March 4, 2024

Dear Superintendent Wilson:

Thank you for submitting the Stambaugh Charter 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:
- References use of 5 step process for implementation support.
- Action planning includes coaching and feedback to support.
- Plan references One Needs Assessment.

This plan will benefit from:
- Goals may benefit from using the SMART goal strategy.
- Plan would benefit from root cause analysis (section 3 Part C).
- Section 3 Part A Relevant Learner Performance Data and Section 4 seemed to be written together and may benefit from separation for plan clarity.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Stambaugh Charter 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

<p style="text-align:center">**READING ACHIEVEMENT PLAN**</p>

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 NAME: Stambaugh Charter Academy

DISTRICT IRN: 000855

DISTRICT ADDRESS: 2420 Donald Ave Youngstown, OH 44509-1306

PLAN COMPLETION DATE: 12/20/2023

LEAD WRITERS: Bobbie Wilson (Building Principal), Charlena Hunt (Director of School Quality), Jessica Mahler (ELA Curriculum Specialist), Emily Miller (Assessment Coordinator), Karen Hannant (Manager of Reading Intervention), Alec Dood (Curriculum Specialist)

OHIO S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced 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 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 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.

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

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's *Culturally Responsive Practice program page.*

SECTION 1, 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
Roberta Wilson	Building Principal	National Heritage Academies	73.rwilson@nhaschools.com
Samantha Claytor	Dean of Lower Elementary	National Heritage Academies	73.sclaytor@nhaschools.com
Jasmin Frazier	Dean of Upper Elementary	National Heritage Academies	73.jfrazier@nhaschools.com
Ginger Kupka	Dean of Upper Elementary	National Heritage Academies	73.gkupka@nhaschools.com

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

Name	Title/Role	Location	Email
Charlena Hunt	Director of School Quality	National Heritage Academies	Chunt@nhaschools.com

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 district leadership team met during a summer retreat to review and analyze the previous two years' reading scores. The data reviewed included the Ohio State Test, NWEA MAP Assessments, Interim Reports (common assessments), and aimswebPlus Benchmarking Progress as well as OLEPA and Alternative Assessment data.

The team is scheduled to meet weekly to review assessment scores that will be administered throughout the school year for intentional planning of small groups and reading intervention. Additionally, the administration team will meet bi-weekly to review classroom teachers' lesson prep plans and instructional observations within ELA Reading content.

The team communicated the Local Literacy Plan with the instructional staff during summer pre-planning at the beginning of the school year professional development and throughout the course of the school year. The school principal and instructional deans provide observations and feedback regarding reading instruction weekly through the use of a walkthrough tool. We also perform one on one meetings with each teacher weekly to discuss data and next step for instruction and improvement. Moreover, the curriculum and instruction ELA reading specialist plans monthly observations with deans to provide instructional coaching conversations to assist the school's focus on increasing reading comprehension and skills by the end of the school year. The director of school quality provides instructional

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

coaching and professional development at least twice per month for all administration to assist with growth and development of the entire teaching staff.

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.

Stambaugh Charter Academy's mission is to create educational opportunities for the students of Youngstown to exceed in elementary education, high school, college and life by way of a strong commitment to skill and content development.

Our plan provides goals specifically created to improve the necessary support and tools needed for the reading achievement of all students. The plan is aligned to the vision of our educational management organization (EMO), National Heritage Academies.

To address our local equity access plan our 1 needs assessment identified methods we use to stabilize the instructional staff members. Stambaugh has increased professional development opportunities offering at minimum1 professional development per month around effective instructional practices in ELA, Math, Sci/Soc. Stambaugh has prioritized maintaining consistent leadership and ongoing monthly curriculum and instruction support in ELA, Math, Science and Social Studies. NHA also offers Oracle Learn to every employee. Employees are encouraged to use Oracle Learn as a resource and part of a comprehensive professional learning plan.

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

<u>The ELA Reading Vision of National Heritage Academies</u>:

We seek to prepare critically literate students who are lifelong learners, engaged citizens, and active members of the global community.

Our Beliefs:

1. We must teach the reader, not the text.

2. We are what we repeatedly do.

3. We must teach students to read before they can read to learn.

4. We must inspire a love of reading in all students.

Stambaugh Academy's plan correlates to the EMO's vision of improved literacy at all grade levels. The goals of the Local Literacy Plan highlight the intentional use of data to guide and inform specific action steps while engaged in continuous growth and development.

