one setting and understands how the child is reacting in the other setting. Differences in child observations are expected (e.g., the child does not behave the same way in home situations) and are valuable for assessment and intervention planning.
5. **Collaboration has a positive impact on student learning.** Educators believe that home and school can accomplish more than either home or school can accomplish alone. They also believe in equality (the willingness to listen to, respect, and learn from one another) and parity (the blending of knowledge, skills, and ideas to enhance positive outcomes for children)<sup>2</sup>.
6. **Families should be active partners in decision making.** Educators believe in the value of making decisions with parents. They avoid such practices as making decisions in separate meetings prior to meeting with parents. Educators recognize parents' expertise and seek input from them on a regular basis. Educators believe in including parents when addressing concerns about student learning.
7. **Problems are solved mutually and without blaming each other.** When students are experiencing school difficulties, school personnel and parents understand that two-way communication is necessary. Families and school personnel realize that they see the children's behavior in their respective settings and, therefore, withhold judgment until both sides have had an opportunity to provide input. Blame is not attributed to only the family or only the school.
8. **Problem solving is based on a positive, strength-based orientation.** Families and school personnel operate from a non-deficit model and they focus on strengths of individuals (educators, parents, student). School personnel view parents as resources for addressing educational concerns. Collaborative problem solving efforts help to foster optimism about what school personnel and families can accomplish by working together.
9. **Family-school relationships are cultivated and are sustained over time.** Family-school relationships are an ongoing process. Families and educators work together within and across school years to address mutual concerns and provide mutual support for enhancing the learning progress of children and adolescents. Thus, educators realize that working as partners with parents this year will strengthen the partnership in subsequent years.

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*i-Ready* is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, *i-Ready* makes differentiated instruction achievable in every classroom.

- **Supported by Rigorous Evidence That Meets Every Student Succeeds Act (ESSA) Requirements**
- Provides user-friendly dashboards and clear reports with **actionable data** that give teachers a foundational understanding of students' strengths and areas of need
- Enables educators to confidently determine each student's **on-grade level proficiency** based on state and national standards
- Delivers online lessons that provide **tailored instruction and practice** for each student to accelerate growth
- Supports teachers with **in-the-moment resources** for remediation and reteaching at individualized, small group, and whole class levels of instruction
- Is **research-based and proven to work**—students who use *i-Ready Personalized Instruction* make remarkable learning gains
- Includes **dedicated service and support** at every step of the implementation journey through *i-Ready Partners*
- Oral Reading Fluency will be assessed monthly, and running records will be maintained, analyzed, and used in informing interventions, including but not limited to, differentiation and grouping strategies.
- **Personalize** pathways to growth with precise instruction that is guided by *i-Ready Assessment* data
- **Motivate** students to persist in building their skills
- **Provides scaffolded support** that meets the needs of all students, especially English Learners

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### Structure of Parent/Teacher Conferences:

*Powerful Partnerships* describes the structure of a family conference – the structure is designed to empower families and inspire them to take on an active, informed, and collaborative role in education of their child.

#### *Beginning*

- Begin by asking your students and their family members to share how the school year is going, likes / dislikes about their experience
- Students / parents should be doing the majority of the talking
- Listen

#### *Middle*

- Follow with updates on progress
- Share / discuss assessment results, student work samples
- Spend time looking together at this work
- Students should be present for Parent/Teacher conferences:

- Provide opportunities for students to explain their work, and encourage families to ask questions

*End*

- Ask the child to set goals (see Goal-Setting Family Conference Form)
- Encourage students to choose a goal
- Discuss how everyone in can help the child reach that goal

By structuring family conferences in this way, invisible barriers between families and teachers rapidly dissolve - what takes the place of those barriers is a functional collaborative space where families feel genuinely acknowledged, respected, honored, and valued.

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### **Sharing KRA Data with Families**

Sharing KRA results with families is an important part of the KRA process. Communicating with families contributes to building a strong relationship and helps teachers learn more about students' needs and home environments. KRA results also provides ideas to families about how they can support learning at home. Individual Student Report (ISR)

The Individual Student Report (ISR) provides an overview of a student's KRA scores and is intended for sharing with families. It is available in multiple languages. The ISR can be generated for a student as soon as all KRA item scores have been entered into the KReady Online system.

### **Key Points to Share with Families**

When sharing ISRs with families, here are some key points to communicate:

- This assessment was completed at the start of the school year.
- The KRA provides helpful information around skills that are important for kindergarten readiness and later school success.
- This is a starting point for instruction that can help make sure the student's needs are met.
- Results show us the child's areas of strength and areas of focus for instruction.
- Results also highlight areas where we may want to gather more information about the child.
- There are resources and activities that families can do to support their child at home.

### **Family Conversation Planner**

When preparing to share KRA results with a student's families, consider using the following topics to plan and guide your conversation:

- Ask the family about how they have noticed the child progressing or changing lately.

- Share overall KRA score and explain what it means.
- Identify 2-3 of the child's strengths that you have identified.
- Identify 1-2 areas of need that you are targeting for growth.
- Explain what the child can currently do in these areas of focus.
- Share 1-2 activities the family can work on at home to support their child's development.
- Identify when and how you will next check in about the child's progress.