



March 22, 2024

Dear Superintendent Krupa:

Thank you for submitting the Stepstone 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:

- Job- embedded coaching is a focus in the professional development planning.
- Bi-weekly data teams have been implemented this year. BLTs are examining and monitoring student progress.
- Adult implementation and support are shown as part of consistent efforts in school improvement.

This plan will benefit from:

- Continue to work on monitoring student's phonemic awareness progress.
- Continue to work on building capacity in lesson planning and implementation of curriculum.
- Continue to work on students' needs in tier 2 instruction.

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

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received either of the following:

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

(b) A performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Stepstone Academy

DISTRICT IRN: 013148

DISTRICT ADDRESS: 3328 Carnegie Ave. Cleveland, OH 44115

PLAN COMPLETION DATE: 12/13/23

LEAD WRITERS: Kelly Krupa, Virginia Runner

OHIO'S LANGUAGE AND LITERACY VISION

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

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

Please see the Department's [Culturally Responsive Practice program page](#).

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Kelly Krupa	Principal	Stepstone Academy	kelly.krupa@stepstoneacademy.org
Virginia Runner	Director of Operations	Stepstone Academy	virginia.runner@stepstoneacademy.org
Dalane Hill	Assistant Principal	Stepstone Academy	dalane.hill@stepstoneacademy.org

{01642456v1 } *Section headings marked with an asterisk are required by state law.

Name	Title/Role	Location	Email
Amy Iammarino	Administrative Classroom Coach	Stepstone Academy	amy.iammarino@stepstoneacademy.org
Wayne Wilson	Teacher	Stepstone Academy	wayne.wilson@stepstoneacademy.org
Megan Jubec	Educational Consultant (former Dean of Academics)	Stepstone Academy	megan.gansheimer@stepstoneacademy.org
Shervita Blevins	Parent	Stepstone Academy	sharvita.blevins@ohioguidestone.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.

Stepstone Academy district leadership team reviewed student performance data, literacy practices, and systems to support meeting individual student's needs. The Reading Achievement Plan focuses on data driven decision making and progress monitoring, researched based foundational skill instruction, targeted phonics programming and the support of ongoing professional development to ensure fidelity of implementation. After discussion, it was determined that the key area of focus was to develop solid Tier 1 phonics instruction that focused on the developmental progression of literacy skills. Coinciding with that, is the need to develop a program of consistent, ongoing Tier II intervention to support. The planning team was able to utilize the expertise of the State Support Team, resources provided by Charter School Specialists, and the Department of Education and Workforce. The plan will be monitored through District and Building Leadership meetings at minimum of a monthly basis. The plan will be presented to the Stepstone staff members and the School Board in January 2024.

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

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

Stepstone Academy's Reading Achievement Plan was created around the district initiatives and goals and is in alignment with other plans that are in place, such as the One Plan and Reading Improvement Plan. These plans are the development of our vision for literacy and the strong foundation in grades K-3 specifically; thus, the Reading Achievement Plan is focused on early literacy and addressing student performance and instructional practices in these critical grade levels.

Throughout the planning process, the team relied heavily on the Ohio Improvement Process (OIP) to inform that data collection, planning and goal setting, particularly as it relates to student literacy performance. Specific to the building's Reading Achievement Plan, the team focused on grades K-3 data, areas of weakness, practices and interventions, as well and the desired student and adult outcomes.

The following goals from the above mentioned documents that are in alignment with our Reading Achievement Plan are as follows:

Reading Improvement Plan	
Goal:	Increase the percentage of students in K-3 who meet grade level proficiency norms by 5% each year on the NWEA assessment.
Objective:	Stepstone Academy students, in all sub-groups, will meet or exceed expected growth on the NWEA in the areas of foundational skills and informational/literature text comprehension.
One Plan	
Goal:	By 6/1/24 students across all grades, in all subgroups, will be progress monitored using local assessments that will show academic increase of 5% in English Language Arts.

