March 22, 2024

Dear Superintendent Day:

Thank you for submitting the Madison Avenue School of Arts 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:
- Focus on components of reading and diagnostic assessments
- Commitment to professional learning and identification of teacher training as a root cause
- Goals are focused on needs identified by data

This plan will benefit from:
- Fully flesh out PD Plan to ensure that it is sustained, intensive, data-driven, and instruction focused. The current plan lacks specificity which means many quality indicators could be overlooked in the process.
- Many quality components were not addressed in this plan. These quality components can be helpful as a rubric to ensure future plan updates address necessary components to ensure plan success.
- Fill out plan team to include a broader array of voices and expertise (teacher, family, treasurer, etc.)

The Reading Achievement Plan and this memo will be posted on the Department's website. If Madison Avenue School of Arts revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

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Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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

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Department of
Education &
Workforce

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 either of the following:

   (a) A grade of "D" or "F" on the Improving At-Risk K-3 Readers Measure; or

   (b) 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: Madison Avenue School of Arts

DISTRICT IRN: 009955

DISTRICT ADDRESS: 1511 Madison Avenue, Toledo, OH 43604

PLAN COMPLETION DATE: 11-28-23

LEAD WRITERS:

Lindsey Day

Reem Abed

Joyce Mims

Emily Mills

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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Lindsey Day	**Principal**	**Imagine Madison Avenue School of Arts**	**lindsey.day@imgmadison.com**
Reem Abed	**Academic Coach**	**Imagine Madison Avenue School of Arts**	**reem.abed@imgmadison.com**
Joyce Mims	**Academic Coach**	**Imagine Madison Avenue School of Arts**	**joyce.mims@imgmadison.com**
	Special Education Consultant	**Imagine Madison Avenue School of Arts**	**emily.mills@imgmadison.com**

Name	Title/Role	Location	Email
Emily Mills			

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

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

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

Imagine Madison School of Arts (IMASA) is required to submit a School Improvement Plan to its parent company (Imagine Schools). The goal included in that Plan related to reading/literacy is:

*By the end of the academic year, our school aims to significantly improve reading and literacy proficiency , **the SGP of the lowest quartile in <u>reading</u>** will grow **from 58** last year **to 60** this year, as measured by annual STAR Renaissance scores among students across all grade levels. This goal aligns with Imagine Schools' commitment to fostering a culture of continuous improvement and ensuring that every student reaches their full potential.*

Our reading achievement plan supports the overall continuous improvement and equity efforts of the school by providing every teacher with professional development and daily coaching support via our academic coaches. We utilize intervention programs that are evidenced based and supported by the science of reading as these programs are scripted and user friendly for teachers, at any level of teaching, thus creating equitable access for all students.

Currently in kindergarten through second grade, we are utilizing the Fundations program to address the foundational skills that our students are missing as shown in our literacy data. The fundations program is completely aligned with the 5 pillars related to the science of reading phonemic awareness, phonics, fluency, vocabulary, and comprehension. Within the fundations program the phonemic awareness work consists of blending and segmenting sounds. The students are introduced to 3 new sounds per week. Additionally, the students are engaged in rhyming and the manipulation of sounds.

Phonological Awareness

Our literacy data demonstrates that in order for our students to begin reading and writing, they must become aware of the individual phonemes in words and then understand the relationship of those sounds to letters. This development of phonemic awareness and the alphabetic principle is directly and explicitly taught throughout Fundations. In Level K the students begin with the basic letter-sound correspondences and progress to complex ones such as the letters /d/ /g/ /e/ to represent the sound /j/.

Sound mastery within the Fundations program provides planned and explicit handwriting and spelling instruction. In Fundations, sound instruction is initially linked to letter formation. Students learn the letter name, its formation and its sound simultaneously. This creates an important link and uses motor memory learning to associate letters with their sounds. This multisensory approach helps to form a tight association with the letter, its sound, and how it is formed. In kindergarten, the sequence of letter and sound introduction is carefully considered based upon this integrated approach.

In Fundations, the sequence of letters presented is based upon these principles for an integrated and multisensory approach. The goal of instruction is to have children retrieve and produce letters automatically as well as link those letters to their associated sounds. This automatic letter production is key for all students, even those children who enter kindergarten with knowledge of the letters and

sounds. The practice of consistent formations embeds the letter production into memory which then allows children to develop higher level written composition.

