



February 24, 2025

Dear Administrator Borck:

Thank you for submitting the Middlebury Academy Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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 in your State Support Team are available to support the implementation of your plan.

**Strengths of the Reading Achievement Plan:**

- Plan leverages both student and adult measures to demonstrate impact and growth
- Plan shows connection between implementation of HQIM and teachers' professional development
- Plan shows connections between professional learning, classroom walkthroughs and coaching supports

**This plan will benefit from:**

- Plan may benefit from disaggregated data sources/pieces
- Plan may benefit from intensive, differentiated coaching supports for new hires, beyond mentoring partnerships
- Plan's leadership team may benefit from teacher input/membership

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Middlebury 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 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 Achievement and Academic 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 OR COMMUNITY SCHOOL NAME:**

**Middlebury Academy**

**DISTRICT IRN:**

**134213**

**DISTRICT ADDRESS:**

**88 Kent St**

**Akron, OH 44305**

**PLAN COMPLETION DATE:**

**12/20/24**

**LEAD WRITERS:**

**Matthew Borck Principal**

**Shannon Mathie, Academic Coach**

**Danielle Artl, Curriculum & Instruction Director**

**Michael Zografos, Director of Operations**

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

# Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing 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 and Workforce 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 Workforce 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 headings marked with an asterisk are required by state law.*

# 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
Matthew Borck	Principal	Middlebury	<a href="mailto:mborck@middleburyacademyedu.org">mborck@middleburyacademyedu.org</a>
Shannon Mathie	Academic Coach	Middlebury	<a href="mailto:smathie@middleburyacademyedu.org">smathie@middleburyacademyedu.org</a>
Danielle Artl	Curriculum & Instruction Director	EEG	<a href="mailto:danielle@edempowerment.com">danielle@edempowerment.com</a>
Mike Zografos	Director of School	EEG	<a href="mailto:Mzografos@edempowerment.com">Mzografos@edempowerment.com</a>
Jenna Ditmer	Kindergarten Teacher	Middlebury	<a href="mailto:Jdittmer@middleburyacademyedu.org">Jdittmer@middleburyacademyedu.org</a>

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

## 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.*

To address the identified gaps in foundational skills and reading comprehension among our K-8 students, a comprehensive Reading Achievement Plan (RAP) was developed. This plan was informed by a thorough analysis of historical student performance data and a needs assessment using the fishbone model.

Key Components of the RAP:

1. *Targeted Instructional Practices:* Based on the identified weaknesses, focused instructional practices have been implemented to enhance student learning.
2. *Ongoing Professional Development:* To support the implementation of these practices, ongoing professional development is provided to educators, aligning with evidence-based strategies and to the Science of Reading.
3. *Monitoring and Evaluation:* The school Principal, in collaboration with the Director of School and the Director of Curriculum & Instruction, will oversee the plan's implementation. Regular monitoring will involve:
  - Student performance assessments
  - Classroom observations
  - Early Literacy meetings
  - Progress Monitoring of High Dosage Tutoring
4. *Communication and Stakeholder Engagement:* The RAP and its progress will be communicated to all instructional staff, parents, and other stakeholders through meetings and written correspondence.

By combining data-driven insights, targeted instructional strategies, and ongoing professional development, we aim to improve student reading outcomes and foster a culture of literacy excellence.

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

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

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

The Reading Achievement Plan is in full alignment with the One Plan goals and action steps. The school has been working towards a unified plan for school improvement that is centered upon literacy and math achievement, and a positive school culture. The RAP is aligned with goal 2 in their One Plan, which focuses predominately on the advancement of students from off track to on track in grades K-3.

The alignment of the RAP and the One Plan allows the school to focus on the main strategies which will lead to a more focused, goal-orientated plan for student academic progress and teacher development. The Reading Achievement Plan's focus on data analysis and progress monitoring, intentional planning, instructional enhancement and professional development of instructional staff will lead to an overall improvement in high quality instructional planning and delivery, and student academic results. The concentrated alignment with all school plans will ensure that all stakeholders are focused on the same goals that will lead to overall student literacy proficiency.

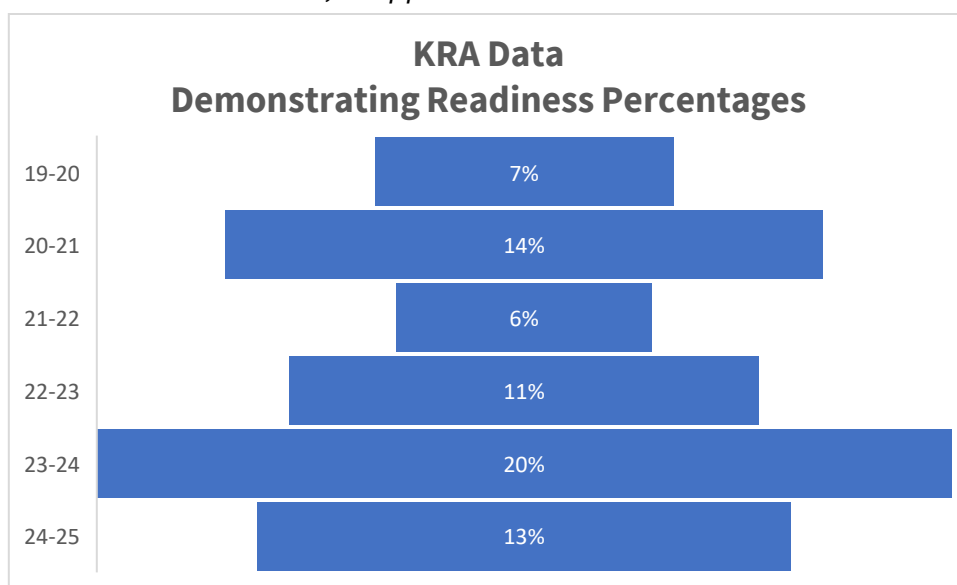
*\*Section headings marked with an asterisk are required by state law.*

