



March 4, 2024

Dear Superintendent Brady:

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

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

Strengths of the Reading Achievement Plan:

- The plan was developed with a strong team and appears to be communicated clearly to staff.
- The plan has a clear timeline for achieving the primary goals and includes feasible subgoals.
- The plan has a clear focus on the specific data needed to inform instruction and intervention.

This plan will benefit from:

- It appears all of section 7 is missing; the plan could benefit from further detail of monitoring and supporting adult implementation.
- This plan could benefit from ensuring that the plan addresses and includes culturally responsive practices, and a focus on equity.
- This plan could benefit from including timelines for the subgoals to help ensure meeting the larger goal timelines.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Riverside 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. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success



RIVERSIDE ACADEMY

School Name: Riverside Academy

Address: 3280 River Road, Cincinnati, Ohio 45204

Lead Contact: Leah Donley, Principal

Date: Drafted - November 20th, 2023

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Section 1: School, District, and Community Leadership team members, development process, and plan for monitoring the implementation

Riverside Academy Leadership Team Members

Name	Role/Title	Organization	Contact Information
Leah Donley	Principal	Riverside Academy	lndonley@acariverside.com
Sabura Rashad	Director of Academics	Riverside Academy	srashad@acariverside.com
Jasmine Arthur	Kindergarten Teacher	Riverside Academy	jarthur@acariverside.com
Stephen Voegele	Middle School Math Teacher	Riverside Academy	smvoegele001@acariverside.com
Sherri Yates	Office Manager	Riverside Academy	syates2@acariverside.com

Development Plan Process and Plan for Monitoring Implementation

Developing Riverside's Reading Achievement and Improvement Plan for 2023-2024 began with analyzing the plan we created for 2022-2023. Over the summer, members from the Building Leadership Team reviewed that plan and compared our Spring Reading data to our goals in that plan. We created action plans to begin at the beginning of the school year and throughout the school year that were based off that analysis of data. When teachers returned for summer professional development, they reviewed the data as well and their input was made into the action plans.

Upon receiving additional data, such as the iReady fall diagnostic data, the Building Leadership Team revisited the goals and action plans and modified them as needed to include new data, more realistic and attainable goals aligned to that data, and action plans that were reflective of that data. We will continue to review our plan as a team on a monthly basis to ensure that the plan is being implemented with fidelity. The following Building Leadership Team (BLT) members will monitor the respective goals and action items and report to the BLT on a monthly basis on plan implementation:

- Goal #1: Leah Donley and Sabura Rashad
- Goal #2: Sabura Rashad, Leah Donley, and Jasmine Arthur
- Goal #3: Sabura Rashad and Leah Donley
- Goal #4: Leah Donley, Sherri Yates, and Stephen Voegele



Section 2: Alignment Between the RAP and Other Improvement and Equity Efforts

Assessment Alignment

- Using iReady Reading Diagnostic three times a year for Literacy as baseline, formative and summative data
- Short term benchmarks measured by short-cycle assessments using Mastery Connect
- Students will set goals around assessment targets and reflect of performance and learning targets

Teachers/Staff

- Staff will be trained on use and analysis of assessments
- Will receive individual coaching around data use and short cycle assessments from Director of Academics
- Literacy and Writing focus within school-wide improvement and all professional development
- RTI process will include a variety of Tier 1 and 2 interventions items aimed at literacy development
- Interventions will be targeted and individualized

Equity Efforts

“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.

- Establish a CRP committee
- Evaluate current systems for culturally responsive practices including staff, family, and community surveys
- CRP committee identifies areas of need
- CRP investigates systemic changes to address needs including curriculum, scheduling, and professional development
- CRP develops timeline, benchmarks, and plan for monitoring