Through this goal setting process, the team considered several areas of concern related to early literacy:

- Academic progress of students
- The achievement gap for reading among subgroup student populations
- On-track status of all students in grades 3 and up

The team then identified several key strategies to address areas of concerns including the following that have a direct impact on literacy:

- Job embedded high quality professional development

- Instructional practices that expect students to demonstrate foundational skills and phonemic awareness
- Formative assessments that are aligned across the learning standards and grade levels
- Building leadership continually monitors achievement data to determine students in need of response to intervention team support

After goals were set, action steps were developed to include:

- Each teacher will implement the 180 minutes of literacy instruction daily with the core components (interactive read aloud, interacting writing, differentiated reading instruction, literacy centers, and self-regulated strategy development in writing) that will result in growth and achievement as measured by NWEA
- Each teacher will implement the Science of Reading foundations in class with incorporating additional small group grade level scaffolded text while completing a five week Oral Reading Fluency (ORF) and MAZE assessment that will result in growth and achievement as measured by NWEA
- Each teacher will implement daily phonics instruction, grades K-5, as well as morpheme instruction (3-7)
- Each grade level team will participate in bi-weekly data team cycles that support student improvement and individual differentiated instructional planning that will result in growth and achievement as measured by NWEA
- Each staff member will participate in instructional practice professional development, observations, and coaching cycles that will result in class-wide growth and achievement as measured by NWEA

Lastly, family engagement opportunities have been created to encourage participation in the academic process and build support and encouragement for foundations in literacy:

- Reading Under the Stars Night to encourage family participation in selecting appropriate text while modeling fluency and comprehension
- Parent Library Cards issuance so that families can select and borrow books from the school library to encourage reading at home
- Information nights on Ohio State tests and Third Grade Reading Guarantee information
- Make It and Take It reading activities event for families to practice core components to literacy outside of school
- Ten book donation to each student to begin building home libraries

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

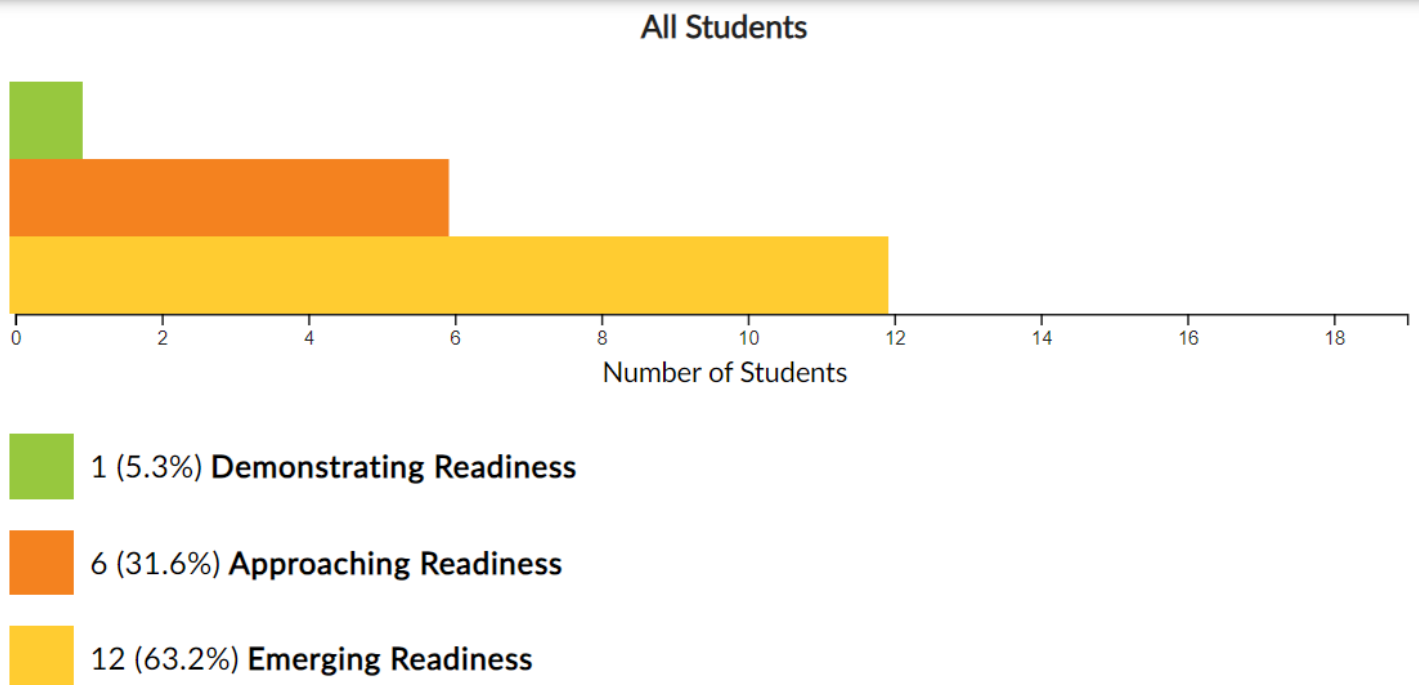
Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