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

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



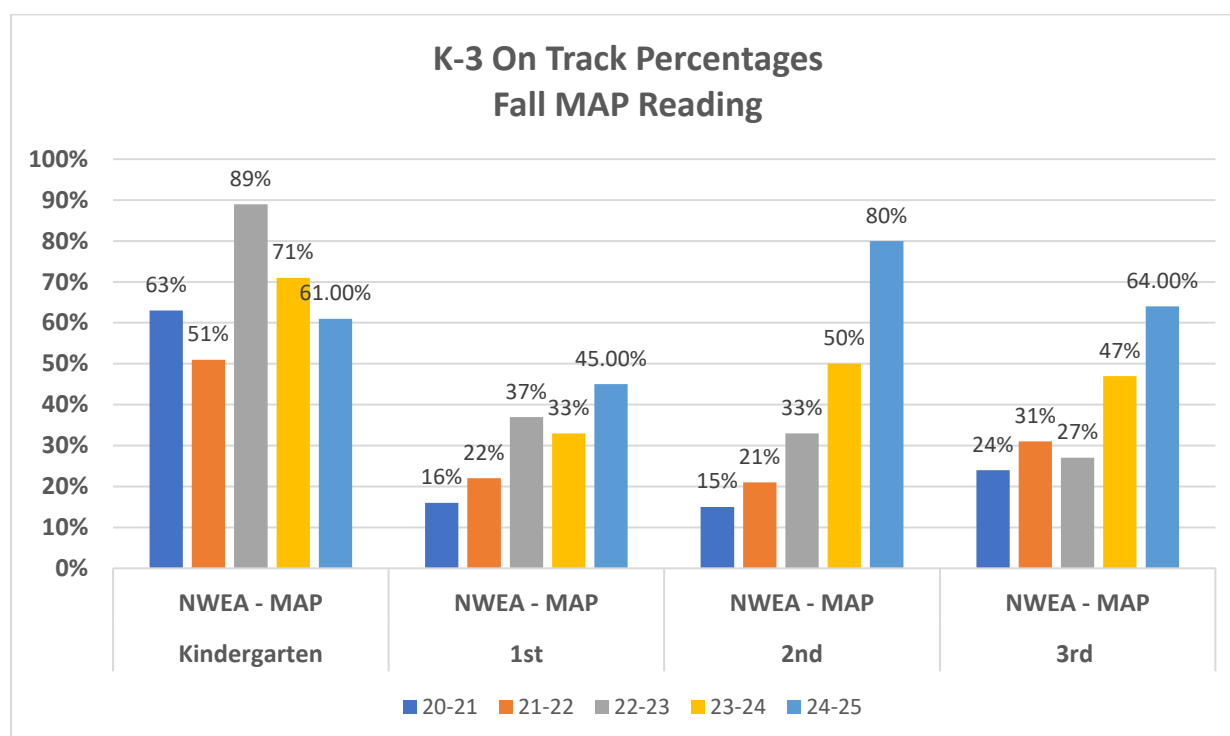
### Kindergarten Readiness Assessment (KRA-R) Data

Based upon data collected from the current and prior school years, it is evident that students entering kindergarten are not demonstrating readiness, as they lack the foundational skills that will help them in being successful in kindergarten and beyond. This is a large concern as the instructional staff will begin the school year remediating basic behavior, social, language, and literacy skills in order to move the students to demonstrating readiness for kindergarten. In addition, the teacher will also need to ensure that while they are remediating, they are also ensuring they are meeting the kindergarten standards that will allow them to be successful in future grade levels by moving the students to on-track status. With so many students entering kindergarten not on-track, a close analysis of the programs utilized for Tier 1 instruction will need to be analyzed for their effectiveness in moving students to learning standard mastery and on-track status.

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For the past 2 school years, 0% of students have tested in “Demonstrating Readiness”.

### K-3 DIAGNOSTIC DATA – PERCENTAGE OF ON TRACK STUDENTS



On and off track fall percentages continue to be an alarming statistic at the school, as minimal students are on track in the fall from being off track from the previous fall, and minimal students are moving from off track to on track. This indicates a clear problem in Tier 1 instructional delivery and in curriculum supports for foundational skills. While NWEA MAP is used as a universal screening tool, the MAP Fluency benchmark assessments serve as the diagnostic tool.