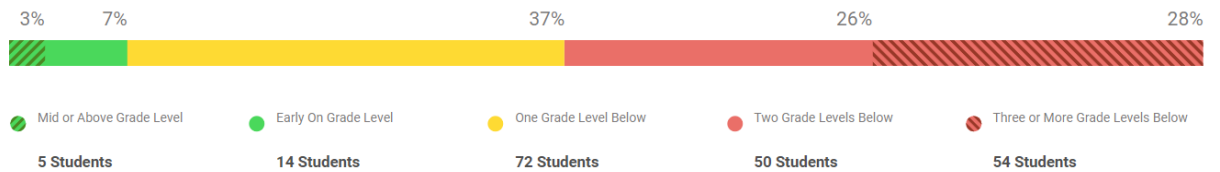


Section 3: Analysis of Student Performance Data

Percent Proficient Ohio State Test 2022-2023

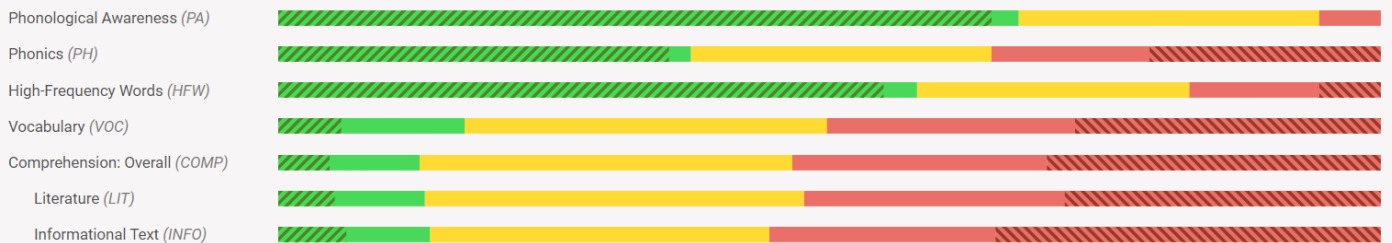
Grade	Subject	% Proficient Overall
3	ELA	28.6%
4	ELA	23.5%
5	ELA	15.8%
6	ELA	25%
7	ELA	35.7%
8	ELA	35.7%

iReady Reading Diagnostic 1 2023 (Schoolwide proficiency and Domains)



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain





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iReady Diagnostic 1 2023 (Overall Proficiency by grade level)

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		0%	10%	90%	0%	0%	31/31
Grade 1		0%	4%	68%	29%	0%	28/29
Grade 2		0%	0%	32%	68%	0%	19/19
Grade 3		0%	17%	11%	50%	22%	18/18
Grade 4		0%	0%	29%	12%	59%	17/17
Grade 5		4%	4%	13%	52%	26%	23/23
Grade 6		0%	5%	10%	19%	67%	21/22
Grade 7		5%	16%	5%	5%	68%	19/19
Grade 8		16%	11%	32%	5%	37%	19/19

iReady Diagnostic 1 2023 Phonemic Awareness by grade level

Grade	Phonological Awareness Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	0%	10%	90%	0%	0%	31/31
Grade 1	4%	7%	82%	7%	0%	28/29
Grade 2	42%	0%	11%	47%	0%	19/19
Grade 3	100%	0%	0%	0%	0%	18/18
Grade 4	100%	0%	0%	0%	0%	17/17
Grade 5	100%	0%	0%	0%	0%	23/23
Grade 6	100%	0%	0%	0%	0%	21/22
Grade 7	100%	0%	0%	0%	0%	19/19
Grade 8	100%	0%	0%	0%	0%	19/19



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iReady Diagnostic 1 2023 Phonics by grade level

Grade	Phonics Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	0%	10%	90%	0%	0%	31/31
Grade 1	0%	4%	71%	25%	0%	28/29
Grade 2	0%	0%	21%	79%	0%	19/19
Grade 3	17%	0%	6%	33%	44%	18/18
Grade 4	29%	0%	0%	0%	71%	17/17
Grade 5	65%	0%	0%	0%	35%	23/23
Grade 6	62%	0%	0%	0%	38%	21/22
Grade 7	84%	0%	0%	0%	16%	19/19
Grade 8	89%	0%	0%	0%	11%	19/19

iReady Diagnostic 1 2023 High Frequency Words by grade level

Grade	High-Frequency Words Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	3%	0%	97%	0%	0%	31/31
Grade 1	4%	4%	50%	43%	0%	28/29
Grade 2	11%	26%	16%	47%	0%	19/19
Grade 3	78%	0%	6%	0%	17%	18/18
Grade 4	59%	0%	0%	12%	29%	17/17
Grade 5	91%	0%	0%	0%	9%	23/23
Grade 6	100%	0%	0%	0%	0%	21/22
Grade 7	95%	0%	0%	0%	5%	19/19
Grade 8	100%	0%	0%	0%	0%	19/19



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iReady Diagnostic 1 2023 Vocabulary by grade level