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

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

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

KINDERGARTEN READINESS ASSESSMENT 2023



NWEA READING GROWTH ASSESSMENT GRADES K-3 2022-23

NWEA Subscores	Kindergarten				First Grade				Second Grade				Third Grade			
	Fall 2022		Spring 2023		Fall 2022		Spring 2023		Fall 2022		Spring 2023		Fall 2022		Spring 2023	
	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%	Below 40%	Above 40%
Overall	44%	56%	59%	41%	50%	50%	27%	73%	56%	44%	78%	22%	42%	58%	61%	39%
Language & Writing	52%	48%	47%	53%	43%	57%	70%	30%	56%	44%	67%	33%	52%	48%	58%	42%
Literature & Information	52%	48%	54%	46%	47%	53%	73%	27%	52%	48%	78%	22%	34%	56%	61%	39%
Foundational Skills	56%	44%	54%	46%	56%	44%	67%	33%	48%	52%	76%	24%	45%	55%	61%	39%
Vocabulary Use and Functions	64%	36%	62%	38%	50%	50%	64%	36%	32%	68%	81%	19%	55%	45%	56%	44%

* Below 40%- low average, low * Above 40%- average, high average, high

OHIO STATE TEST GRADE 3 2022-23 ENGLISH LANGUAGE ARTS

Grade	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
3	16.1%	35.5%	19.4%	16.1%	12.9%	0%

OHIO STATE TEST GRADES 4-6 2022-23 ENGLISH LANGUAGE ARTS

Grade	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
4	42.9%	14.3%	23.8%	14.3%	4.8%	0%
5	47.6%	28.6%	9.5%	14.3%	0%	0%
6	35.3%	47.1%	17.6%	0%	0%	0%

OHIO STATE TEST GRADE 3 2021-2022 ENGLISH LANGUAGE ARTS

Grade	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
3	33.3%	20.8%	29.2%	8.3%	8.3%	0%

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OHIO STATE TEST GRADES 4-5 2021-2022 ENGLISH LANGUAGE ARTS

Grade	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
4	30%	43.3%	20%	6.7%	0%	0%
5	31.6%	21.1%	31.6%	15.8%	0%	0%

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.

At Stepstone Academy, there are a number of underlying internal factors that contribute to students' underachievement in literacy. Those factors include:

- A lack of instruction that focuses on the developmental progression of literacy skills strong in phonemic awareness. Positive impacts would result from implementation of instruction and professional development support targeting progressive skill building and each student's performance level.
- Reducing teacher turnover and recruitment of experienced, properly licensed, in field instructional staff, combined with leadership opportunities and professional investment in individualized development would result in positive impacts on outcomes.
- Ongoing professional development opportunities throughout the year to enhance current knowledge base and strategies for teaching and learning.
- Identification of an instructional support model that ensures effective implementation of high impact reading strategies pertaining to foundational skills and the Science of Reading.

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

Learner Performance Goal: By 06/30/2024 we will improve the proficiency performance of third grade students by 5% as measured by Ohio State Test and state report card.

Sub Goal 1: Increase Kindergarten student performance in literature and information by 5% as measured by benchmark NWEA assessment.

Sub Goal 2: Increase First Grade overall achievement by 5% as measured benchmark NWEA assessment.

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Sub Goal 3: Increase Second Grade overall achievement by 5% as measured benchmark NWEA assessment.

Adult Implementation Goals:

- Actively participate in professional development to enhance knowledge base of effective teaching strategies.
- Provide a solid Tier I and Tier II model of support for students as measured by instructional walkthroughs and observations.
- Recruit and retain highly qualified, properly licensed teachers in every ELA classroom providing high quality instruction, supported by job imbedded coaching and professional development.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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

Goal # 1 Action Map

Goal Statement: Increase Kindergarten student performance in literature and information by 5% as measured by benchmark NWEA assessment.

