



March 22, 2024

Dear Superintendent Aitken:

Thank you for submitting the SMART 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 provides foundational skills data and a narrative analysis for grades K to 4
- The plan's goals and subgoals are SMART
- Building leadership included in writing the plan

This plan will benefit from:

- The plan uses an intervention program that is not aligned with the Science of Reading.
- Include strategies targeted to specific skills deficit according to the data analyzed in the plan
- Include information about strengthening core instruction
- Include the region's State Support Team in the plan's development and implementation

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If SMART 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



READING ACHIEVEMENT PLAN

DISTRICT NAME:
SMART Academy

DISTRICT IRN:
016812

DISTRICT ADDRESS:
4351 E. 131st St.
Cleveland, Ohio 44105

PLAN COMPLETION DATE: December 22, 2023

LEAD WRITERS:
Dr. Robert Aitken - Superintendent
Michael Demor – Response to Intervention Coordinator

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, 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
Dr. Robert Aitken	Superintendent		aitken@smartacademycle.org
Michael Demor	Response to Intervention Coordinator		m.demor@smartacademycle.org
Sandra Capitena	Classroom Teacher		s.capitena@smartacademycle.org
Tamika Williams	Classroom Teacher		t.williams@smartacademycle.org

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.

The Reading Achievement Plan was developed as a collaborative effort to identify deficiencies in the school's literacy curriculum and programming. The team reviewed historical data from multiple data points throughout all grades levels served and identified trends and the highest areas of need. Beginning in January of 2024, the team will meet monthly to monitor and ensure the plan is being implemented with fidelity and analyze areas of need related to the implementation of the plan. Additionally, all teachers during this bi-weekly data meeting will be involved in discussions as to how their data aligned with the school's Reading Achievement Plan, and the progress it is making towards the plan's goals.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The leadership team looked at the school's recent One Plan Goals and strategies and utilized the school's mission and vision to ensure the alignment of the Reading Achievement Plan. The Reading Achievement Plan is aligned with the school's annual goals in the area of Reading. The school implements a research-based curriculum and intervention targeting the five areas of literacy; phonological awareness, phonics, vocabulary, fluency, and comprehension. Through diagnostic testing and progress monitoring benchmarks, these five areas are the focus of teacher and leadership data meetings. Current research-based implemented instructional strategies are included in the Reading Achievement Plan, which are a focus of the school's early literacy program.

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

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.**

On the Kindergarten Readiness Assessment administered during the 2023-2024 school year, kindergarten students at SMART Academy scored between a 238 rating and 274 rating in the Language and Literacy Domain. The mean rating was 254.1 with a median rating of 257.5. Students are identified as Emerging Readiness, Approaching Readiness, or Demonstrating Readiness based on their performance rating. At SMART Academy, 1/16 (6.3%) students scored Demonstrating Readiness, 6/16 (37.5%) students scored Approaching Readiness, and 9/16 (56.3%) students scored Emerging Readiness.

On the fall Grade 3 English Language Arts Ohio State Test taken during the 2023-2024 school year, third grade students at SMART Academy had an average score of 651. On average, this places students in the limited proficiency range. According to the Ohio Department of Education’s reporting system, “students within this range have trouble identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts.” One student scored proficient, three scored basic, while 9 students scored limited. In the domains of informational texts, literary texts, and writing, four students scored near proficient and nine scored below proficient in each domain.

All students at SMART Academy were given the i-Ready diagnostic assessment in the fall of the 2023-2024 school year. Students were assessed in the areas of phonological awareness, phonics, high-frequency words, vocabulary, literature comprehension, and informational text comprehension.

Kindergarten

Percentage of students **BELOW** grade level

	Fall 2023
Phonological Awareness	64%
Phonics	86%
High-Frequency Words	86%
Vocabulary	43%
Comprehension: Literature	50%
Comprehension: Informational Text	57%

First Grade

Percentage of students **BELOW** grade level

	Fall 2023
Phonological Awareness	94%
Phonics	94%
High-Frequency Words	83%
Vocabulary	83%
Comprehension: Literature	72%

Comprehension: Informational Text 89%

Second Grade

Percentage of students **BELOW** grade level

	Fall 2023
Phonological Awareness	44%
Phonics	88%
High-Frequency Words	56%
Vocabulary	88%
Comprehension: Literature	88%
Comprehension: Informational Text	100%