Grade	Vocabulary Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	0%	32%	68%	0%	0%	31/31
Grade 1	4%	11%	57%	29%	0%	28/29
Grade 2	0%	0%	26%	74%	0%	19/19
Grade 3	0%	11%	17%	39%	33%	18/18
Grade 4	0%	12%	18%	12%	59%	17/17
Grade 5	4%	0%	30%	39%	26%	23/23
Grade 6	0%	10%	10%	14%	67%	21/22
Grade 7	16%	5%	21%	0%	58%	19/19
Grade 8	32%	11%	16%	5%	37%	19/19

iReady Diagnostic 1 2023 Comprehension Literature by grade level

Grade	Literature Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	10%	16%	74%	0%	0%	31/31
Grade 1	4%	4%	68%	25%	0%	28/29
Grade 2	0%	0%	26%	74%	0%	19/19
Grade 3	0%	17%	11%	39%	33%	18/18
Grade 4	0%	0%	18%	18%	65%	17/17
Grade 5	9%	4%	17%	30%	39%	23/23
Grade 6	0%	0%	19%	24%	57%	21/22
Grade 7	5%	21%	5%	5%	63%	19/19
Grade 8	16%	11%	32%	11%	32%	19/19

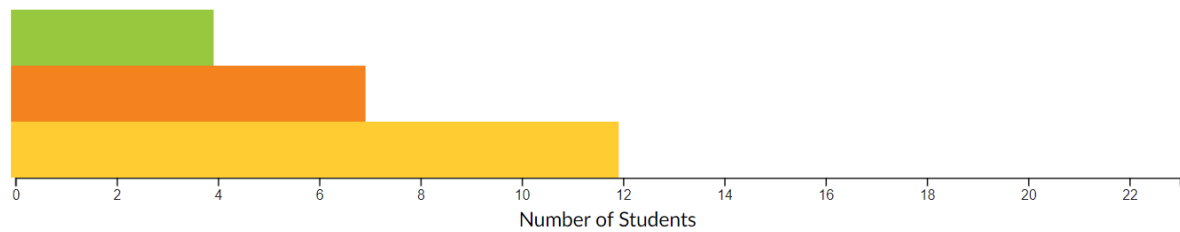


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iReady Diagnostic 1 2023 Comprehension Informational Text by grade level

Grade	Informational Text Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K	13%	6%	81%	0%	0%	31/31
Grade 1	7%	14%	46%	32%	0%	28/29
Grade 2	0%	0%	26%	74%	0%	19/19
Grade 3	0%	11%	22%	28%	39%	18/18
Grade 4	0%	0%	12%	12%	76%	17/17
Grade 5	4%	4%	17%	22%	52%	23/23
Grade 6	5%	5%	5%	14%	71%	21/22
Grade 7	0%	11%	16%	5%	68%	19/19
Grade 8	21%	16%	16%	5%	42%	19/19

KRA 2023 Overall

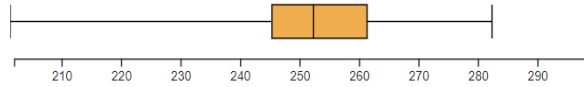


- 4 (17.4%) **Demonstrating Readiness**
- 7 (30.4%) **Approaching Readiness**
- 12 (52.2%) **Emerging Readiness**