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

SECTION 4 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.*

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

- *Infant Risk Factors;*

- *Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);*

- *Kindergarten Readiness Assessment;*

- *Ohio's State Tests in English language arts (grades 3-8);*

- *Ohio's State Tests in other content areas (grades 3-8);*

- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*

- *High School end-of-course tests;*

- *Ohio English Language Proficiency Assessment (English Learners);*

- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*

- *Any other assessments, as applicable (curriculum-based measures).*

READING SPRING STATE TEST YEARLY PROFICIENCY

GRADE	MAY 2021	MAY 2022	MAY 2023
3	13%	25%	29%
4	23%	27%	39%
5	46%	41%	44%
6	8%	30%	33%
7	32%	37%	39%
8	29%	38%	40%

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

Summary:

Stambaugh Academy shows an increase of percentage in Reading proficiency grades 3-8 over a 3 year time span.

SCHOOL INTERIM REPORT (COMMON ASSESSMENTS)

Students Scoring Proficient (Score of 3.0 or Above)

GRADE	2022 SY Interim 1	2022 SY Interim 2	2022 SY Interim 3	2023 SY Interim 1	2023 SY Interim 2	2023 SY Interim 3
3	4%	13%	27%	17%	18%	50%
4	6%	10%	30%	22%	20%	24%
5	0%	34%	28%	7%	46%	30%
6	13%	18%	20%	24%	33%	43%
7	10%	11%	14%	11%	29%	24%
8	30%	14%	25%	6%	20%	15%

Summary (what is interim)

Interim test is an online common assessment administered to all students grades 3-8 in the subject areas of ELA, Math to measure achievement. ELA and math are administered three times per year while Science and social studies is administered twice per year. Interim assessments have been developed by our Curriculum and Instruction team at NHA and aligned to Ohio state standards. The interim assessment mocks the Ohio State Achievement test in multiple ways including: style, rigor, questioning and scoring. Many questions on the interim are released state test question from Ohio DEW. For ELA, students are tested in 3 times per year covering skills and standards that were taught withing the

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

previous 9 weeks. The data from interim assessments helps schools identify areas of proficiency and areas in the content that identify significant gaps in learning according to grade level and content standards. We use this data to plan intervention lessons, plan small group learning per skill and identify which particular students need identified skills retaught.

KINDERGARTEN READINESS ASSESSMENT

Skill Proficiency	2021 SY	2022 SY	2023 SY
Demonstrating Readiness	5	9	Did not participate.
Approaching Readiness	20	22	Did not participate.
Emerging Readiness	34	39	Did not participate.
On Track**	61	62	78
Not on track**	5	10	17

**The MAP/NWEA is used to determine on/off track (not the scores from KRA).

K-3 Off-Track/On-Track By Grade

Stambaugh On-track & Off-track

K	1	2	3	K-3		Status
85	45	49	28	207		On-Track
17	26	13	29	85		Off-Track

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

3rd Grade Reading Improvement Plan Data (RIMP)

Stambaugh Academy			
State Proficiency	2021 SY	2022 SY	2023 SY
On Track	10	31	18
Not on Track	44	28	38

2022-23 Data

Stambaugh				
Improvement Group	Student Subset	Previously Off-track (# Students)	Improved to On-track (# Students)	Improvement Percent
K-2	K → 1st	6	5	83%
	1st → 2nd	12	9	75%
	2nd → 3rd	28	7	25%
	K-2 Overall	46	21	46%
3rd Grade	3rd Grade	35		
Overall				

Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.
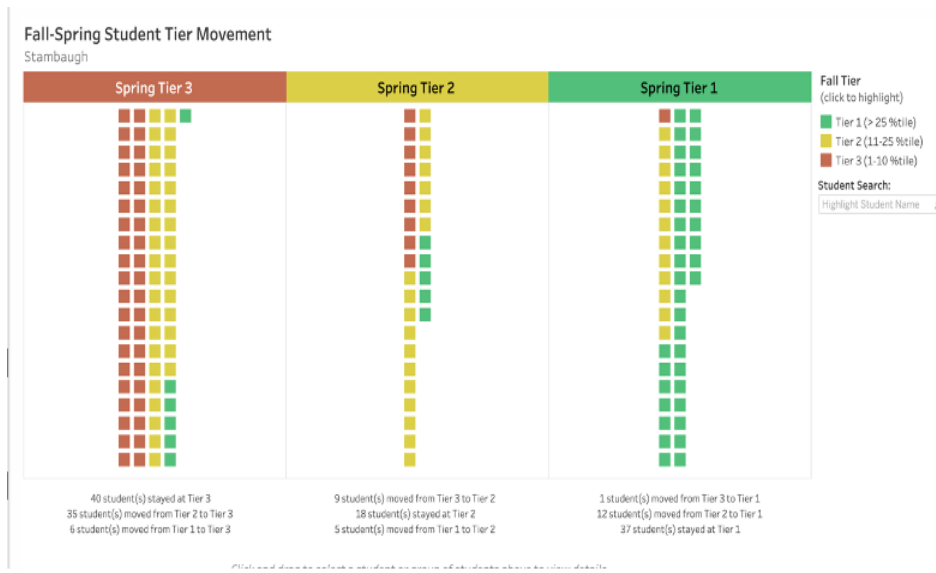
89.1%
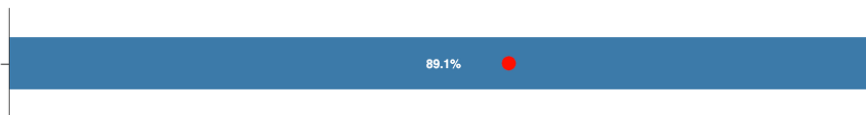
AIMSWEBPLUS BENCHMARKING