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

## MAP FLUENCY DATA – FALL 24-25

<b>MAP FLUENCY DATA</b> <b>Fall Benchmark Data</b>				
MAP Fluency:	K	1	2	3
Testing Progress:	91%	18%	71%	54%
# students tested:	35	39	28	24
<b>MAP Fluency Progress: Phonological Awareness (# of students)</b>				
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade K		53%	9%	31%
Grade 1	18%	32%	14%	36%
Grade 2	38%	58%	4%	0%
Grade 3	78%	0%	22%	0%
<b>MAP Fluency Progress: Phonics/Word Recognition</b>				
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade K		56%	31%	9%
Grade 1	28%	18%	36%	18%
Grade 2	42%	58%	0%	0%
Grade 3	89%	0%	11%	0%
<b>MAP Fluency Progress: Oral Reading Rate %</b>				
	Below (red)	Approaching (yellow)	Meets (green)	Exceeds (blue)
Grade 2				
Grade 3				

Data from the Fall Map Fluency assessment indicates that K-3 students are most in need of intensive phonics instruction.

In addition, remediation in phonemic awareness is needed in grades 1<sup>st</sup> – 3<sup>rd</sup> grade.

Without the necessary foundational skills mastery, students will not make any progress in early literacy and will continue to struggle with reading comprehension, decoding, and fluency.

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## OHIO REPORT CARD EARLY LITERACY COMPONENT

An analysis of data from the school's kindergarten through third-grade students reveals a notable gap in foundational skills. This gap is evident in both the On and Off Track percentages and the Improving K-3 Literacy data. While the school has made substantial progress in moving students from off track to on track, a literacy gap persists, as highlighted by the 3rd Grade Reading Proficiency percentage on the OST assessments.

SY 23-24					SY 22-23				
Overall	Stars	Improving K-3 Literacy	3rd Grade Reading Proficiency	Promotion to 4th	Overall	Stars	Improving K-3 Literacy	3rd Grade Reading Proficiency	Promotion to 4th
53.2%	1	36.0%	23.1%	100.0%	51.3%	1	21.4%	33.3%	93.3%

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## OHIO STATE TESTS – ACHIEVEMENT COMPONENT - OVERALL PROFICIENCY SCORES

Achievement 23-24 PI - 48.7%, 1 Star		
No text No text		% Proficient
<b>3rd</b>	<b>ELA</b>	15.4%
	<b>Math</b>	9.1%
<b>4th</b>	<b>ELA</b>	42.1%
	<b>Math</b>	57.9%
<b>5th</b>	<b>ELA</b>	NC
	<b>Math</b>	NC
	<b>Science</b>	NC
<b>6th</b>	<b>ELA</b>	29.4%
	<b>Math</b>	5.9%
<b>7th</b>	<b>ELA</b>	37.0%
	<b>Math</b>	11.5%
<b>8th</b>	<b>ELA</b>	0.0%
	<b>Math</b>	0.0%
	<b>Science</b>	35.3%

Achievement 22-23 PI - 43.7%, 1 Star		
No text No text		% Proficient
<b>3rd</b>	<b>ELA</b>	31.3%
	<b>Math</b>	50.0%
<b>4th</b>	<b>ELA</b>	14.3%
	<b>Math</b>	21.4%
<b>5th</b>	<b>ELA</b>	15.4%
	<b>Math</b>	0.0%
	<b>Science</b>	0.0%
<b>6th</b>	<b>ELA</b>	9.1%
	<b>Math</b>	4.5%
<b>7th</b>	<b>ELA</b>	13.3%
	<b>Math</b>	13.3%
<b>8th</b>	<b>ELA</b>	10.0%
	<b>Math</b>	0.0%
	<b>Science</b>	20.0%

Data analysis reveals a significant need for explicit and systematic foundational skills instruction in reading to improve students' language, vocabulary, background knowledge, and comprehension skills. To address this, remediation and differentiation will be prioritized to provide targeted support for lower-achieving students. Additionally, professional development in advanced phonics, fluency, and comprehension for all middle school teachers will help ensure students meet grade-level standards.

Over the past three years, an average of 75% of K-3 students have remained off track in early literacy. This alarming statistic underscores the urgent need to strengthen foundational skills and instructional delivery in these early grades to set students up for future success.

NWEA-MAP Fluency testing data provides valuable insights into students' foundational skills mastery. Targeted professional development on analyzing these results will be crucial to tailor classroom instruction to individual student needs. Teachers are not yet able to provide for data driven instruction to tailor instruction towards literacy gaps for individual students and groups of students.

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Given the high number of students performing at a limited proficiency level and not making adequate growth, a comprehensive review of curriculum alignment and instructional programs (Tier 1 and 2) has been conducted. The implementation of the new curriculum and digital curriculum supports, coupled with a focused short-cycle assessment process, will help improve literacy instruction across all grade levels and enable teachers to provide targeted and differentiated support based on student progress monitoring data. Targeted Professional Development and coaching of teachers will be instrumental in ensuring teachers are equipped with the knowledge needed to effectively carry out instruction and supports for students.