KRA 2023 Data by domain

Language and Literacy



Range Minimum: 202 Range Maximum: 298

 Whole population

Lowest Rating: 202

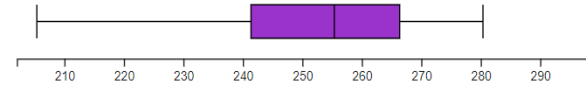
Highest Rating: 283

Mean Rating: 252.1


Median Rating: 253

Standard Deviation: 19.1

Mathematics



Range Minimum: 202 Range Maximum: 298

 Whole population

Lowest Rating: 206

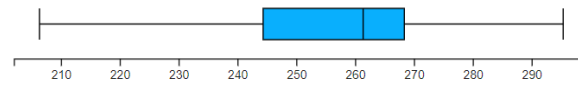
Highest Rating: 281

Mean Rating: 250.4


Median Rating: 256

Standard Deviation: 21.9

Social Foundations



Range Minimum: 202 Range Maximum: 298

 Whole population

Lowest Rating: 207

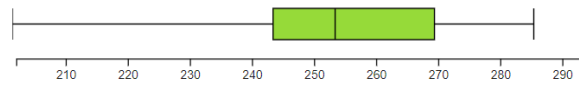
Highest Rating: 296

Mean Rating: 259.9


Median Rating: 262

Standard Deviation: 23.5

Physical Development



Range Minimum: 202 Range Maximum: 293

 Whole population

Lowest Rating: 202

Highest Rating: 286

Mean Rating: 252.6

Median Rating: 254

Standard Deviation: 21.6

Areas of Concern and Root Causes

Area of Concern	Root Cause(s)
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Early Literacy (phonics)	<p>Lack of consistent schedule and tier 1 instruction with curricular resources</p> <p>Teaching phonics in isolation</p> <p>Lack of teacher efficacy</p> <p>High student turn-over rate in K-3-70% of our students are not staying for 4 years</p> <p>The majority of 3rd graders are not proficient by Spring of their 3rd grade year</p>
Overall Vocabulary	<p>Lack of explicit instruction, lack of exposure to rich vocabulary</p>
Gap Closing	<p>79% of students were chronically absent (missed 10% or higher of school)</p>
Overall Comprehension	<p>Not enough time built into schedule for independent reading and fluency practice; lack of understanding of Ohio Learning Standards and how to unpack standards to teach backwards</p>
3rd-8th Grade Writing	<p>Not enough opportunities for writing to build stamina and proficiency, regular assessment utilizing rubric</p>
School-Wide Attendance	<p>Historical issue with attendance; Culture of importance of attending school is lacking</p>



Section 4: Measurable Student Performance Goals

Goal 1: Increase the percentage of 3rd Grade readers that are Proficient on the Ohio State Test from 28.6% (2023) to 50% by Spring 2024.

Goal 2: By Fall of 2024, move 25% of K-3 students from off-track to on-track for reading on grade-level.

Goal 3: By the end of 2023-2024 school year, our ELA PI for grades 3-8 will grow from a 58 to a 68 as measured on the Spring Ohio AIR test.

Goal 4: By the end of 2023-2024 school year, our chronic absentee rate will decrease from 79.1% to 65% and the attendance rate will increase from 75.7% to 85%.



Section 5: Action Plan Maps

Goal 1: By Spring 2024, increase the percentage of 3rd Grade readers that are Proficient on the Ohio State Test from 28.6% (2023) to 50%.

<p>Sub Goal: Establish 100% highly qualified staff by recruiting and retaining teachers with literacy expertise or developing and supporting current staff to obtain literacy expertise.</p>	<p>Sub Goal: Teachers will maintain a schedule within 100% compliance of academic framework minutes.</p>	<p>Sub Goal: All staff will receive literacy professional development and participate in weekly coaching sessions with DoA.</p>	<p>Sub Goal: Teachers will have access to STPT 100% of full weeks and implement short cycle assessments.</p>	<p>Sub Goal: By the end of 3rd grade 95% of students will be proficient in foundational skills as measured on iReady.</p>
<p>Action Steps</p>				
<p>Seek and hire staff with ELA experience and/or certifications.</p>	<p>During BTS PD, educate staff on expectations for use.</p> <p>Prioritize posting of framework compliant agenda.</p> <p>Monitor adherence to allocated minutes as a priority during the first 30 days of school</p> <p>Monitor use in lesson planning and during walk-throughs.</p>	<p>During Back-to-School Professional Development and In-service days throughout the year, educate staff on each strategy and expectations for implementation.</p> <p>Monitor use in lesson planning and during walk-throughs.</p>	<p>Create a master schedule that allows for teams to meet weekly for one hour.</p> <p>Educate staff on the use of ODE's five step process for data-driven decision making.</p> <p>Increase teacher accountability and ownership of SCA data during presentation type model</p>	<p>Walk-through template addresses instruction and curricular resources; immediate feedback and coaching</p> <p>Staff are trained during BTS PD and other dates as needed on Foundations, Heggerty, and Reading A-Z resources</p> <p>Staff are given required and grade-level specific HFW for students to master for each grade level</p> <p>STPTs are regularly scheduled and facilitated so that progress monitoring data and be analyzed frequently</p>
<p>Lead Person(s)</p>				
<p>Leah Donley</p>	<p>Sabura Rashad and Leah Donley</p>	<p>Sabura Rashad</p>	<p>Sabura Rashad and Leah Donley</p>	<p>Leah Donley and Sabura Rashad</p>



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Evidence-Based Practices				
Reference Checks Literacy-based questioning in revised interview form Support alternative licensure for otherwise qualified individuals	Phonological Awareness - (Ready Reading, iReady, Guided Reading) Vocabulary Fluency Sight Words (Heggerty's Foundations) Whole Group and Small Group Work	Explicit vocabulary instruction, The Science of Reading Curriculum specific trainings from Foundations	Grade Band Data Teams ODE Data Cycle Process	STPT will use data from iReady diagnostic 1 to identify specific learning targets Additional information
Resources Needed				
Hiring Pool Develop relationships with universities' education departments	BTS Trainings and PD Materials BTS Schedule Academic Frameworks for grade level bands Review Document Observational Rounds Look-fors and Tracker	Marzano's 5-step vocabulary process resources Florida Center for Reading Research activities vocabulary graphic organizers	ODE Data Cycle Documents Exit Ticket Data and Student Work	Walk through templates Latest Heggerty Editions and PD HFW lists, instructional activities/tools, progress monitoring resources, benchmarks TBT form for STPT