Students	2021 22 % Meeting Expected Growth Goal
All K-2	33%

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

If after NWEA diagnostic testing, a student is deemed "not on-track", using levels set by Ohio's Learning Standards for the end of the previous grade. The students' parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt.
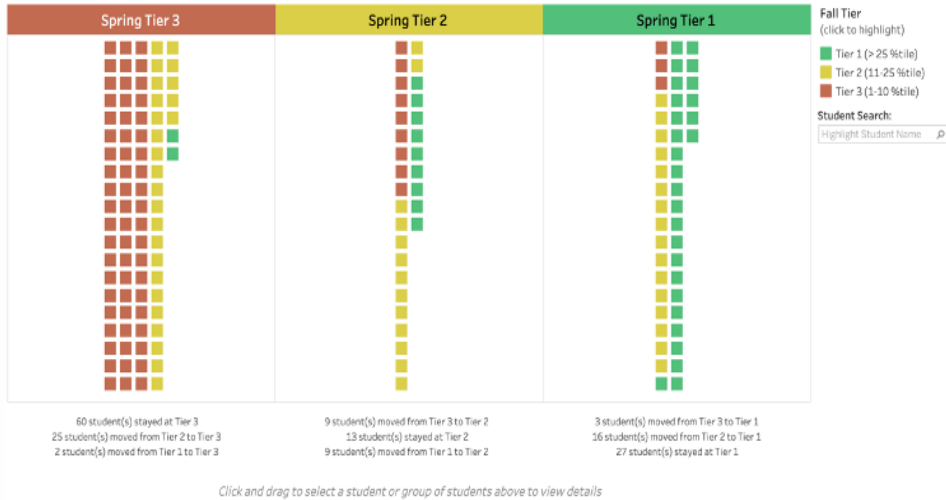
k-2 Aims web Tier movement

2022-23 School Year

Fall-Spring Student Tier Movement
Stambaugh

Spring Tier 3	Spring Tier 2	Spring Tier 1	Fall Tier (click to highlight)

Fall Tier (click to highlight)
- Tier 1 (> 25 %tile)
- Tier 2 (11-25 %tile)
- Tier 3 (1-10 %tile)

Student Search:
Highlight Student Name

40 student(s) stayed at Tier 3
35 student(s) moved from Tier 2 to Tier 3
6 student(s) moved from Tier 1 to Tier 3

9 student(s) moved from Tier 3 to Tier 2
18 student(s) stayed at Tier 2
5 student(s) moved from Tier 1 to Tier 2

1 student(s) moved from Tier 3 to Tier 1
12 student(s) moved from Tier 2 to Tier 1
37 student(s) stayed at Tier 1

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

2021-22 School year

Fall-Spring Student Tier Movement
Stambaugh

Spring Tier 3	Spring Tier 2	Spring Tier 1

Fall Tier
(click to highlight)

- ▪ Tier 1 (> 25 %tile)
- ▪ Tier 2 (11-25 %tile)
- ▪ Tier 3 (1-10 %tile)

Student Search:

`Highlight Student Name` 🔍

60 student(s) stayed at Tier 3
25 student(s) moved from Tier 2 to Tier 3
2 student(s) moved from Tier 1 to Tier 3

9 student(s) moved from Tier 3 to Tier 2
13 student(s) stayed at Tier 2
9 student(s) moved from Tier 1 to Tier 2

3 student(s) moved from Tier 3 to Tier 1
16 student(s) moved from Tier 2 to Tier 1
27 student(s) stayed at Tier 1

Click and drag to select a student or group of students above to view details

NWEA GROWTH MEASURES 2020 REPORT

NHA Data | NHA ▾ | Academics ▾ | Attendance ▾ | Behavior ▾ | Enrollment ▾ | People ▾ | Resources ▾ | All Pages

NWEA Summary by School/Wing - Stambaugh

Refresh Filters ◄

Season

Fall ▾

Growth Window

Fall - Fall ▾

Academic Year

2020-2021 ▾

About

NWEA Summary by School / Wing.