Evidence-Based Strategy or Strategies:

Develop awareness of the segments of sounds in speech and how they link to letters. (Tier I)

Teach students to decode words, analyze word parts, and write and recognize words. (Tier I)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier II)

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Tier III)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement the Heggerty Phonemic Awareness Curriculum which follows an intentional and systematic progression covering a range of phonological and phonemic awareness skills, as well as instruct small group differentiated lessons using the Differentiated Reading	Implement effective evidence based intervention strategies for students who are on a Reading Improvement and Monitoring Plan.	Provide staff professional development opportunities with a focus on the Science of Reading and implementing small group reading instruction.

	Action Step 1	Action Step 2	Action Step 3
	instructional Model (Walpole, McKenna).		
Timeline	2023-2024 school year and beyond Daily	2023-2024 school year and beyond Daily	2023-2024 school year and beyond
Lead Person(s)	Principal Instructional Coach Academic Consultant	Principal Instructional Coach Academic Consultant Dean of Students	Principal Academic Consultant
Resources Needed	Heggerty Curriculum including decodable books, interactive tools, and assessments. Guide Book: How to Plan Differentiated Reading Instruction (Walpole, McKenna) including Informal Decoding Inventory.	Guide Book: How to Plan Differentiated Reading Instruction (Walpole, McKenna) including Informal Decoding Inventory. Classroom Library Foundations Curriculum including Teacher Kit and Classroom Set.	School Calendar Contact(s) for Training
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Initial and ongoing professional development provided by Heggerty. Initial and ongoing professional development provided by Literacy Consultant. Video Library of model lessons. Weekly walkthroughs to monitor programming. Real-time classroom coaching on effective instruction.	Initial and ongoing professional development provided by Academic Coach regarding the RIMP process. Initial and ongoing professional development provided by Literacy Consultant on effective intervention strategies. Weekly walkthroughs to monitor programming. Real-time classroom coaching on effective intervention and data tracking.	Create a professional development calendar using strategic partners that have a strong foundation in the Science of Reading. Weekly walkthroughs to monitor understanding. Real-time classroom coaching on effective instruction. Lesson plans to demonstrate planning and instructional text.

	Action Step 1	Action Step 2	Action Step 3
	Lesson plans to demonstrate planning and effective use of curriculum.		
Measure of Success	Lesson Plans Observation Forms Curriculum Assessment Results Informal Decoding Inventory NWEA Results	RIMP Observation Forms Informal Decoding Inventory NWEA Results	Lesson Plans Observation Forms Classroom Assessments NWEA Results
Description of Funding	Title I Title II-A Other Grants and Local Funds Sources	Title I Title II-A Other Grants and Local Funds Sources	Title I Non-Competitive
Check-in/Review Date	Program will be reviewed each semester with teacher representatives. Data will be addressed at monthly building leadership team meetings. Data will be addressed at weekly teacher data team meetings.	Data will be addressed at monthly building leadership team meetings.	Additional materials needed will be reviewed each semester with teacher representatives. Data will be addressed at monthly building leadership team meetings. Data will be addressed at weekly teacher data team meetings.

Goal # 2 Action Map

Goal Statement: Increase First Grade overall achievement by 5% as measured benchmark NWEA assessment.

Evidence-Based Strategy or Strategies:

Develop awareness of the segments of sounds in speech and how they link to letters. (Tier I)

Teach students to decode words, analyze word parts, and write and recognize words. (Tier I)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier II)

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Tier III)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement the Heggerty Phonemic Awareness Curriculum which follows an intentional and systematic progression covering a range of phonological and phonemic awareness skills.	Implement effective evidence based intervention strategies for students who are on a Reading Improvement and Monitoring Plan.	Provide staff professional development opportunities with a focus on the Science of Reading and implementing small group reading instruction.
Timeline	2023-2024 school year and beyond Daily	2023-2024 school year and beyond Daily	2023-2024 school year and beyond
Lead Person(s)	Principal Instructional Coach Academic Consultant	Principal Instructional Coach Academic Consultant Dean of Students	Principal Academic Consultant
Resources Needed	Heggerty Curriculum including decodable books, interactive tools, and assessments.	Guide Book: How to Plan Differentiated Reading Instruction (Walpole, McKenna) including Informal Decoding Inventory. Classroom Library Foundations Curriculum including Teacher Kit and Classroom Set.	School Calendar Contact(s) for Training
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	Initial and ongoing professional development provided by Heggerty. Weekly walkthroughs to monitor programming.	Initial and ongoing professional development provided by Academic Coach regarding the RIMP process.	Create a professional development calendar using strategic partners that have a strong foundation in the Science of Reading.