Third Grade

Percentage of students **BELOW** grade level

	Fall 2023
Phonological Awareness	0%
Phonics	92%
High-Frequency Words	8%
Vocabulary	92%
Comprehension: Literature	92%
Comprehension: Informational Text	100%

Fourth Grade

Percentage of students **BELOW** grade level

	Fall 2023
Phonological Awareness	0%
Phonics	82%
High-Frequency Words	36%
Vocabulary	100%
Comprehension: Literature	100%
Comprehension: Informational Text	100%

On the Spring 2023 OST, below are the following achievement levels for all of 3rd and 4th Grade:

	Percentage of Limited	Percentage of Basic	Percentage of Proficient	Percentage of Accomplished	Percentage of Advanced
	59.3	29.6	1.9	5.6	0

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Our students start kindergarten at a disadvantage because they do not yet know letter names or sounds. A large percent of instruction in kindergarten is dedicated to teaching the recognition and identification of letter names and sounds, while a smaller percent of instruction provides rigorous focus on the grade level learning standards. This break-down of instructional focus paired with societal factors including lack of kindergarten readiness and summer reading loss, our first graders then start the year with a minimal ability to write sentences and read with fluency. Therefore, first grade teachers attempt to meet the needs of their students by working on basic skills, yet they are simultaneously neglecting the more rigorous components of their grade-level standards.

Additionally, our percent of students with chronic absenteeism is far above the state annual goal. A recent analysis of our current truancy data shows that there is no trend among demographics. Therefore, the root cause of chronic absenteeism varies on a case-by-case basis depending on the student and family, but can include family illness (physical and mental), disengagement, access to reliable timekeeping, mechanisms, and transportation.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

The school's mission and vision statement are core skills for children to be successful throughout their K-12 experience and beyond. The ability to read and write successfully are key components to providing opportunities for adults to be functioning and productive members of society.

Mission

SMART Academy's mission is to provide all students in grades k-4 of the Cleveland Community a strong literacy-based educational program that creates a community in which reading, writing, speaking, listening, and thinking serve as a foundation for life-long learning.

Vision

Students with a strong literacy foundation will be far more capable of securing quality employment, leading fulfilling lives, improving their communities and becoming productive citizens of society.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

The School Improvement Plan includes three literacy-focused goals, all which follow the foundations of the simple view of reading as well as the literacy development continuum. Our plan aligns with the development of word recognition through language comprehension by creating a goal for three distinct steps along the progression, aiming for proficiency at each step before advancing to the next.

Goal 1: Students in grades K-2, 80% of students will proficiently blend phonemes and encode phonograms at grade level by December 1, 2024.

Goal 2: 80% of students will advance to reading with fluency at grade level by May 1, 2025.

By Spring of 2025, SMART Academy will improve the percentage of ELA proficiency for all students in grades 3-4 to 80% or higher as measured by the OST.

- We will improve the percentage of ELA proficiency for all 3rd grade students from 6.3% to 80% or higher by Spring of 2025 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 4th grade students from 10% to 80% or higher by Spring of 2025 as measured by the OST.

Sub Goals:

- By Spring of 2025, we will increase the overall number of students with disabilities who are proficient or above by 20% annually, without reducing the rigor and performance of the general student population.

SECTION 6: ACTION PLAN MAP(S)

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.

Goal # 1 Action Map

Goal Statement:

By Spring 2025, 80% of students in grades K-2 will proficiently blend phonemes and encode phonograms at grade level based on their Reading Improvement Plan (RIMP)

By Spring of 2025, SMART Academy will improve the percentage of ELA proficiency for all students in grades 3-4 to 80% or higher as measured by the OST.