NWEA Growth Measures
Growth Window: Fall - Fall 2020-2021

All Students

		% Met Typical Growth				Growth Index	
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	41%	34%	K-2	1	-1.6	-0.6
	3	15%	33%		3	-9.2	-9.3
	Wing	30%	34%		Wing	-4.7	-1.8
3-5	4	52%	36%	3-5	4	0.4	-6.4
	5	36%	56%		5	-4.4	-3.5
	6	37%	43%		6	-2.1	-1.8
	Wing	41%	45%		Wing	-2.0	-3.6
6-8	7	19%	35%	6-8	7	-5.7	-6.4
	8	33%	29%		8	-5.6	-3.8
	Wing	25%	32%		Wing	-5.7	-5.2
2-8 Total		31%	39%	2-8 Total		-4.4	-4.5

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

Report generated on 10/20/2022.

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

NWEA GROWTH MEASURES 2021 REPORT

NHA Data | NHA ▾ | Academics ▾ | Attendance ▾ | Behavior ▾ | Enrollment ▾ | People ▾ | Resources ▾ | All Pages

NWEA Summary by School/Wing - Stambaugh

Refresh Filters ◂

Season
Fall ▾

Growth Window
Fall - Fall ▾

Academic Year
2021-2022 ▾

About

NWEA Summary by School / Wing.

NWEA Growth Measures
Growth Window: Fall - Fall 2021-2022

All Students

		% Met Typical Growth				Growth Index	
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	14%	12%	K-2	1	-18.7	-20.7
	3	38%	100%		3	-5.2	3.5
	Wing	23%	15%		Wing	-13.4	-19.8
3-5	4	42%	52%	3-5	4	-1.8	-0.8
	5	30%	43%		5	-7.6	-0.9
	6	45%	37%		6	0.8	-0.2
	Wing	39%	44%		Wing	-2.7	-0.6
6-8	7	23%	42%	6-8	7	-6.7	-3.2
	8	27%	47%		8	-5.3	-0.4
	Wing	25%	44%		Wing	-6.1	-2.0
2-8 Total		34%	45%	2-8 Total		-4.4	-1.2

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

Report generated on 10/20/2022.

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NWEA GROWTH MEASURES 2022 REPORT

NHA Data | NHA ▾ | Academics ▾ | Attendance ▾ | Behavior ▾ | Enrollment ▾ | People ▾ | Resources ▾ | All Pages

NWEA Summary by School/Wing - Stambaugh

Refresh Filters ◄

Season
Fall ▾

Growth Window
Fall - Fall ▾

Academic Year
2022-2023 ▾

About
NWEA Summary by School / Wing.

NWEA Growth Measures
Growth Window: Fall - Fall 2022-2023

All Students

		% Met Typical Growth					Growth Index	
Wing	Grade	Math	Reading		Wing	Grade	Math	Reading
K-2	1	27%	13%		K-2	1	-4.8	-9.3
	3	43%	0%			3	-1.2	-26.0
	Wing	35%	12%			Wing	-3.0	-9.7
3-5	4	62%	44%		3-5	4	2.2	-1.3
	5	55%	64%			5	0.9	2.1
	6	67%	64%			6	2.3	1.7
	Wing	61%	56%			Wing	1.8	0.6
6-8	7	44%	79%		6-8	7	0.6	2.2
	8	71%	51%			8	6.1	-0.2
	Wing	60%	63%			Wing	3.7	0.9
2-8 Total		57%	58%		2-8 Total		1.9	0.5

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

Report generated on 10/20/2022.

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NWEA GROWTH MEASURES 2023 REPORT

| NHA Data | NHA ▾ | Academics ▾ | Attendance ▾ | Behavior ▾ | Enrollment ▾ | People ▾ | Resources ▾ | All Pages |

NWEA Summary by School/Wing

Refresh Filters ◂

Season
Fall ▾

Growth Window
Fall - Fall ▾

Academic Year
2023-2024 ▾

About
NWEA Summary by School / Wing.

		All Students					
		% Met Typical Growth				**Growth Index**	
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	15%	20%	K-2	1	-5.4	-6.5
	3		70%		3		6.8
	Wing	15%	30%		Wing	-5.4	-3.8
3-5	4	27%	53%	3-5	4	-6.4	0.2
	5	37%	63%		5	-4.6	-0.3
	6	80%	42%		6	7.3	-3.9
	Wing	45%	53%		Wing	-2.1	-1.1
6-8	7	48%	44%	6-8	7	-0.1	-3.1
	8	37%	39%		8	-4.1	-4.4
	Wing	43%	42%		Wing	-1.8	-3.7
2-8 Total		44%	51%	2-8 Total		-2.0	-1.3

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

Summary of 3 year NWEA trend fall to fall

NWEA ELA met typical has shown some positive growth trends withing last 3 years. Total meeting typical growth fall to fall in 2023-24 at 51%, 2022-23 at 58% 2021-22 at 45%. Our most struggling grade level noted is grade 1 year over year. Stambaugh suffered from teacher turn over, rise of alternatively certified staff members and administration turn over at this grade level. There is also a significant number of students entering kindergarten with lower academic skills levels due to lack of preschool. Our overall growth index which measures how many RIT points a student grew above or below their growth projection has improved overall (1-8) since 2021-22 school year. However, YOY (2022 to 2023 school year) the overall growth index has decreased by 0.8 percentage points. With significant drops in grade 1, our most struggling group of students.