### **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.*

#### External Factors:

- Lack of parent involvement
- Lack of parents enrolling preK students in early childhood education programs
- High teacher turnover and instability
- Inexperienced teachers

#### Internal Factors:

- Insufficient teacher preparation
  - Lack of adequate training in reading instruction
  - Limited knowledge of phonics, phonemic awareness, and fluency
  - Ineffective implementation of reading supports and lesson delivery framework (explicit instruction)
  - Overreliance on worksheets and workbooks
- Lack of data-driven instruction
  - Ineffective use of progress monitoring tools
  - Lack of timely and actionable data analysis
- Insufficient support for struggling readers (Off Track students)
  - Limited access to quality small group instruction
  - Lack of targeted intervention programs

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

## SECTION 3 PART C: ROOT CAUSE ANALYSIS \*

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

After conducting a root cause analysis for the factors influencing the low reading achievement in our K-8 grade students, the team identified five factors that are the most prominent factors for low achievement:

Inexperienced and/or unlicensed Teachers: Community schools, in general, have a difficult time hiring teachers that are highly qualified and licensed, as well as experienced in their content areas. While we make every effort to hire licensed teachers, most of our teachers come to us as recent college graduates with minimal experience in urban districts, or individuals who have no background or licensed in education. This leads to a significant gap in instructional quality for our youngest learners. A lack of consistency then exists within and across grade levels which in turn, leads to gaps in teaching reliability and structure across the K-3 grade bands. This inherently effects the progress of our students. In recent years, the school has struggled to maintain a consistent K-3 staff that will assist in creating consistency.

Assessment Practices: The school has a progressive assessment portfolio for grades K-8, but the full potential of these assessments and their data is often untapped. A more consistent and structured approach to screening, diagnostic assessments, and progress monitoring in phonics, vocabulary, and reading comprehension is essential to ensure students meet grade-level standards. Teachers require additional support to effectively collect, analyze, and apply data to inform instruction and meet individual student needs. Further support in utilizing MAP Fluency assessments and their data is necessary to promote data-driven instruction.

Teacher Preparation: After analyzing the data and conferencing with the RAP Team, it was indicated that teachers are often unprepared to teach the five foundational skills in their literacy block. This can stem from lack of training in their college programs, lack of professional development provided by the school, as well as not effectively preparing the materials necessary to successfully teach these skills, most noticeably, phonics. Scaffolding of standards needed to address literacy in middle school grades is needed while also remediating gaps in literacy. Professional development for our all middle school teachers is needed to promote a larger understanding of literacy in middle school and to be able to appropriately teach literacy with fidelity.

Evidence-Based Program/Curriculum: A new evidence based phonics curriculum support (95 Phonics) has been implemented for the K-4 classrooms. The school is in its first year of adoption of the 95 Phonics curriculum and the implementation of the curriculum has proven to be a challenge with teacher turnover and teacher comprehension of the scope and sequence of phonics instruction.

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

Professional Development: The team identified professional development as a key factor influencing student and teacher achievement. To enhance instruction, additional professional development in phonics, vocabulary, background knowledge, and reading comprehension will be prioritized. A continuous cycle of professional development is crucial to ensure teachers effectively implement programs and grow their knowledge. Rigorous professional development in instructional practices throughout the year will support students' mastery of foundational skills. Given the challenges of staff turnover, the school will continue to provide professional development to maintain program consistency and prevent gaps in foundational skills instruction.

The overall root cause analysis for the underachievement in reading in grades K-3 is the lack of the implementation of a structured and systematic foundational skills program that includes routine monitoring, progress monitoring of student achievement, and effective professional development for teachers and administrative staff.

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

## Section 4: Measurable Learner Performance Goals and Adult Implementation Goals\*

*Describe the measurable learner performance goals addressing learners' needs 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.*

**Goal 1:** By 06/30/2025 we will improve the performance of all students in grades K - 3 at Middlebury Academy to increase in improving K-3 Literacy to a target of 62% in the Early Literacy Component on the School Report Card.

**Baseline 23-24 data - 36%**

**Target - 62%**

Student Measure: NWEA Reading Map Assessment data for K-3 students will be analyzed and monitored each trimester by classroom teachers and building administration. The goal is to increase the number of students moving from Off to On Track by 40% by the end of spring MAP testing.

Adult Measure: Every trimester, the Principal will monitor K-8 teachers' use of MTSS Intervention Planning and Progress Monitoring Forms. The goal is to ensure 100% of teachers are using these forms to plan and monitor student interventions.

Adult Measure: Every month, the Principal will monitor K-3 teachers' implementation and daily use of curriculum supports to address early literacy (AMIRA, Dreambox). The goal is to ensure 100% of teachers are using these programs to plan and monitor student interventions.

**Goal 2:** By 6/30/2024 the school will improve the performance of third grade students at Middlebury Academy to increase 25% in students meeting the proficiency scaled score (700) on the 3<sup>rd</sup> grade spring OST. (Baseline = 23.1%, Target = 48.1%)

Student Measure: Every trimester, the Principal and classroom teachers will monitor 3rd grade students' NWEA MAP Reading/Literacy assessment results. The goal is to increase the number of 3rd graders scoring Proficient or higher on the MAP by 25% by the end of the plan.

Adult Measure: Each week, TBT meetings will include the analysis of exit slips to determine real-time student mastery of the learning objectives and standards. Targeted interventions will be implemented to address exit slip results.

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

## Section 5: Action Plan Map(s) for Action Steps\*

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

### Goal #1 Action Map

**Goal Statement:** By 06/30/2025 we will improve the performance of all students in grades K - 3 at Middlebury Academy to increase in improving K-3 Literacy to a target of 62% in the Early Literacy Component on the School Report Card.