Evidence-Based Strategy or Strategies: Evidence based literacy instruction, effective feedback, and assessment data.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All teachers, invention specialists, and reading support staff will be offered high-quality professional development based on evidence-based instructional strategies and IRLA utilized in the Reading Achievement Plan.	Implementation of targeted intervention in order to meet students individualized needs pertaining to blending and encoding phonograms.	All teachers, invention specialists, and reading support staff will participate in regular data meetings to analyze student data and learning, collaborate on instructional strategies, and monitor the alignment and progress of the Reading Achievement Plan.
Timeline	Spring 2024	January 2024	Spring 2024 - Spring 2025
Lead Person(s)	Superintendent	Superintendent Response to Intervention Coordinator Assistant Principal	Superintendent Response to Intervention Coordinator
Resources Needed	Evidence-Based strategies Instructional time for implementation and support	IRLA leveled reading system SchoolPace - Data Scheduled IRLA time daily Planning time for logistics of interventions RIMPs	Evidence Based Instructional Strategies Assessment Data Reading Achievement Plan IRLA RIMPs
Specifics of Implementation	Leadership team will have an understanding and knowledge of specific instructional strategies Leadership team will provide on-going, job-embedded Professional Development,	60 minute block for IRLA leveled reading time	Teams will analyze data to identify areas of low performance Teams will select, plan, implement, and monitor evidence based strategies

SECTION 6: ACTION PLAN MAP(S)

	including modeling, practicing, and feedback Observations of classroom instruction will occur with feedback provided during regularly scheduled meetings		Teams will reflect and adjust based on assessment data
Measure of Success	Walk-throughs, professional conversations Leadership feedback Minutes from regularly scheduled meetings	Summative progress monitoring will be completed at least once every three weeks, and will include analysis and reflection on adult implementation Measurable goal for foundational skills achieved by end of December 2024	Diagnostic Assessment
Check-in/Review Date	February 21, 2024 - Review	April 1, 2024 - Check-in December 1, 2024 - Review Date	Begin in Spring of 2024 and on-going through Spring 2025

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

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

The goal was broken down by grade level to demonstrate the need at each of those levels. In addition, sub-goals were created to focus on most at risk. These goals are very ambitious, but attainable with the focused interventions, collaboration, and data-driven meetings.

Several progress monitoring tools will be used to ensure progress towards the goals. These tools include i-Ready and Independent Reading Level Assessment (IRLA), and benchmark assessments. SMART will use the Independent Reading Level Assessment (IRLA), which benchmarks once a month, to guide small group independent work daily. SchoolPace is the data storage program that will be utilized to lead to data discussions. This literacy focused instruction will work on foundation skills to provide targeted intervention. Students most at risk will be monitored regularly through our Response to Intervention Program and provided additional targeted research-based instruction.

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

We added targeted intervention support into our daily schedule for 60 minutes each day. Our support staff, collaborate with classroom teachers during intervention in order to meet the students' needs through small group instruction using the IRLA. These regular small-group, targeted-intervention sessions are being implemented in order to meet specific learner needs. The strategies taught during intervention meet the needs identified and are all considered to have strong evidence for effectiveness as determined by ESSA standards.

Our regular data meetings have also been strategically included into our schedule, on a bi-weekly basis for 30 minutes. Our teams collect and analyze disaggregated data by collecting the progress and proficiency of our most vulnerable subgroups including students, in need of Special Education services, and those served by Reading Improvement Monitoring Plans. Our teachers monitor the effectiveness of their instructional strategies and make adjustments as deemed necessary to meet students' needs.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, 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.*

All strategies were chosen because they have been determined by ESSA standards as being effective. The district chose to implement the strategies into scheduled daily intervention which will be monitored bi-weekly through data meetings. SMART Academy will ensure that evidence-based strategies are implemented and supported. The effectiveness of these strategies will be monitored through evidence of adult implement. We will use the components listed below.

1. Collaboration, including regular data meetings, the leadership team, which functions to:
 - a. Communicate goals of the Reading Achievement PLaN
 - b. Provide reflective feedback on student achievement and data

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

- c. Monitor Adult implementation
- 2. Progress monitoring of students
 - a. Assessments and strategies will be tracked and updated regularly
 - b. Regular data meetings discussing the deficits of students who are not meeting the track towards progress of proficiency

SECTION 8, PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Professional development is the first action plan of each goal. All teachers will be trained on effective instructional strategies of blending and encoding and the IRLA leveled reading system. The professional development will be job embedded as training will happen during bi-weekly meeting times and will be implemented throughout the year following the progression of goals outlined in the plan. Once teachers are trained on the effective strategies of blending, encoding and IRLA, they will then have the skills to reflect on their implementation of the strategies during the meeting process. Teachers will be encouraged to collaborate with other teachers to discuss strengths and challenges they are experiencing.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.