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

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

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

- ✓ Learning Loss due to hybrid or virtual instruction during Covid Pandemic
- ✓ Chronic student absenteeism the last three school years (include percentages)
- ✓ Lack of parent engagement
- ✓ Teacher turnover rate
- ✓ Sporadic implementation of rigorous intervention program
- ✓ Minimum coaching of teachers
- ✓ Lack of Kindergarten student participation in previous quality early learning programs (pre-K, Head Start, etc.)

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.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

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

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

be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal #1

Stambaugh Charter Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Goal #2

Students in grades K-2 will take a nationally normed standardized assessment. In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

Goal 3#

Stambaugh will offer on campus professional development for all staff members at least once per month as a part of a comprehensive professional learning plan. Professional development offered are data driven, collaborative, job embedded, and instructionally focused.

SECTION 5: ACTIONPLAN 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. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Stambaugh Charter Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

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

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure all teachers are trained in the following Phonological Awareness and Phonics instructional resources: • Reading Mastery • Heggerty Phonemic Awareness • 95% Group Sound/Spelling Card implementation	All teachers will implement all Phonological and Phonemic Awareness instructional resources with fidelity.	Utilize Academic Literacy Coaches to assist with monitoring instruction and providing coaching feedback.
Timeline	August 2023	August – May of each school year.	August – May of each school year.
Lead Person(s)	Curriculum & Instruction Team	Academy Deans Classroom Intervention Teachers	Jessica Mahler Alec Dood

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

	Action Step 1	Action Step 2	Action Step 3
	NHA Service Center Professional Development		
Resources Needed	Training Materials Assessment Data Curricular materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Training of new teachers during NTS in August Two full day Regional PD on instructional framework and curriculum tools Additional training for teachers hired after NTS Weekly collaborative meetings during grade-level planning	Lesson Prep Plans utilizing materials on Google Drive Explore resources and tools available for engaged instruction Use of data to intentionally plan for small groups and intervention based on skill profile	Coaching Form on Key Levers for Implementation to be shared with deans and teachers Schedule for deans to collaboratively engage in observations and coaching conversations

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

Measure of Success	Professional Development Schedule and Sign-in sheets Classroom Walkthrough Data Grade-Level TBT Minutes	Literacy Block Schedule Written communication plan Lesson Prep Plans with sticky notes attached with intentional specifics by classroom teachers	Monthly observation reports from C&I Team Coaching Planning Forms Written observations on coaching forms
   			
	   		

Goal # 2 Action Map

Goal Statement: In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3

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

Implementation Component	• Progress monitor K-2 students bi-weekly.	Literacy Coaches and academy deans will coach teachers around fluency data analysis and response	Bi-weekly or monthly fluency data analysis and response TBT meetings
Timeline	All school year	<mark>November 2023</mark>	<mark>November 22-May 23</mark>
Lead Person(s)	Title One Intervention Team	ELA Teachers, K-8 Academy Deans Jessica Mahler Alec Dood	ELA Teachers, K-8 Academy Deans
Resources Needed	aimswebPlus Benchmarking Tools	aimswebPlus reports data analysis process	aimswebPlus reports data analysis process
Specifics of Implementation (Professional development, training, coaching, system structures, implementation	Intervention team will (a) review high-frequency words, (b) teach students common-sound-spelling patterns.	Literacy Coaches will provide professional development and coaching around fluency data response and analysis.	Academy deans will hold bi-weekly or monthly data analysis and response TBT meetings

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support and leadership structures)			
Measure of Success	Student bi-weekly reports of progression through the program	Professional Development Schedule and Sign-in sheets	Monthly C&I visit reports Grade-Level TBT Minutes
==Description of Funding==			
Check-in/Review Date	Check-in/Review Date	Bi-weekly	==November-January==

Goal #3 Stambaugh will offer on campus professional development for all staff members at least once per month as a part of a comprehensive professional learning plan. Professional development offered are data driven, collaborative, job embedded, and instructionally focused.

Professional Development offered are focused in the areas of curriculum and instruction best practices, furthering content knowledge, school and classroom culture, classroom engagement strategies, intervention best practices, using data to differentiate instruction, small group instructional practices, using data to guide learning, rigor in the classroom.

NHA also offers Oracle Learn, a professional development/learning tool that offers courses which allows teachers to earn CEU's towards licensure renewal. The program is self-paced teachers track their own development progress. Oracle Learn allows enhanced collaboration with learning, from in person to self-paced.