Phonics:

In Level K through Second grade Sound mastery, within the Fundations program, is a key component of phonics. To remember a sound, students also learn a keyword. This word is used consistently. For example, for the letter b, the keyword is bat (b-bat-/b/). Phonics is taught using the following sequence: Letter to Sound, in this direction students see the letter and identify the sound. Sound to Letter, in this direction students hear the sound and identify the corresponding letter(s). Students do a daily drill of sounds, saying the letter-keywords and sounds. The daily 2-3 minute Sound Drill is the only "drill" aspect of Fundations. This is designed to create fast and efficient neurotransmitting pathways to access sounds. Students have lots of opportunities to practice the sounds with a variety of activities. In Fundations, students are explicitly taught how to blend sounds into words. This is systematically done following the six basic syllable patterns in English.

Fluency:

In Level K through Second grade fluent reading is an essential reading skill for comprehension. They also work to develop prosody and expression. To develop fluency and speed of reading, students learn how to read in thought groups, or phrases that connect meaning. Students do both echo and choral reading of stories to help develop fluency. During echo reading the teacher reads a sentence and stu- dents repeat. During choral reading the teacher and students read together. Teachers help students with phrasing by scooping sentences. In Levels 1-3, additional fluency work is provided with the Fluency Kit for students who are in intervention (Tier 2) small group instruction. There are timed exercises for sounds, word lists, Trick Words, and phrases to develop automaticity, and controlled text material is used for repeated reading. Children chart their progress on an individual recording form. Although you can time students, reading with meaning is emphasized rather than speed. The fluency kit provides a controlled story (95 - 100% decodable) for Units 2-14. In Level 1, there are also decodable stories for fluency and comprehension.

Vocabulary:

In Level K through Second grade, students developed vocabulary from hearing stories read aloud and classroom discussions. In Level 1, students study vocabulary more explicitly. Students learn a "Word of the Day" selected to correspond with the word structure being studied. Words are used in sentences and are on flashcards to be reviewed frequently. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their student notebooks.

Comprehension:

Although Fundations is not a comprehension program, it does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This direct instruction includes the development of students' ability to form a visual image or construct a mental picture from words, the ability to imagine a scene and predict subsequent events, and to recall and explain what was in the written text. In Fundations, retelling begins in kindergarten students follow gestures and picture notes to assist their oral retelling of story events. Beginning in grade one, students also use mental imagery or visualization to help guide their words for retelling. The teacher also models and assists them with paraphrasing and the retelling of longer and longer segments of a passage or story. In Level 1, students have direct and explicit instruction to create mental images with very simple decodable passages. Students learn how to use their working memory to hold several words and sentences in mind and to process, understand, and recall them. Students learn to retell the stories in their own words. The stories are read with both echo and choral reading. The passages are short, narrative, controlled stories that are 95-100% decodable.

Currently in grades 3rd-6th, we are using the Phonics for Reading program. The Phonics for Reading series is a systematic, research-based, instructional program that provides explicit instruction in phonics as well as phonemic awareness, fluency, and comprehension. The series is carefully sequenced to guide and build students' learning. Each level in the series features consistent teaching routines, repeated practice, and immediate corrective feedback. The teacher may use one, two, or all three levels to help improve students' reading skills.

Phonics for Reading First level, teaches students how to read one-and two- syllable words by using knowledge of letter-sound relationships.