**Evidence-Based Strategy or Strategies:** Explicit Instruction in 95 Phonics

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Implement the use of structured literacy block that contains the use of 95 Phonics (1 lesson per day)	On going Professional Development and coaching on Phonics for teachers	Monitor implementation fidelity of the 95 Program by teachers
Timeline	August 2024 – Ongoing	August 2024 – Ongoing	August 2024 – Ongoing
Lead Person(s)	Building administration– Monitoring Classroom Teachers – use of program	Building administration	Building administration, Director of Operations
Resources Needed	<p>95 Phonics curriculum materials for K-4 classrooms</p> <p>Initial training by vendor of getting started with the program</p> <p>Literacy block is restructured to include 150 minutes in literacy for all k-4 classrooms</p>	<p>Continued training and PD by vendor on using program and use of student data reports</p> <p>Training on scope and sequence of phonics</p> <p>Weekly coaching by academic coach on use of 95 Phonics and instruction delivery of 95 Phonics</p> <p>Training on analyzing data to determine gaps in individual student learning</p>	<p>Walkthrough forms for 95 Phonics</p> <p>Training for administrative staff on 95 program and its components</p> <p>Data dashboard for monitoring implementation effectiveness</p> <p>Weekly time set aside for data review meetings</p>
Specifics of Implementation	<ol style="list-style-type: none"> <li>Building admin to create literacy block that contains 150 minutes of time dedicated to foundational skills instruction and practice</li> </ol>	<ol style="list-style-type: none"> <li>Scope and Sequence of phonics training given by academic coach and/or building admin</li> <li>Schedule monthly trainings or workshops from vendor</li> <li>Provide model lesson to teachers on what 95</li> </ol>	<ol style="list-style-type: none"> <li>Administrative team attend vendor training on 95 Phonics program</li> <li>Design walkthrough form for the weekly observation of 95 Phonics</li> </ol>

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

No test	Action Step 1	Action Step 2	Action Step 3
	2. Purchase 95 Phonics curriculum and aligned teacher and admin PD 3. Summer/Fall training to teachers by vendor on using program and its components 4. Teachers attend virtual all-day training for the use of 95 Phonics 5. Implementation of 95 Phonics lesson each day 6. Use of 95 program in HDT groups	lesson looks and feels like (coach) 4. Provide 1:1, small group, or whole group PD as needed to strengthen phonics understanding by teachers and effective implementation of phonics interventions and strategies	3. Conduct weekly walkthroughs on teachers using 95 program and document observations in data chart or EMPOWER warehouse 4. Schedule weekly data review meetings to analyze trends and identify areas for improvement
Measure of Success	<ul style="list-style-type: none"> <li>o NWEA - MAP Assessments (K-3)</li> <li>o MAP Fluency assessments</li> <li>o HDT Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>o 100% teacher and admin attendance at trainings for use of 95 Phonics program</li> <li>o 100% of teachers implement information and strategies from trainings</li> </ul>	Progress Monitoring Results Classroom observations/walk-throughs Teacher Interviews
Description of Funding	General Funds Title I NC Funds Title II Funds	General Funds Title I NC Funds Title II Funds	General Funds Title I NC Funds Title II Funds
Check-in/Review Date	Monthly	Weekly via instructional walkthroughs	Weekly via instructional walkthroughs

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

## Goal #2 Action Map

Goal Statement: By 6/30/2024 the school will improve the performance of third grade students at Middlebury Academy to increase 25% in students meeting the proficiency scaled score (700) on the 3<sup>rd</sup> grade spring OST. (Baseline = 23.1%, Target = 48.1%)

Evidence-Based Strategy or Strategies: Explicit Instruction in 95 Phonics

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Strengthen Foundational Skills in Tier 1 3 <sup>rd</sup> grade classroom	Implement MTSS process	Daily background knowledge and correlated vocabulary instruction
Timeline	August 2024 – Ongoing	August 2024 – Ongoing	August 2024 – Ongoing
Lead Person(s)	Building administration– Monitoring Classroom Teachers – use of program	Building administration Classroom teachers	Building administration, Classroom teachers
Resources Needed	Screening, Diagnostic, and Monitoring Assessments	MTSS Framework and corresponding forms and assessments	Training on background knowledge Training on vocabulary framework
Specifics of Implementation	<ol style="list-style-type: none"> <li>1. Early intervention: implement screening and diagnostic assessments in the first 6 weeks of school.</li> <li>2. Provide for targeted instruction based upon diagnostic assessment.</li> <li>3. Create a individualized plan for students exhibiting gaps in foundational literacy.</li> <li>4. Implement interventions</li> <li>5. Progress monitoring student achievement and interventions on a bi-weekly basis using prescribed monitoring documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Training provided to admin staff and teaching staff by Director of Operations</li> <li>2. Assembly of an MTSS team</li> <li>3. Collection of MTSS notes from monthly meetings</li> <li>4. Tracking document for students in MTSS process and identification of targeted interventons</li> <li>5. Monitoring of interventions and student achievement data – targeted focus on 3<sup>rd</sup> grade students</li> <li>6. Blweekly assessments given to assess intervention success on student achievement</li> <li>7. Disaggregate data for 3<sup>rd</sup> grade students to identify specific cause of lack of growth (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training to teachers on background knowledge (reference section in Science of Reading training) and vocabulary routine (Anita Archer routine)</li> <li>2. Communicate data related to effective background knowledge and vocabulary and it's impact on student achievement</li> <li>3. Include background knowledge and vocabulary components on lesson plans</li> <li>4. Model and teach incorporation of background knowledge and vocabulary</li> <li>5. Administrative team to conduct walkthroughs</li> </ol>