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	Action Step 1	Action Step 2	Action Step 3
Implementation Component	• Choose 10-12 Professional development areas to be offered to staff with objectives.	• Recruit Literacy Coaches, Directors, Curriculum and instruction personnel to lead PD's	• Monitor data and staff action steps aligned to professional development outcomes.
Timeline	July-August 2023	<mark>All school year</mark>	<mark>All school year</mark>
Lead Person(s)	School administration team	Principal Deans Director of School Quality (DSQ) Curriculum and Instruction team	Principal Director of School Quality Teachers Deans Curriculum and Instruction team
Resources Needed	aimswebPlus Benchmarking Tools	aimswebPlus reports data analysis process	aimswebPlus reports data analysis process
Specifics of Implementation (Professional development, training, coaching, system	School will offer on campus professional development for all staff	Literacy Coaches, deans, principal, DSQ will provide professional development	Academy deans and principal will hold bi-weekly or monthly data

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structures, implementation support and leadership structures)	members at least once per month at the school as a part of a comprehensive professional learning plan.	and coaching around: of curriculum and instruction best practices, furthering content knowledge, school and classroom culture, classroom engagement strategies, intervention best practices, using data to differentiate instruction, small group instructional practices, using data to guide learning, rigor in the classroom.	meeting to monitor staff action steps aligned to professional development outcomes.
Measure of Success	Creation of 8-10 PD's	Professional Development Schedule and Sign-in sheets	Princpal observations DSQ observation monitoring success Aligned to PD outcomes. Data improvement in the areas the PD covers .
Description of Funding			

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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.

Progress will be monitored, shared, and discussed in TBT/BLT meetings using learning walk data, interim reports, and monthly Curriculum and Instruction coaching reports. During grade-level meetings, deans will facilitate the 5-Step Data Analysis process and assist with the intentional planning of small groups to ensure focus on intervention to students at-risk in reading.

Stambaugh Charter Academy will use aimswebPlus to progress monitor K-2 students bi-weekly. The Title I intervention team will continue to use baseline data as a diagnostic to determine on-track/not-on-track students as required for TGRG. NWEA/MAP Assessments will be given in the fall, winter, and spring as quarterly benchmarks. Interims (common assessments aligned to common core standards) will also be given quarterly in the fall, winter, and spring to gauge proficiency rate in reading. Specific students may receive intensive intervention according to need, based on data reports.

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.

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**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.

How we identify RIMPS, what data we use and how we monitor the plan

 At Stambaugh Charter Academy we use NWEA to identify students who need a RIMP. After NWEA diagnostic testing, a student is deemed "not on-track", using levels set by Ohio's Learning Standards for the end of the previous grade. The students' parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt. Students are given NWEA testing 3 times per year to monitor improvement (fall, winter and spring). We also progress monitor AIMS Web Plus. This program is designed for universal screening and progress monitoring to identify struggling students early and to monitor student acquisition of foundational academic skills. AimswebPlus assesses students in Kindergarten through Grade 8. Tier 1 - Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability. Tier 2 - Assess and monitor at-risk students and the effectiveness of instructional changes. Tier 3 - Write individualized annual goals and monitor progress more frequently (bi-weekly to weekly) for those who need intensive instructional services.

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Tier 1 screeners will be completed within the first 30 days of the school year or within the first 30 days of enrollment for students coming mid-year. The assessments that will be used at the Tier 1 screener are the assessments that make up the benchmark composite score in aimswebPlus. The following are the assessments for each grade level:

K: IS, LNF, LWSF

1: IS, LNF, LWSF, ORF

2: LWSF, NWF, WRF, ORF, RC, VOC

3-6: ORF, RC, VOC

Tier 2 screeners will be completed within the first six weeks of the school year. These screeners must inform instruction and be linked to structured literacy instruction. Students will be given the Mastery Tests and Individual Reading Checkouts in Reading Mastery to determine progress for students and which skills need to be strengthened. If students are progressed monitored and continue to struggle, schools may also use additional tests in aimswebPlus to determine specific needs the following table lists specific areas that schools can assess based on student need:

Tier 1 and Tier 2 intervention will be provided through Reading Mastery instruction and appreciate placement. Reading Mastery instruction includes explicit instruction in phonemic awareness, sound and symbol recognition, and decoding skills. Students will also get explicit instruction with encoding during their time with Reading Mastery. Students will be placed in the appropriate groups to develop the necessary skills for literacy. These students will be progress monitored biweekly as well as be given in-program assessments to determine when more instruction is necessary or when they should be placed in a group that would better suit their skill needs. Students will also be given explicit phonological awareness instruction through Heggerty.

The Dean of Intervention will ensure teachers and interventionists have the professional development they need in order to execute the programs and provide coaching as necessary to improve instruction.

Listed are the strategies that will be used to support reading improvements across the board.