Scope and Sequence Chart-First Level

	Introduction of Letter-Sound Associations			One-Syllable Words		Two-Syllable Words		Irregular or High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	
1–4	a	/aaa/	ran	VC and CVC words with /ă/	am man	a and i	admit cabin	people, school, to, little, on, was, he see, a, the, water, you, are, my, have, her, and, we, with, no, go, she
	i	/iii/	sit	VC and CVC words with /ī/	in fit			
5–7	o	/ooo/	mop	VC and CVC words with /ŏ/	on fox	o and known vowels a and i	cannot tonsil	after, of, from, some, put
8–10	u	/uuu/	rug	VC and CVC words with /ŭ/	up sun	u and known vowels a, i, and o	muffin suntan	they, very, saw, went, into, I
11–13	e	/eee/	net	VC and CVC words with /ĕ/	Ed red	e and known vowels a, i, o, and u	upset hectic	look, down, where, children, work said
14–16	gg ff ll ss tt zz	/g/ /fff/ /lll/ /sss/ /t/ /zzz/	egg off hill miss mitt jazz	VCC and CVCC words ending with the double consonants gg, ff, ll, ss, tt, and zz	egg puff will pass putt jazz	double consonants and known vowels	eggnog unless	be, play, tree, snow
17–19	ck th sh	/k/ /th/ /sh/	rock path dish	CVCC words ending with the consonant digraphs ck, th, and sh	pack bath fish	ck, th, sh, and known vowels	racket bathtub dishrag	Review of irregular or high-frequency words introduced in previous lessons
20–23	st mp nd nt sk	/sss/ /t/ /mmm/ /p/ /nnn/ /d/ /nnn/ /t/ /sss/ /k/	nest lamp send sent task	CVCC words ending with the consonant blends st, mp, nd, nt, and sk	fast lump lend hint mask	consonant blends and known vowels	insist sandbox	Review of irregular or high-frequency words introduced in previous lessons
24–26	ch wh th sh	/ch/ /wh/ /th/ /sh/	chin when that shop	CVCC words beginning with the consonant digraphs ch, wh, th, and sh	chop whiz thud shed	ch, wh, th, sh, and known vowels	chipmunk whiplash anthem shipment	Review of irregular or high-frequency words introduced in previous lessons
27–30	cl br cr dr fl fr sl sn sp tw	/k/ /lll/ /b/ /rrr/ /k/ /rrr/ /d/ /rrr/ /fff/ /lll/ /fff/ /rrr/ /sss/ /lll/ /sss/ /nnn/ /sss/ /p/ /t/ /www/	clam bran crop drip fled Fred sled snap sped twig	CVCC words beginning with the consonant blends cl, br, cr, dr, fl, fr, sl, sn, sp, tw, st, pl, sk, tr, gl, and gr	clap brim crib drop flat Fred sled snip sped twig	consonant blends and known vowels	snapshot clinic	Review of irregular or high-frequency words introduced in previous lessons
	st pl sk tr	/sss/ /t/ /p/ /lll/ /sss/ /k/ /t/ /rrr/	stop plan skin trip				step plot skip trim	
	gl gr	/g/ /lll/ /g/ /rrr/	Glen grin				glad grip	

Phonics for Reading, Second Level, teaches students how to read one-syllable and multisyllabic words by using knowledge of letter-sound relationships as well as structural units such as root words and word endings.

Scope and Sequence Chart- Second Level

Introduction of Letter-Sound Associations				One-Syllable Words		Multisyllable Words		Words with Word Endings		Irregular and/or High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	Word Type	Examples	
1–3	ai ay	/āāā/ /āāā/	rain play	Words with ai and ay	fail pain play hay	ai and ay	raindrop railway maintain	Words with -ed ending	failed painted played	were, you, of, said, have, after, from, my, to, they, are, look, was, put, saw
4–6	ee ea	/ēēē/ /ēēē/	feed leaf	Words with ee and ea	beet sheep beach lead	ee and ea	sunbeam freeway indeed	Words with -ed ending	needed peeled cleaned	there, things, some, people, little, water, into, down
7–9	oa ow	/ōōō/ /ōōō/	coat snow	Words with oa and ow	coach toast flow show	oa and ow	window oatmeal rowboat	Words with both -ed and -ing endings	floated floating snowed snowing	all, work
10–12	igh	/īīī/	light	Words with igh	night fright	igh	highway nightfall brightness	Words with both -ed and -ing endings	sprayed spraying printed printing	do, what, where
13–16	a	/āāā/	rake	CVCe words with a	bake grape	CVCe with a	handmade inhale	Words with 1 or 2 medial consonants	trading mapping	be, he, we, she, me, by, why, cry, dry
17	i	/īīī/	five	CVCe words with i	white time	CVCe with i	dislike reptile	Words with 1 or 2 medial consonants	riding sitting	try, school
18–20	o	/ōōō/	joke	CVCe words with o	vote nose	CVCe with o	sunstroke backbone	Words with 1 or 2 medial consonants	hoping jogging	Review of irregular and/or high-frequency words introduced in previous lessons
21–23	ar	/ar/	car	Words with ar	smart farm	ar	artist harmless market	Review of words with -ed and -ing endings		would, should, could, been
24–26	er	/er/	fern	Words with er	term herd	er	perfect yesterday	Words with -er ending Review of words with -ed and -ing endings		come, who, very
27–29	or	/or/	corn	Words with or	sport horse	or	popcorn corrupt forget	Review of words with -ed, -ing, and -er endings		your
30–32	ir ur	/ir/ /ur/	bird turn	Words with ir and ur	first girl church turn	ir and ur	birthday frankfurter stirrup hamburger	Review of words with -ed, -ing, and -er endings		use

Phonics for Reading, Third Level, teaches students how to read one-syllable and multisyllabic words by using knowledge of letter-sound relationships as well as structural units such as prefixes and suffixes.