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

No text	Action Step 1	Action Step 2	Action Step 3
No text	No text	No text	6. Coaching and feedback provided to individual teachers 7. Small group and whole group PD as needed on developing background knowledge and vocabulary in classroom.
Measure of Success	<ul style="list-style-type: none"> <li>Continued improvement in 3<sup>rd</sup> grade scores shown in biweekly assessments</li> <li>OST results (3<sup>rd</sup> Grade)</li> <li>NWEA - MAP Assessments (K-3)</li> <li>MAP Fluency assessments</li> <li>HDT Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>MTSS forms complete and monitored by administrative team and DLT</li> <li>Continued growth in student achievement on progress monitoring assessments</li> </ul>	<ul style="list-style-type: none"> <li>Improvement on progress monitoring and NWEA MAP Assessments</li> <li>OST Scores in Spring from Fall baseline</li> </ul>
Description of Funding	General Funds Title I NC Funds Title II Funds	General Funds Title I NC Funds Title II Funds	General Funds Title I NC Funds Title II Funds
Check-in/Review Date	Monthly	Monthly	Weekly via Walkthroughs and coaching

## 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.*

Monitoring student and adult progress is a critical component for ensuring that the goals outlined in this plan are implemented effectively, competently, and with fidelity. When the school makes student learning the ultimate test of teaching, teaching improves to produce better learning. The basic question: are our students learning? Is going to drive the initiative for establishing a high quality of instruction with a concentrated focus on the amount of instruction as well as what is being taught. In addition, a centralized focus on Ohio's Learning Standards, and the correct alignment of curricula resources that support student development in the targeted areas will ensure that the goals of this plan are met and exceeded.

Four key principles are essential in the evaluation of progress:

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

Assessment: Implementing rigorous progress assessments that provide meaningful data.  
Analysis: Examining the results of assessments to identify the causes of both strengths and shortcomings.  
Action: Teaching effectively what students most need to learn.  
Culture: Creating an environment in which data-driven instruction can thrive.

These four key principals will serve as the core to monitoring progress and ensuring the correct data is being monitored, measured, and reported.

***Classroom Walkthroughs*** – The Principal will conduct weekly classroom visits to observe formative instructional practices and pedagogical strategies which align with the goal of increasing literacy. The purpose of walk-throughs is that classroom observations can paint a picture to inform improvement efforts and to monitor the effectiveness and implementation of the phonics program and fidelity to the program. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the school has adopted. The goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

***On Site Coaching and Mentoring*** – The Principal and Academic coach will attend 100% of TBT Meetings to ensure fidelity in the process and to assist in modeling how a TBT meeting should be conducted and how to analyze data to make data driven decisions. In addition to weekly walk-throughs, all teachers will receive tailored feedback and goals that address the weaknesses found to exist in the classroom. This will ensure each teacher is provided with coaching that is aligned to their needs in their instruction. Classroom observations will be conducted for a minimum of 30 minutes for each K-3 teacher each week, and the observations will be conducted during the reading block to ensure all programs and practices are being implemented and they are rigorous in their delivery of instruction.

***Instructional Delivery*** – Teachers will explicit instruction as a model of instruction which includes the following: anticipatory set, objective, purpose, input, modeling, guided practice, checking for understanding (ongoing), closure and independent practice. This model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teacher and students, to independent practice and application by the learner. This method of lesson presentation allows accountability of the student to take ownership over their learning. This method also provides the teacher with an effective manner in which to scaffold student learning while also facilitating small group instruction during independent practice for students displaying weaknesses in the Big Ideas of Reading. Monitoring teachers' ability to provide quality instructional delivery will be a large factor for identifying additional gaps in instruction and student learning.

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

**Diagnostic Testing** – Diagnostic testing provides the teachers and school personnel with in-depth information about a student’s strengths and weaknesses in key skill areas. These assessments serve as a follow-up for gathering additional data for planning instruction for students who struggle with a specified reading skill. The district will administer the NWEA - MAP Reading Test three times per school year. Teachers and school personnel will analyze the data to drive instruction and to analyze areas in which the most intensive remediation is needed. This area has been weak in previous years and the school recognizes the need for training on data analysis and data-driven instruction.

**Progress Monitoring** – Progress monitoring assessments will be utilized to determine the progress in closing the achievement gap, addressing the reading trajectory gaps, and determining the specificity of reading deficits. Bi-weekly monitoring will assist in understanding if interventions are working and by how much or how little. These assessments will drive lesson planning, teaching, in-the-moment assessment and follow-up, and finally improved year-end results. The NWEA - MAP Fluency assessment measures not only fluency, decoding, and basic comprehension, but also provides measurement data in skill sets within each sub-domain of reading. This type of data provides each teacher with the student score ranges and areas that the student needs the most work in. This assessment data will also be used to identify trends for the purpose of reviewing and re-teaching.

**Teacher-Based Team-Meetings** - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework that will be utilized by the school. Fidelity to the 5-step process is essential in moving forward with explicit expectations for adults regarding instruction that benefits students. Teacher-based Team-Meetings will be utilized for most, if not all, of the goals that have been established in this plan, as instruction and student data results are of a critical importance of identifying, collecting, analyzing and effectively using relevant data to identify student weaknesses and differentiated learning needs. The TBT meetings will address the importance of disaggregating data by subgroup to understand and address gaps between students based on race, poverty, and identified disability. Data discussed at the TBT meetings will be used to continuously monitor student progress against performance targets and school goals, strategies, and actions. In addition, monitoring subgroup of students by target skill will ensure teachers are continuously addressing student data.