1. Ohio Operating System –Stambaugh Charter Academy will utilize best practices aligned to the Science of

   Reading in its daily instruction. The Curriculum and Instruction team of National Heritage Academies has

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collaborated to prepare lessons highly aligned to Ohio standards to address reading performance goals for grades K-8. The reading lesson structures will be implemented daily during 105-165 minute blocks.

    a. Students with RIMPS in grades K-2 will engage in 165 minutes of daily ELA instruction which includes small group rotations and an intervention pull out based on their identified reading deficiency from school data reports. There is a heavy emphasis on Foundational Skill Instruction that is outlined below:

        i. Systematic and Explicit Phonological Awareness Instruction

        ii. Systematic and Explicit Phonics Instruction taught in small groups

            1. Instruction in Phoneme/Grapheme Correspondence

            2. Decoding practice at the grapheme, word, sentence, and story level

            3. Encoding practice

        iii. Small Group data response time

            1. Targeted based on assessment data

    b. Students with RIMPS in grade 3 will receive 105 minutes of daily ELA instruction and an additional 45 minutes of intervention pull out based on their identified reading deficiency from school data reports.

2. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

All of the interventions described above fall into the Tier 1 category. Heggerty, McGraw-Hill Reading Mastery and Corrective Reading, and Lexia Core 5 are all evidence-based resources that are aligned to the Science of Reading and proven to close gaps.

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Reading Mastery and Corrective Reading are designed to grow students more than 1 year in a single school year through direct, explicit, and systematic instruction. This will support students with learning gaps due to Covid as well as kindergarteners coming in with limited pre-school experience.

All of our resources and instructional frameworks are designed to support all learners, including students with an IEP or English Language Learners as they are direct, explicit, systematic, and use multi-sensory strategies. All instruction includes opportunities for data-response and additional interventions as needed.

	ESSA Definition	What does it mean?
Tier 1	Strong evidence from at least one well-designed and well-implemented experimental study	Using experimental studies (e.g., Random Control Trials), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.
Tier 2	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study	Using quasi-experimental studies (e.g., Regression Discontinuity Design), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.

	ESSA Definition	What does it mean?
Tier 3	Promising evidence from at least one well-designed and well-implemented correlational study	Using correlational studies, researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). The studies do not have to be based on large, multi-site samples. No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.
Tier 4	Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes	Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe – based on existing research and data – that the intervention could improve a relevant student outcome. Before using a Tier 4 activity or intervention, districts/programs should: • Explore Existing Research: Why do we believe this intervention will meet our needs? • Develop a Logic Model: How will the intervention improve student outcomes? • Plan to Evaluate: How will we know that the intervention is improving student outcomes?

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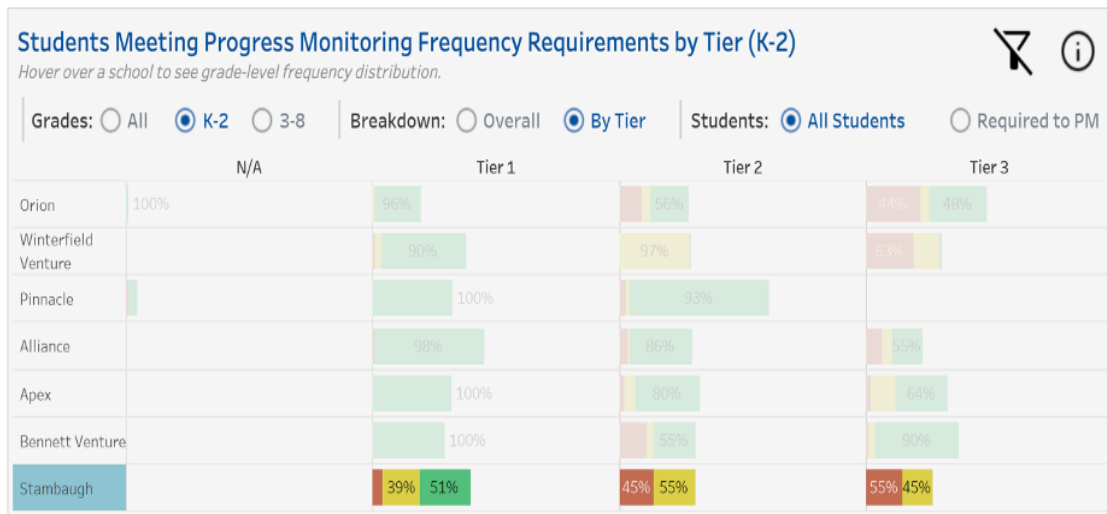
SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION) *

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

✓ Teacher Based Team (TBT) meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.

✓ The ELA Instructional Coach will focus on daily instruction and coaching needs of individual teachers during visits and debrief with school leaders. During debriefings, the leadership team will review and execute coaching progression plans based on individual teachers' needs and immediately follow up with action steps (i.e. modeling expectations of the lesson structures, videotaping best practices and sharing with team, revamping particular instructional focus needs based on student deficits, etc.).