Goal 2: By Fall of 2024, move 25% of K-3 students from off-track to on-track for reading on grade-level				
Sub Goal:	Sub Goal:	Sub Goal:	Sub Goal:	Sub Goal:
By the end of SY 2023, 90% of Kindergarten 100% of 1-3 students will be proficient in letter naming and letter sound fluencies	100% fidelity in communication with parents with students who are not on track	By the end of 2023 school year 60% of students in 1-3 grade will be proficient in reading fluency	By the end of 2023 school year 60% of K-3 students will be proficient in pseudoword decoding	Reduce the movement of students identified as off track in the Spring of 2023 from progressing to the next grade level as off track
Action Steps				
Plan for benchmarking and progress monitoring according to best practices	Send home assessment information after each benchmark.	Regular, repeated fluency practice opportunities will be given to students as they participate in choral reading, shared reading, and paired reading as a regular part of the instructional cycle during Daily 5 small group time.	Provide Tier 1 whole group and TLSG to fidelity.	Communicate with parents of 100% of OT students regarding summer school.
Provide Tier 1 whole group and TLSG with fidelity	Prioritize assessments as the focal point of discussion in PTC.	Include high intensity practice of HFW during TLSG at least 1 time a week until students are proficient.	Refer students for Tier 2 & 3 supports in a timely manner	Enroll 50% of OT returning students in summer school
Refer students for Tier 2 & 3 supports in timely manner	Document at least 2 parent communications regarding specific academic performance on assessments by the end of school year.	Use of leveled readers in Daily 5 small group	Provide high quality Tier 2 & 3 interventions	Plan and implement a rigorous summer school program with a goal to move 60% of off track attendees to on track.
Provide high quality Tier 2 & 3 interventions	Create a schedule of formal parent communication from Fall to Spring to be used annually.		PD support for Tiers 1-3 providers	Develop retention policy with clear, measurable benchmarks, early identification, communication, and rigorous intervention planning and implementation.
PD support for Tiers 1-3 providers	100% communication with parents of not on track students.		Walkthroughs will target observing to monitor and support implementation to fidelity within first 60 days of school	



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Lead Person(s)				
Sabura Rashad, Jasmine Arthur and Leah Donley	Sabura Rashad and Leah Donley	Sabura Rashad and Leah Donley	Sabura Rashad and Leah Donley	Sabura Rashad, Jasmine Arthur, and Leah Donley
Evidence-Based Practices				
Use of iReady Tools for Instruction	Student Led Conferences	Use of iReady Tools for Instruction	Use of iReady Tools for Instruction	Academic parent meetings
Use of iReady Early Literacy Screeners	Parent and teacher incentives for conferences	Use of iReady Early Literacy Screeners	Use of iReady Early Literacy Screeners	
Resources Needed				
MTSS software or comprehensive system for tracking	Trackers for parent communication	iReady Early Literacy	iReady early literacy screeners	Summer school training for staff
MTSS committee training	Incentive to encourage compliance	Data trackers	Phonics intervention resources	Incentives to encourage most highly qualified staff to work summer school
PD for science of reading	Schoolwide Class Dojo	Incentives to encourage success		
Early literacy intervention resources and programs (Reading A to Z, FunHub, Phonics for Reading, Wilson Language resources, etc)	PD for teachers on data analysis and determining progress	PD in best practices for teaching fluency		
		ResourceMate software for management of leveled reading resources		



Goal 3: By the end of 2023-2024 school year, our ELA PI for grades 3-8 will be 68 as measured on the Spring Ohio AIR test

Sub Goal:	Sub Goal:	Sub Goal:	Sub Goal:	Sub Goal:
Comprehension: Informational Text 30% proficiency	Comprehension: Literature 30% proficiency	Reading Fluency 60% proficient or higher by EOY/Q4 Running Record	Writing 3rd-4th 30% proficient or higher 5th-6th 40% proficient or higher 7th-8th 50% proficient or higher	Vocabulary 50% or higher of students are at or above grade level in the Vocabulary domain in iReady by Spring of 2024.