Scope and Sequence- Third Level

Introduction of Letter-Sound Associations				One-Syllable Words		Multisyllable Words		Words with Word Parts		Irregular and/or High-Frequency Words
Lesson	Letter[s]	Sound	Key Word[s]	Word Type	Examples	Syllable Type	Examples	Word Type	Examples	
1–3	oo	/ōō/	moon	words with oo	food, bloom	oo	moonlight, harpoon, dustproof	Words with un- and dis-, Words with -able and -ful	unlock, distrust, agreeable, handful	all, call, hall, ball, tall, because, through, also, about, care, find, were, one, your, who, some, how, many, fall, about, where, now, why, want, been, put
4–6	aw, au	/au/, /au/	saw, fault	Words with aw and au	yawn, cause	aw and au	drawing, pauper, automatic	Words with re- and pre-, Words with -ness and -less	return, preheat, madness, helpless	other, another, mother, brother, come, people, there, animals, what, would, from
7–9	oi, oy	/oi/, /oi/	oil, joy	Words with oi and oy	point, toy	oi and oy	turmoil, appointment, employee	Words with be- and de-, Words with -tion	become, delay, fraction	old, cold, told, gold, sold, fold, hold, give, work
10–12	ew	/ōō/	new	Words with ew	grew, shrew	ew	newscast, screwdriver	Words with in- and ex-, Words with -ly and -y	inspect, expand, badly, windy	mind, kind, over, could, good
13–15	ou	/ou/	loud	Words with ou	house, scout	ou	southwest, encounter	Words with con-, Words with -ous	contain, joyous	walk, talk, coming, woman, even, went, women, warm
16–18	kn, ph, qu, wr	/n/, /f/, /qu/, /r/	know, phone, quack, write	Words with kn, Words with ph, Words with qu, Words with wr	knife, kneel, photo, graph, quilt, quote, wring, wrote	kn, ph, qu, wr	knothole, knapsack, dolphin, emphasis, vanquish, equipment, wrestle, handwritten	Words with com-, Words with -le	complete, handle	don't, two, sure, should, machine, others, only, again
19–21	tch, dge	/ch/, /j/	match, bridge	Words with tch, Words with dge	witch, hatch, lodge, wedge	tch, dge	pitchfork, hatchback, misjudge, drawbridge	Words with pro-, Words with -est	provide, smallest	only, most, does, again, their
22–24	c	/s/	cell	Words with c	cent, lace	c	cinder, embrace	Words with a-, Words with -ment	about, moment	every, heard, any
25–27	g	/j/	cage	Words with g	page, gist	g	gingersnap, giraffe	Words with -ish	reddish	father, year
28–30	ow	/ou/	down	Words with ow	owl, brown	ow	chowder, sunflower	Words with -al	final	thought, friend, anyway, someone, somehow, almost, anyone
31–33	oo	/ōō/	shook	Words with oo	foot, good	oo	understood, woodpecker	Words with -ive	passive	enough, learn, anything, among, minute, live
34–36	ea	/e/	thread	Words with ea	deaf, health	ea	headdress, gingerbread			friends, though, throughout