✓ The Title I Intervention Team will use the 45-minute intervention block to pull out students in need of intensive support. Such groups are fluid and can change based on student performance data reviews. This pull-out session may not follow the traditional scope and sequence, but will be driven based on standards-based analysis of proficiency reports.

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Students Meeting Progress Monitoring Frequency Requirements by Tier (K-2)
Hover over a school to see grade-level frequency distribution.

| Grades: ○ All ● K-2 ○ 3-8 | Breakdown: ○ Overall ● By Tier | Students: ● All Students | ○ Required to PM |

	N/A	Tier 1	Tier 2	Tier 3
Orion	100%	96%	56%	44% 48%
Winterfield Venture		90%	97%	63%
Pinnacle		100%	93%	
Alliance		98%	86%	55%
Apex		100%	80%	64%
Bennett Venture		100%	55%	90%
Stambaugh		39% 51%	45% 55%	55% 45%

What we do when a child is not showing progress

When a child is not showing progress according to benchmarking and progress monitoring data we respond by:

1. Use data to identify student skill gaps that can be targeted during intervention, as well as areas of strength that can be leveraged to increase student success.

2. Providing more opportunities across the school day to practice. This is done through the school day during small pockets of free time throughout the day. Example: During bell work or increasing intervention periods.

3. The teacher will purposefully increase student opportunities to respond. The teacher or specialist will provide corrective feedback.

4. The teacher can decrease the size of the student group to give this student more opportunities to respond or mor "at bats". This also reduces teacher talk and increase instructional pace.

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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. Refer to the definition of professional development in the guidance document. 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 135th 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.

At Stambaugh Charter Academy multiple professional developments will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Stambaugh's culture of high expectations for instructional rigor and behavior requires implementation of a strong curriculum aligned to Ohio Learning Standards. Weekly team meetings and biweekly one-on-one meetings with teachers revolve around review of student data. Reviewing student data in this way helps deans identify opportunities to coach teachers on curriculum objectives, lesson planning, instructional strategies, and behavioral interventions. Stambaugh Charter Academy also uses student data to select small groups of students to provide differentiated instruction. Teachers and support staff work more closely with each student based on where they are academically and focus on specific learning objectives.

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Increase professional development on reading instruction

Curriculum specialists provided professional development on Science of Reading training/workshops to all K-8 teachers. Stambaugh Charter Academy will need more time to improve reading in the lower grades. We believe we have the right tools, and, through classroom observations, our leadership team will provide individualized coaching to teachers on effective implementation for better results. ELA Instructional Coach, Jessie Mahler or Alec Dood, is scheduled monthly September 2023 – March 2024.

Implement additional small group instruction (3-group or 4-group) in grades K-8 with intensive intervention opportunities for bottom-quartile students

Teachers and deans will work together with trained administration staff to review student data and set student groups. After each interim assessment, data will be analyzed to adjust small groups and modify intervention support.

During weekly observations, deans will evaluate small-group instruction. Based on these observations, deans will give teachers feedback on how to more effectively group students.

Increase professional development on differentiated instruction

Professional development on small-group instruction and differentiation will be provided by National Heritage Academies Curriculum and Instruction team as well as the Director of School Quality, Charlena Hunt. Feedback from school staff indicated sessions are valuable and give the team strategies that were easy to implement immediately. School leaders will target student groupings based on type of intervention needed.

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Monthly professional development for the principal, deans and instructional coaches will be provided by the Director of School Quality (Charlena Hunt), Curriculum and Instruction Team and School Leadership Development Team covering the following:

- Observing quality teaching practices and instruction in Phonics, English Language Arts, Mathematics, Science Social studies in grades K-8 for the purpose of feedback.

- Observing quality teaching practices and instruction for intervention grades k-8

- Providing teacher feedback for change in practices.

- Observing mathematical practices #1, 4, 5, and 6 usage in the classroom: what does this look like, sound like and opportunities for growth.

- Quality instructional coaching techniques and strategies for teachers grades K-8: Prepping for coaching conversations and executing the complete coaching cycle.

Data analysis during the previous school year showed that implementation of differentiated instruction needed improvement in some areas. Deans also observed opportunities to enhance this effort in lesson planning discussions, which will be a focus in 2023-24. Overall, state proficiency gains indicate small-group instruction is an effective tool, and adjustments to instruction will be needed in some grades, subjects, and subgroups.

Implement mock state assessments

Mock assessments were administered at nine-week intervals as interims. This helped students become familiar with testing and how questions are written on standardized state assessments. Teachers conducted an item analysis after each assessment to identify common mistakes and provide assistance to students on understanding questions. State assessment proficiency and growth have improved, and use of mock assessments has had a positive impact as part of

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the overall improvement plan. The deans will periodically lead professional development for new teachers and a refresher for veteran teachers on determining the focused CCSS for the 2023-2024 school year.

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.*