Action Steps

<p>NewsELA will be included in yearly pacing guides as a means to supplement Ready Reading and give students more opportunities for informational text exposure. Students will learn informational text reading strategies including close reading, and THIEVES during Culture Camp and put them into practice throughout the school year. Teachers will also utilize the iReady tools for informational text reading comprehension during the instructional cycle.</p>	<p>Novel Studies will be executed 3 times a year in grades 3-8. These will include high-interest books that are at appropriate Lexile levels and contain activities that directly align to the Ohio Learning Standards that are addressed in the pacing guide.</p>	<p>Regular, repeated fluency practice opportunities will be given to students as they participate in choral reading, shared reading, and paired reading as a regular part of the instructional cycle.</p>	<p>Writing by Design has been purchased as part of the solution to minimize the amount of planning and preparation for teachers.</p>	<p>Explicit vocabulary instruction will take place in all content areas</p>
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Lead Person(s)				
Leah Donley and Sabura Rashad	Leah Donley and Sabura Rashad	Leah Donley and Sabura Rashad	Leah Donley and Sabura Rashad	Leah Donley and Sabura Rashad
Evidence-Based Practices				
Reference Checks Literacy-based questioning	ODE Short cycle (Data cycle) assessments Student goal setting and ownership High DoK implementation, assisted by DoA	Bite-sized actions steps explicit vocabulary instruction	Grade Band Data Teams ODE Data Cycle Process	Staff input and ownership ODE Data Cycle
Resources Needed				
Hiring Pool	Literacy Plan Accel Schools Literacy Vision Student Work Assessment Calendar	Coaching Framework	Exit Ticket Data and Student Work	Words their Way



Goal 4: By the end of 2023-2024 school year, our chronic absentee rate will decrease from 79% to 65% and the attendance rate will increase from 76% to 85%.

Sub Goal: 100% fidelity in communication with parents for students who are chronically absent.	Sub Goal: Attendance Incentives will be put into place weekly, monthly, and quarterly for families, students, and teachers.			
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Action Steps

Daily attendance reports will be sent to teachers each day. Teachers will communicate with families when students are absent and the school has not received an excuse or communication from the family. During dismissal, teachers will rotate assisting with car riders so that they can have positive communication with families and build relationships. Students who are excessively absent will receive letters indicating that they have reached or exceed the	The attendance committee will decide what cost-effective incentives are for students and families. Students with 100% attendance will be acknowledged in the weekly ROAR newsletter. Teachers with 90% attendance average for the month will receive a pass to leave school an hour early.			
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absence threshold hours and that they must make all attempts to resolve attendance problems. In the event that they are unable to, students will become habitually truant, an attendance intervention team will convene to create an Attendance Intervention Plan.

Students who do not make progress within 61 days will be reported to the juvenile court of truancy per HB410

Lead Person(s)

Leah Donley, Stephen Voegele and Sherri Yates	Leah Donley, Stephen Voegele and Sherri Yates			
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Evidence-Based Practices

<u>House Bill 410</u>	<u>House Bill 410</u>			
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Resources Needed

<u>House Bill 410</u> PowerSchool Attendance Reports	<u>House Bill 410</u>			
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**Section 6: Plan for Monitoring Progress Toward the Learner
Performance Goal**

Goal #1 (TGRG)	Goal #2 (K-2 On Track)	Goal #3 (Overall PI)	Goal #4 (Attendance)
<p><u>September 15th</u> -Back to School PD in targeted areas has been completed -Begin bi-weekly standards based assessments</p> <p><u>October 15th</u> - Baseline Data Captured on iReady, Heggerty, and Dyslexia Screeners - Student Literacy Targets Determined for YOY growth -First STPT completed -Intervention groups have begun -Parents have been notified</p> <p><u>February 1st</u> -Audit against baseline data -Substandards Check in via iReady winter diagnostic -Mid year assessments completed</p>	<p><u>September 15th</u> -Back to School PD in targeted areas has been completed -Begin bi-weekly standards based assessments -Data walls include sub areas (LNF, LSF, HFW)</p> <p><u>October 15th</u> - Baseline Data Captured on iReady, Heggerty, and Dyslexia Screeners - Student Literacy Targets Determined for YOY growth -First STPT completed -Intervention groups have begun -RIMPs created -Parents have been notified</p> <p><u>February 1st</u> -Audit against baseline data - Substandards Check in via iReady winter diagnostic -Action plan -Assess goal progress</p>	<p><u>September 15th</u> -Back to School PD in targeted areas has been completed -Begin bi-weekly standards based assessments -PI trackers are posted in all classrooms and updated bi-weekly -Data walls include Diagnostic data as well as state testing data from previous year</p> <p><u>October 15th</u> - Baseline Data Captured on iReady, Heggerty, and Dyslexia Screeners - Student Literacy Targets Determined for YOY growth -First STPT completed -Intervention groups have begun -Parents have been notified</p>	<p><u>Weekly Ongoing</u> -Identify students with perfect attendance and reward</p> <p>-Review and plan during weekly Leadership Team meetings</p> <p><u>Monthly Ongoing</u> -Attendance committee meeting to audit and adjust rewards and incentives as needed</p> <p><u>October 15th</u> - Baseline Data Captured from Previous Year -Baseline Fall Data -identify areas of concern formulate action plans</p> <p><u>January 3rd</u> -initial letters have been distributed -attendance intervention plans created. -audit and adjust progress towards goals</p>