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

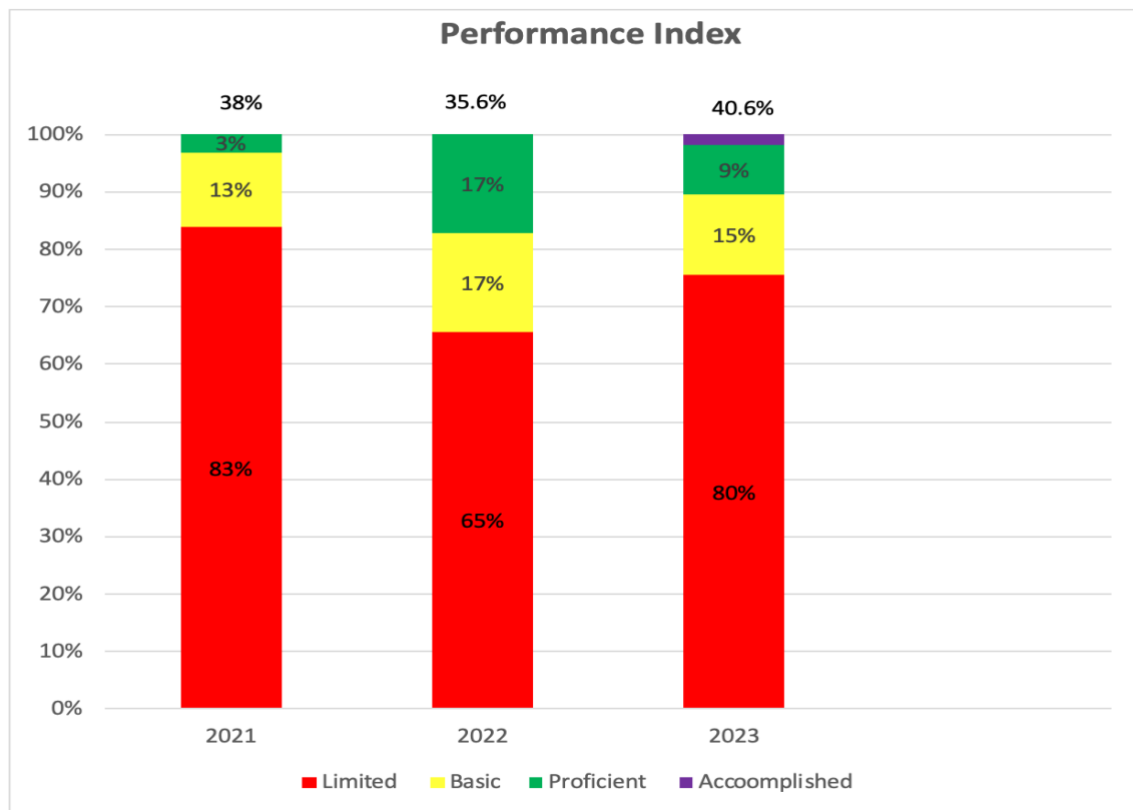- **The Kindergarten Readiness Assessment,**

{01642481v1 }   *Section headings marked with an asterisk are required by state law.*

- *Ohio's State Test for **English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include sub scores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities** and*
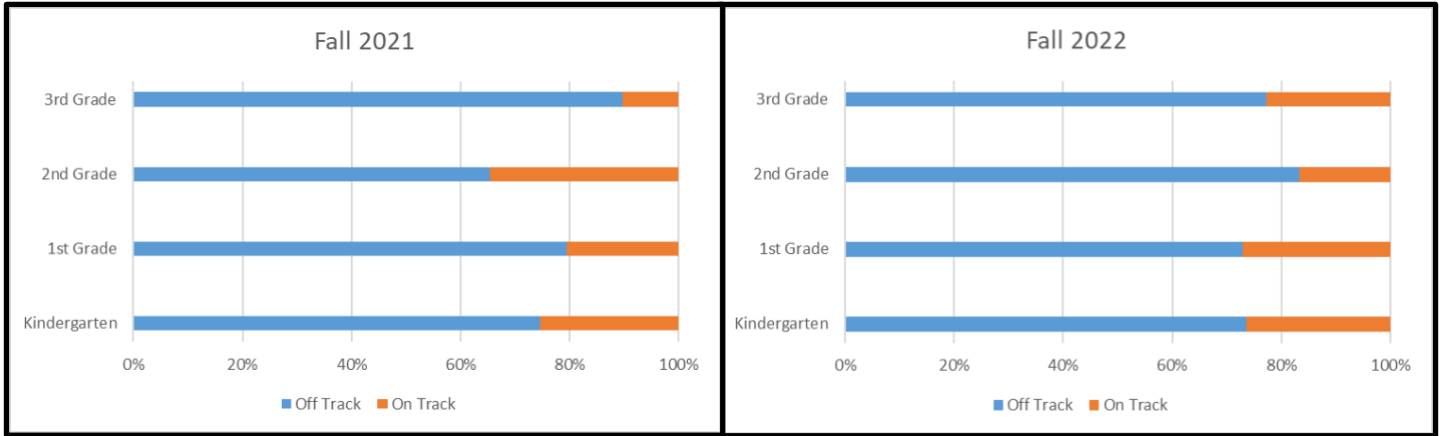- *benchmark assessments, as applicable.*

Kindergarten Readiness Assessment

Highest Scoring Areas in Language and Literacy	Prepositions Naming nouns Write a word Naming Letters
Lowest Scoring Areas in Language and Literacy	Identifying First sound Rhyming Words Write First Name Make Letter Sounds

- **English Language Arts Assessment (Grades K-6th)**

Performance Index

	2021	2022	2023
	38%	35.6%	40.6%
Proficient	3%	17%	9%
Basic	13%	17%	15%
Limited	83%	65%	80%