**Phonemic Awareness Assessments** – Phonemic Awareness will be taught in each K-3<sup>rd</sup> grade classroom using the Heggerty, “The Skills that they Need to Help Them Succeed” program. Phonemic Awareness assessments will be given on a quarterly timeline, and interventions will be provided to those students who are not making the expected gains for their grade level, which may include Tier 2 services. Curriculum implementation aides will be utilized to ensure that teachers are implementing the program with fidelity and strategies that will ensure student mastery and growth in Phonemic Awareness.

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

***Lesson Plans*** – The principal will evaluate teacher lesson plans on a weekly basis to ensure that data is used to inform instruction. The lesson plans should also indicate the students assigned to flexible groups and the targeted areas of focus. Feedback from the principal will be notated in lesson plans to ensure that teachers are cognizant of the expectations. Through classroom observations, implementation of the feedback will be observed and expanded upon.

***Professional Development*** – Principals and teachers will participate in professional development opportunities on a quarterly basis which will focus on data analysis and formative instructional practices and other modes of workshops. In addition, Principals and lead teachers will be participating in focused professional development to ensure the strategies will be implemented within their buildings with fidelity. A strong emphasis and professional development on the Science of Reading and The Simple View of Reading will be presented to the staff so that the staff is educated and more cognizant about the formula and its implications for future student success and failure based upon the student’s personal variables in regards to their decoding and language comprehension skills. Professional development is a critical component for training the K-3 staff on the Phonemic Awareness and Phonics program that will be implemented into the reading system. Since a phonics and phonemic awareness must follow a specified sequence, the proper and rigorous training of the staff will be essential in ensuring the reading system is being implemented with fidelity. Principal will seek out training opportunities from the local State Support Team in regards to Phonics, Phonemic Awareness, and vocabulary to ensure teachers are being provided with rigorous training in these areas.

***Engaging Stakeholders*** – Parents will be notified students’ reading goals during parent-teacher conferences. Parents will be notified of student progress through interim reports sent home. Reports will be required to be signed and submitted to teachers. Parents will be encouraged to support their students through positive feedback. Literacy Nights and other events centered upon fluency in reading and comprehension will be implemented throughout the school year to increase parent knowledge and engagement in their child’s reading skills and to teach our parents how they can assist in helping their child at home to be better readers.

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

## Section 7: Expectations and Supports for Learners and Schools\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

*\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

Based upon our diagnostic and interim testing data, as well as formal and informal testing data, our K-3 students are lacking the fundamentals in foundational skills as well as monitoring of the lesson delivery framework that will deliver the best form of rigorous instruction. With a concentrated plan designed around rigorous instructional practices and explicit instruction, and strategies for implementing foundational skills literacy, our K-3 students will make continued progress to ensure that they are mastering these essential skills. With the addition of 95 Phonics to ensure consistency in lesson delivery for phonics instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and mastery in phonics skills. Using Scarborough's research to spearhead our literacy initiatives, we recognize that word recognition and its components needs to be at the forefront of our literacy program in order to make gains in language comprehension, and together, to make improvements in our K-3 students' reading comprehension skills. Many of our students have Reading and Improvement Monitoring Plans that have phonics as a component in which students need additional support, therefore, the phonics program will ensure that these additional supports are being met and that the students are receiving supplemental differentiation to master word recognition to help support their language comprehension.

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

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

*Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:*

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

The implementation of the 95 Phonics Program will equip our teachers with a systematic and explicit program for the teaching of phonics with a High Quality Instructional resource. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K-3 literacy block, students will have daily phonics instruction for at least 35-45 minutes that will be essential in moving our students forward in their letter sound and letter and word recognition skills. The school previously lacked a significant program that would provide our students with the essential instruction necessary to become proficient in phonics, thus leading to ready readers and success in future grades.

As needed, teachers will differentiate their instruction based upon phonics assessments, and students will also be progress monitored as to their individual gains in phonics. The interactive games that are provided with the AMIRA reading program will also provide teachers with data as to how well their students are mastering the skills. Data meetings for the K-3 team, as well as building administrator, will assist in providing the teachers with data analysis strategies and tools that will allow the teachers to design activities tailored towards student mastery. These data meetings will ensure that the teachers are using student data to drive instruction and to progress monitor the success of each individual student. Typically, Teacher-Based Team-Meetings have served as the driver in data based instruction, but knowing that our teachers need more time with each other to strategize and meet as professionals to analyze specific data aligned to foundational skills literacy, the data meetings have been created and initiated moving forward. This allows the teachers to focus on specific student achievement in order to align instruction to assist in ensuring rigorous student improvement. Teachers will have the opportunity during this time to work towards assembling or adjusting flexible skills groups using the progress monitoring data collected.