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<ul style="list-style-type: none">-First audit against baseline data-Assess goal progress-Adjust as necessary- Dyslexia progress monitoring completed- Parents have been updated <p><u>May 20th</u></p> <ul style="list-style-type: none">-Final audit against baseline/winter data-100% of students will meet annual typical growth goal in reading-50% of students will meet annual stretch growth	<ul style="list-style-type: none">-Adjust as necessary- Dyslexia progress monitoring completed-RIMPs are updated-Parents have been updated <p><u>May 20th</u></p> <ul style="list-style-type: none">-Final audit against baseline/winter data-Summer school final plan-Goal wrap-up and measurement-Goal reflection and next steps		<p><u>April 1</u></p> <ul style="list-style-type: none">-Progress Review for attendance intervention plans <p><u>May 31st</u></p> <ul style="list-style-type: none">-Final audit against baseline and previous years data
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Appendices

Appendix A: Literacy Needs Assessment

iReady Diagnostic 3 Spring 2022



Percent Proficient Ohio State Test 2020-2021



Grade	Subject	% Proficient
3	ELA	27.30%
4	ELA	14.30%
5	ELA	30.00%
6	ELA	12.00%
7	ELA	42.90%
8	ELA	29.40%

Percent Proficient Ohio State Test 2021-2022

Grade	Subject	% Proficient
3	ELA	14.3%
4	ELA	31.6%
5	ELA	28.6%
6	ELA	22.2%
7	ELA	27.3%
8	ELA	15.8%

What are the assessment tools you will use to gather the data needed to support literacy next year?

iReady Diagnostic– fall, winter, spring
OST – fall (3rd grade reading test only), spring (3rd- 8th reading)
Running Records - fluency measurements quarterly
Short Cycle assessments - standards measurements biweekly
Heggerty Screener- Phonological Awareness

Based on the data, what areas do you need to improve to increase students' literacy?

a. All five domains of reading are necessary data points for every student, unless they have passed that developmental threshold, verified by an accurate data point. For example, a 10th grader does not need a phonics screener unless other data points indicate he/she does.

b. Improvements can be targeted to a specific grades level(s), or cohorts of students by a subgroup



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- Implement the Academic Framework with fidelity to insure that students, especially in K-3, have a balanced literacy block.
- Supports need to be put in place to ramp up the teaching of foundational skills in K-2. (i.e. Foundations kit - phonemic awareness and phonics, Heggerty's - phonemic awareness)
- Incorporate writing across the curriculum and in all grade levels.
- Replicate practices of middle school teachers (i.e. small group, computer-based interventions).

Review all the products you use for literacy instruction.

a. Collectively, do they cover all five domains of reading for the applicable grade bands?

Yes.

Ready Reading - vocabulary and language

Writing by Design

Writing on Demand Units of Study

Foundations - phonics and phonemic awareness

Heggerty's - phonemic awareness

Reading A-Z - applies to all domains

b. Is there redundancy in products within a grade level?

Establish a rationale for the use of Reading A-Z so that it is used intentionally.

c. Were products used with fidelity? Does the quality of implementation reflect in the data?

The data suggests that they were not used with fidelity.

d. What are the results we saw as students used the products?

See letter C. above.

e. Will these products contribute to increased literacy progress for our students?

We believe that used consistently and with fidelity alongside the Academic Framework that they will contribute to increased literacy progress for our students.

What were the expectations for literacy instruction in our classrooms?

a. This should include Title pullout groups and instructional support for our students

with disabilities when they are receiving their services.



- b. Did the expectation for literacy instruction and each teacher's implementation of them impact your scores? How?

There is no documentation to provide information on what was implemented last year. There is some evidence from personal observation for the implementation of gradual release method.

What are the expectations for literacy instruction for this coming school year?

"Every teacher is a reading teacher."