Legend: Limited, Basic, Proficient, Accoomplished

- ***K-3 Reading diagnostics (include sub scores by grade level)***

Fall 2021	Fall 2022

Fall 2021 chart — horizontal stacked bar (Off Track / On Track) by grade:
- 3rd Grade: Off Track ~90%, On Track ~10%
- 2nd Grade: Off Track ~65%, On Track ~35%
- 1st Grade: Off Track ~80%, On Track ~20%
- Kindergarten: Off Track ~75%, On Track ~25%

Fall 2022 chart — horizontal stacked bar (Off Track / On Track) by grade:
- 3rd Grade: Off Track ~77%, On Track ~23%
- 2nd Grade: Off Track ~83%, On Track ~17%
- 1st Grade: Off Track ~72%, On Track ~28%
- Kindergarten: Off Track ~73%, On Track ~27%

■ Off Track ■ On Track

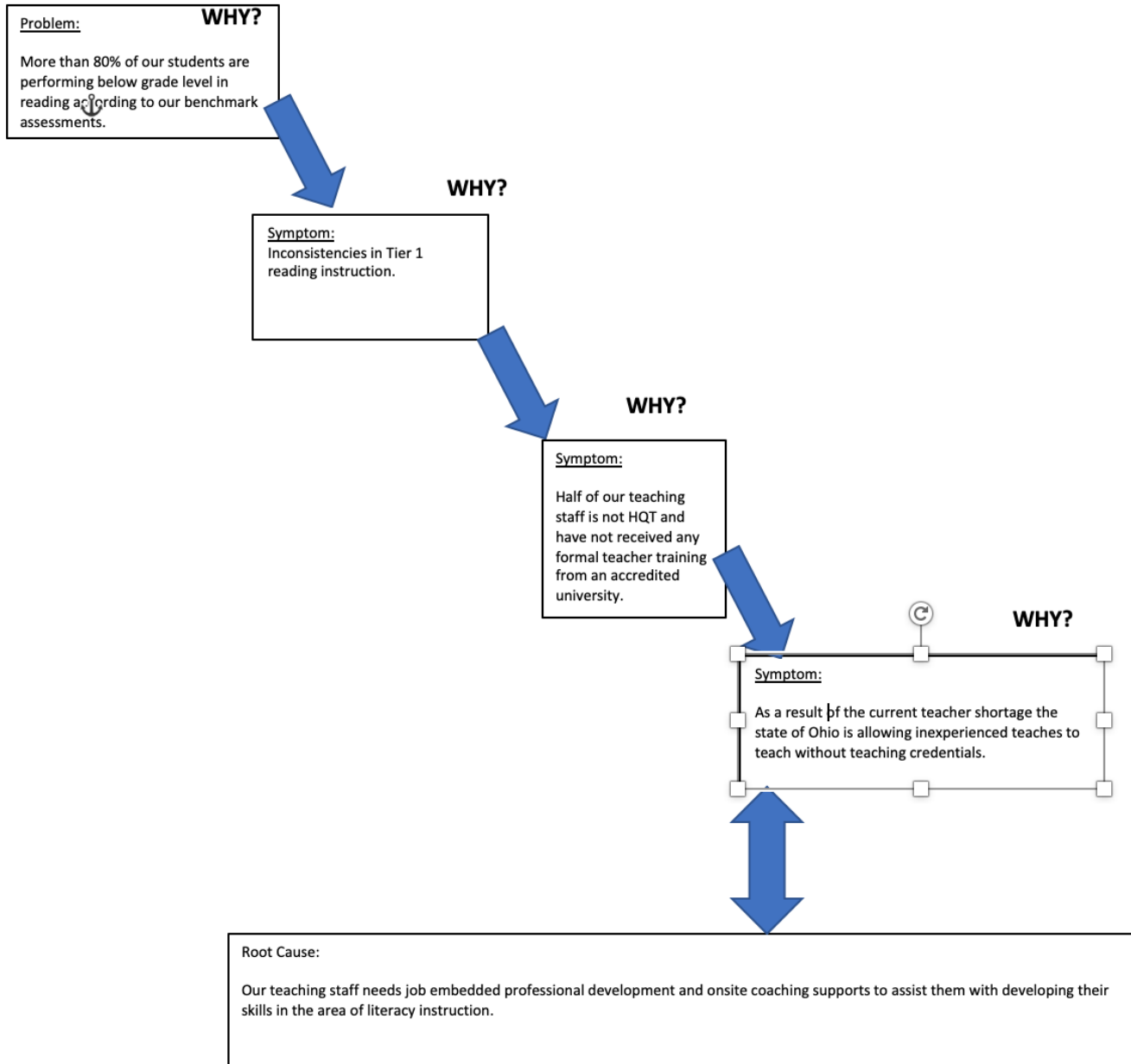SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING	
INTERNAL	EXTERNAL
- Teachers years of experience - Teachers with substitute licenses - Transition in teaching practices and materials to Science of Reading - Student learning disabilities (lack of vocabulary skills, poor phonemic awareness, insufficient reading skills), student lack of motivation, and distinct learning styles between students	- Students lacking prior early literacy experience prior to starting Kindergarten - Limited access to books or instructional activities outside of school - Student Absenteeism during the school year - Student home environment - Socioeconomic status

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

WHY?