With the new understanding of the importance of the three tiers of vocabulary, our teachers will begin to direct teach vocabulary in their literacy block. Based upon diagnostic results, it is evident that our students are entering kindergarten with minimal exposure to rich vocabulary, and our students in grades 1<sup>st</sup>-3<sup>rd</sup> are not retaining and mastering Tier 1 and 2 vocabulary. Using Marzano's six-step process for teaching academic vocabulary, and Anita Archer's lesson delivery framework, teachers will have a procedure for teaching vocabulary for Tier 1 and 2 vocabulary. This will assist our students in developing their language and vocabulary skills that will in turn, ensure that they are making grade-level progress in their language comprehension.

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

Combined with word recognition and a more powered approach to the teaching of vocabulary, our students will make the gains needed in reading comprehension. Prior to this reading plan, teachers were not focusing a portion of their reading instruction on the teaching of vocabulary. With the addition of this critical component, our students will begin the process of understanding and mastering critical academic vocabulary that will assist in overall reading comprehension.

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

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*

*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

*\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

### **Professional Development Plan**

**Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.**

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

To ensure that K-3 teachers are provided with opportunities that encourage collaboration and the sharing of resources while practicing learned strategies, a few of the professional development training sessions will take place throughout the school year to serve as more mini-lesson pd's. For example, the use of implementing higher-order thinking skills through the use of Blooms Taxonomy training (all K-8 teachers), Deconstructing Standards training (all K-8 teachers), and instructional practices for teaching phonics and phonemic awareness (K-3 teachers) will all be provided through sustained professional development. These trainings will be held once per academic quarter, by the Director of Curriculum & Instruction and the building administrator, and will allow for the sharing of resources and strategies across grade-level bands.

Science of Reading training will be completed on or before 6/30/2025.

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

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

The foundation for lesson delivery is explicit instruction. Training for this practice is delivered prior to August of the new school year, and is also provided to new teachers that are hired once the school year starts. This training, provided by the Curriculum & Instruction Director, encompasses 3-days and includes time for teacher practice and lesson planning. This professional development is provided to all instructional staff at the school. Coaching of teachers demonstrating gaps in instructional delivery is provided by the administrative team.

In addition, the implementation and training of Readiness Assessments will be given to all instructional staff and will continue to be reviewed during TBT meetings to ensure that correct implementation and analysis of student results. Readiness Assessments will be utilized to track standards mastery progress of the students and to allow for grade-bands and different content areas to collaborate on common literacy standards.

**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.

The implementation of Data Meetings for grades K-3 will involve K-3 teachers and the building administrator, and will focus solely on looking at student data to ensure foundational skills mastery. These data meetings will also serve as a collaborative time to discuss trends across grade-levels, strengths and areas of need experienced with the phonics program, and logistics relating to the literacy block. The data meetings will also allow for teachers to demonstrate their understanding of word recognition practices and strategies that assist in student proficiency.

**Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

The professional development training sessions that are job-embedded consist of all of the training events that we have and will implement. All professional development is tailored towards effective instructional practices that will ensure student growth and mastery and can be immediately applied to the classroom.

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

The K-3 Data Meetings are data driven and allow the teachers to discuss real-time data and develop strategies on how they will address individual student results.

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

The professional development for the explicit instruction and 95 phonics is the main driver for instructionally-focused professional development. Ongoing training, observations, and feedback are provided on a weekly basis by the administrative team, including the review of lesson plans as well as lesson delivery.

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

## Staffing Plan

To address quality staffing needs, the school has identified two areas that need to be addressed: Recruitment of properly licensed individuals and retention of quality teachers. The school team has identified areas of growth in each category and tips for recruitment and retention.

### ***Recruitment Strategies***

#### 1. Targeted Recruitment:

- Collaborate with Teacher Preparation Programs: Establish relationships with local universities and colleges to source new graduates and experienced educators.
- Leverage Social Media: Utilize platforms like LinkedIn and Twitter to connect with potential candidates and share job postings.
- Attend Education Conferences: Network with educators and recruiters at education events. Network with vendors and attendees.

#### 2. Create a Strong Employer and School Brand:

- Highlight Mission and Vision: articulate the school's mission and vision, emphasizing its commitment to student success.
- Showcase School Culture: Highlight the positive school culture, and schoolwide PBIS program, The House Academy.

#### 3. Streamline the Hiring Process:

- Simplify the Application Process: Use a user-friendly online application system to reduce administrative burdens.
- Expedite the Interview Process: Schedule interviews promptly and provide timely feedback to candidates.
- Offer Signing Bonuses or Relocation Incentives: Consider offering financial incentives to attract top talent.

### ***Retention Strategies:***

#### 1. Invest in Professional Development:

- Offer Ongoing Training: Provide opportunities for teachers to attend conferences, workshops, and online courses.
- Support Advanced Degrees: Offer tuition reimbursement or stipends for teachers pursuing advanced degrees.
- Create Mentor Programs: Pair experienced teachers with new teachers to provide guidance and support.

#### 2. Foster a Positive School Culture:

- Encourage Collaboration: Promote teamwork and collaboration among staff members.
- Recognize and Reward Excellence: Celebrate teacher achievements through awards, bonuses, or public recognition.
- Provide Adequate Support Services: Offer resources such as counseling and mental health services to support teachers' well-being.

#### 3. Reduce Teacher Workload:

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

- **Optimize Scheduling:** Create manageable schedules that balance teaching responsibilities with planning and preparation time.
- **Utilize Technology:** Implement technology tools to streamline tasks and increase efficiency.

## Appendices

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

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