- a. How will you incorporate the Academic Frameworks in the ACCEL Schools Literacy Plan into your master schedule? Individual classroom schedules?

-Teacher lesson plans must show that they are using the framework when scheduling instruction.

-There will be consistent discussion surrounding the Framework during weekly Structured Teacher Planning Time.

-Teachers will use fluid small groups based on current assessment data for focused skill development.

- b. How will you leverage staff across the school to support literacy instruction?

-Teachers will be encouraged (and at times mandated) to visit the classrooms of teachers with data that support their methods of instruction.

- Assess Title 1 teachers' strengths to place them where we can get the

biggest

bang for the buck.

- c. What guidelines will you give for teachers who look for resources outside of the curriculum provided?

Use of "outside" materials will be reviewed in the coaching cycle. A rationale will be given if the material is not approved for use. If teachers are struggling with the curriculum, professional development and/or coaching opportunities will be provided.

- d. What literacy professional development is necessary for school staff?

Training on:

Writing by Design

Foundations training and Phonemic Awareness instruction

Daily 5

Alternatives to popcorn reading



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Running Records
Phonics for Reading
Explicit vocabulary instruction

f. How can we increase family/community involvement to support students' literacy?

Host family literacy night - What is the school's literacy plan?

What can families do to support literacy at home?

Display/present student work

Newsletter?

Send home family OST reports and letter of explanation

Appendix B Riverside Assessment Calendar 2022-2023

Riverside Assessment Calendar SY 22-23

Appendix C Attendance trends

2019-2020

Riverside Academy
08/19/2019 to 05/21/2020 = 169 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Att'd	ADA	ADA %
0	0	30	1	9	21	4901	0	1224	621.00	3056.00	18.08	83.11%
Subtotal	0	30	1	9	21	4901	0	1224	621.00	3056.00	18.08	83.11%
1	0	30	3	12	18	4563	0	1320	516.00	2727.00	16.14	84.09%
2	0	19	2	4	15	2873	0	458	320.00	2095.00	12.40	86.75%
3	0	19	1	5	14	3042	0	540	362.00	2140.00	12.66	85.53%
Subtotal	0	68	6	21	47	10478	0	2318	1198.00	6962.00	41.20	85.32%
4	0	33	2	7	26	5239	0	886	673.00	3680.00	21.78	84.54%
5	0	28	1	7	21	4563	0	982	384.00	3197.00	18.92	89.28%
6	0	39	1	7	32	6422	0	1574	626.00	4222.00	24.98	87.09%
Subtotal	0	100	4	21	79	16224	0	3442	1683.00	11099.00	65.68	86.83%
7	0	41	1	11	30	6760	0	1556	729.00	4475.00	26.48	85.99%
8	0	37	1	7	30	6084	0	1121	702.00	4261.00	25.21	85.86%
Subtotal	0	78	2	18	60	12844	0	2677	1431.00	8736.00	51.69	85.93%
Grand Total	0	276	13	69	207	44447	0	9661	4933.00	29853.00	176.65	85.82%



RIVERSIDE ACADEMY

2020-2021

Riverside Academy
08/19/2020 to 05/20/2021 = 164 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Att'd	ADA	ADA %
0	0	20	0	4	16	3280	0	955	654.00	1671.00	10.19	71.87%
Subtotal	0	20	0	4	16	3280	0	955	654.00	1671.00	10.19	71.87%
1	1	28	0	9	20	4756	0	1034	1192.00	2366.00	14.43	63.57%
2	0	26	1	10	16	4100	0	1409	721.00	1970.00	12.01	73.21%
3	1	23	0	5	19	3936	0	544	889.00	2339.00	14.26	68.96%
Subtotal	2	77	1	24	55	12792	0	2987	2802.00	6675.00	40.70	68.08%
4	0	21	0	8	13	3444	0	1221	611.00	1612.00	9.83	72.51%
5	0	29	0	7	22	4756	0	1031	876.00	2849.00	17.37	76.48%
6	0	27	0	4	23	4428	0	671	968.00	2789.00	17.01	74.23%
Subtotal	0	77	0	19	58	12628	0	2923	2455.00	7250.00	44.21	74.70%
7	0	44	3	12	32	6724	0	1585	1383.00	3756.00	22.90	73.09%
8	0	37	2	10	27	5740	0	879	1723.00	3138.00	19.13	64.55%
Subtotal	0	81	5	22	59	12464	0	2464	3106.00	6894.00	42.03	68.94%
Grand Total	2	255	6	69	188	41164	0	9329	9017.00	22490.00	137.13	70.65%