Problem:

More than 80% of our students are performing below grade level in reading according to our benchmark assessments.

WHY?

Symptom:
Inconsistencies in Tier 1 reading instruction.

WHY?

Symptom:

Half of our teaching staff is not HQT and have not received any formal teacher training from an accredited university.

WHY?

Symptom:

As a result of the current teacher shortage the state of Ohio is allowing inexperienced teaches to teach without teaching credentials.

Root Cause:

Our teaching staff needs job embedded professional development and onsite coaching supports to assist them with developing their skills in the area of literacy instruction.

Overarching Goal	By the end of the school year, the SGP of the lowest quartile in reading will grow from 58 to 60 this year as measured by annual STAR Renaissance scores.
Subgoal	By the end of the school year, the mean Reading Learning Gain for all students will be within range from 1.05-1.10.

Adult Implementation Goals	
Overarching Goal	**By the end of the school year, all teachers will provide reading instruction aligned with the Science of Reading as measured by the use of programs aligned with (Fundations , Phonics for Reading, i-ready)**

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

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal Statement: By the end of the school year, all consistently enrolled students including subgroups (SWD, ED, and minority) will increase their grade level reading achievement by 4% on the state mandated assessment, as measured by the Reading State Assessment.

Sub Goal #1: By the end of the school year, the mean Reading Learning Gain for all students will be within range from 1.05-1.10.

Evidence-Based Strategy or Strategies:

- Monitor the progress of students receiving supplemental instruction and other students who are at risk.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Closing the Learning Gap	Small Group reading groups
Timeline	Quarterly	Weekly	Weekly
Lead Person(s)	Academic Coaches	Academic Coaches	Academic Coaches , Classroom Teachers
Resources Needed	STAR Renaissance	Support/Title 1 Teachers	Small Group tracking
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Students test in small groups over a window of approximately 2 weeks	Students in differentiated groups working with Fundations	Students assessed through STAR Reading CBM's to identify specific needs in planning for reading levels.
Measure of Success	Quarterly STAR Reports	Unit/post test	*Progress monitor assessments with program used

Percent of students on track to meet end of grade level |
| Description of Funding | | | |
| Check-in/Review Date | September 2023

November 2023

January 2024

May 2024 | Monthly check ins during plannings to adjust groups | September 2023

May 2024 |

Goal Statement:

By the end of the school year, all teachers will provide reading instructions aligned with the Science of Reading as measured by use of programs aligned with Fundations, Phonics for Reading, and i-ready

Evidenced- Based Strategy of Strategies:

- **Teach students to decode words, analyze word parts, and write and recognize words.**
- **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialist**
- **Monitor the progress of students receiving supplemental instruction and other students who are at risk.**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fundations	Phonics for Reading	Explicit Phonemic Awareness and or phonics instruction
Timeline	Daily	Daily	Daily
Lead Person(s)	Academic Coaches Classroom Teachers	Academic Coaches Classroom Teachers	Academic Coaches Classroom Teachers
Resources Needed	Fun Hop - All of the videos and slides, and magnetic letters and manipulatives Student books, Teacher guides	Student books and Teacher Guides for all 3 levels	Small Group tracking
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Placement Assessments Students in differentiated groups with Fundations	Students in differentiated groups working with the Phonics for Reading	Students assessed through STAR Reading and i-ready to identify specific needs in planning for reading levels.
Measure of Success	Unit exams	Lesson assessments	*Progress monitor assessments with program used Percent of students on track to meet end of grade level
Description of Funding			
Check-in/Review Date	Weekly	Daily -with every lesson	September 2023 May 2024

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

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

Describe the process for monitoring the progress and implementation of the plan's strategies.

Monitor: Academic Coaches will monitor that teachers are doing the action steps to implement the described programs with fidelity. During weekly planning periods, we will discuss the implementation of the action steps and analyze reports.

Measure: Teachers will measure student progress within the programs through the reports generated by the teacher. Accelerated Reader has a goal for each student based on individual reading levels and STAR has quarterly goals for each student based on their placement test. For Success, teachers give pre and post tests within STAR custom assessments and use the results for student groups.

Report: Students progress is shared with families during conferences and updates about progress with reading goals are shared at monthly board meetings.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

- *Teach students to decode words, analyze word parts, and write and recognize words*
- *Make available intensive and individualized interventions for struggling readers that can be provided by trained specialist*
- *Monitor the progress of students receiving supplemental instruction and other students who are at risk. Students receiving interventions will have their progress monitored as part of our RTI/MTSS system.*

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

We plan to support adult implementation by utilizing our reports for the programs highlighted above, within this plan, to ensure differentiated instruction based on the needs of the students. Our three intervention blocks, within our master schedule, focus on differentiated student intervention, small groups, and individual needs. RTI/MTSS falls within the three intervention blocks. These times are highly structured and will assist in closing the learning gap based on their academic progress. Students are in differentiated centers and during the whole group. Decodable reading material is designed to meet each individual student's decoding and comprehension levels as supported by our science of reading requirements. We will continue to analyze data using root cause analysis and Teacher Team Based Meetings to assist teachers in closing the learning gap.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*Be effective;

1. *Show progress; and*
2. *Improve upon strategies utilized during the two prior consecutive school years.*

Professional Development

LEA: Madison Ave. School of Arts

IRN: 009955

Goal: Provide teachers with the knowledge to implement literacy programs aligned with the Science of Reading requirements in addition to monitoring their progress.

Evidenced Based Practice: FUNdations, Phonics for Reading, i-Ready, Accelerated Reader, Dyslexia Training, Science of Reading

PD Description	Significant Dates	Sustained	Intensive	Data Driven	Instruction Focused
Science of Reading Introducing teachers to practices from structured literacy/Science of Reading including introduction to Dyslexia coursework from ODE, STAR Reading/i-Ready Benchmark.	August PD- Professional Development introduction to FUNdations, Phonics for Reading, Dyslexia, and i-Ready. Additional PD on the topics led by coaches throughout the year including i-Ready benchmark assessments.	X	X	X	X
Culturally Responsive Practices Introducing teachers to implementing more Culturally Responsive and Relevant practices	October PD- Professional development led by Dr. Sims. (Sims-Fayola Foundations) Additional PD on the topic led by Dr. Sims throughout the year.	X	X	X	X
FUNdations Introducing teachers to using curriculum and practicing delivering lessons with FUNdations materials, magnets, workbooks, dry erase boards, Instructionalposters/Visuals	**August PD-** Additional weekly check ins early in implementation and planning periods or PD based on fidelity of curriculum Observations, data check ins, planning periods.	X	X	X	X
Accelerated Reader Preview of program for all teachers and how it will be used during the school day. Review of reports and	August PD- Additional 5-minute check ins on Accelerated Reader data. Monthly data report PD to understand, analyze, and plan next steps for support.	x	x	x	x

Resources Required	Outcomes/Evaluation				
resources, and sharing strategies among teachers for AR					
Resources Required	**Outcomes/Evaluation**				
i-ready benchmark assessments	Teachers administer i-ready benchmark assessments to determine students' needs.				
FUNdations	Teacher ability to independently deliver Fundations intervention				
Phonics for Reading	Teacher ability to independently deliver the Phonics for Reading intervention				
Accelerated Reader	Teacher able to use AR and monitor progress with students				

Professional Development Plan – Part B

Provide a brief description of how the overall plan for professional development meets the below criteria for high quality professional learning.

Sustained: Taking place over an extended period, longer than one day or a one-time workshop

Initial professional development in August introduces teachers to programs and is sustained through ongoing coaching, weekly planning periods, and monthly professional development days. These times are used to continue support of programs through the year.

Intensive: Focused on a discreet concept, practice or program.

Each program is designated a specific block of time to ensure focus and practice is dedicated to that program. All professional development days and planning periods include agendas or focus area.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

Professional development days and grade level planning provides opportunities for staff members to collaborate with one another and the coaches. We come together to review strategies, to analyze data and determine next steps for delivering the programs successfully. Teachers have the opportunity to observe other teachers in the classroom.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

Programs selected are based on data needs of the school and participants have opportunities to analyze data from their students that is real-time (i-ready, AR, STAR) or at regular intervals so that instructional changes can be made.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

Professional development is based on instructional strategies teachers will need to use in the classroom

APPENDICES

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