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	<p>Real-time classroom coaching on effective instruction.</p> <p>Lesson plans to demonstrate planning and effective use of curriculum.</p>	<p>Initial and ongoing professional development provided by Literacy Consultant on effective intervention strategies.</p> <p>Weekly walkthroughs to monitor programming.</p> <p>Real-time classroom coaching on effective intervention and data tracking.</p>	<p>Weekly walkthroughs to monitor understanding.</p> <p>Real-time classroom coaching on effective instruction.</p> <p>Lesson plans to demonstrate planning and instructional text.</p>
Measure of Success	<p>Lesson Plans</p> <p>Observation Forms</p> <p>Curriculum Assessment Results</p> <p>NWEA Results</p>	<p>RIMP</p> <p>Observation Forms</p> <p>Informal Decoding Inventory</p> <p>NWEA Results</p>	<p>Lesson Plans</p> <p>Observation Forms</p> <p>Classroom Assessments</p> <p>NWEA Results</p>
Description of Funding	<p>Title I</p> <p>Title II-A</p>	<p>Title I</p> <p>Title II-A</p> <p>Other Grants and Local Funds Sources</p>	<p>Title I Non-Competitive</p>
Check-in/Review Date	<p>Program will be reviewed each semester with teacher representatives.</p> <p>Data will be addressed at monthly building leadership team meetings.</p> <p>Data will be addressed at weekly teacher data team meetings.</p>	<p>Data will be addressed at monthly building leadership team meetings.</p> <p>.</p>	<p>Additional materials needed will be reviewed each semester with teacher representatives.</p> <p>Data will be addressed at monthly building leadership team meetings.</p> <p>Data will be addressed at weekly teacher data team meetings.</p>

Goal # 3 Action Map

Goal Statement: Increase Second Grade overall achievement by 5% as measured benchmark NWEA assessment.

Evidence-Based Strategy or Strategies:

Develop awareness of the segments of sounds in speech and how they link to letters. (Tier I)

Teach students to decode words, analyze word parts, and write and recognize words. (Tier I)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier II)

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Tier III)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement the Heggerty Phonemic Awareness Curriculum which follows an intentional and systematic progression covering a range of phonological and phonemic awareness skills.	Implement effective evidence based intervention strategies for students who are on a Reading Improvement and Monitoring Plan.	Provide staff professional development opportunities with a focus on the Science of Reading and implementing small group reading instruction.
Timeline	2023-2024 school year and beyond Daily	2023-2024 school year and beyond Daily	2023-2024 school year and beyond
Lead Person(s)	Principal Instructional Coach Academic Consultant	Principal Instructional Coach Academic Consultant Dean of Students	Principal Academic Consultant
Resources Needed	Heggerty Curriculum including decodable books, interactive tools, and assessments.	Guide Book: How to Plan Differentiated Reading Instruction (Walpole, McKenna) including Informal Decoding Inventory. Classroom Library	School Calendar Contact(s) for Training

	Action Step 1	Action Step 2	Action Step 3
		Foundations Curriculum including Teacher Kit and Classroom Set.	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Initial and ongoing professional development provided by Heggerty.</p> <p>Weekly walkthroughs to monitor programming.</p> <p>Real-time classroom coaching on effective instruction.</p> <p>Lesson plans to demonstrate planning and effective use of curriculum.</p>	<p>Initial and ongoing professional development provided by Academic Coach regarding the RIMP process.</p> <p>Initial and ongoing professional development provided by Literacy Consultant on effective intervention strategies.</p> <p>Weekly walkthroughs to monitor programming.</p> <p>Real-time classroom coaching on effective intervention and data tracking.</p>	<p>Create a professional development calendar using strategic partners that have a strong foundation in the Science of Reading.</p> <p>Weekly walkthroughs to monitor understanding.</p> <p>Real-time classroom coaching on effective instruction.</p> <p>Lesson plans to demonstrate planning and instructional text.</p>
Measure of Success	<p>Lesson Plans</p> <p>Observation Forms</p> <p>Curriculum Assessment Results</p> <p>NWEA Results</p>	<p>RIMP</p> <p>Observation Forms</p> <p>Informal Decoding Inventory</p> <p>NWEA Results</p>	<p>Lesson Plans</p> <p>Observation Forms</p> <p>Classroom Assessments</p> <p>NWEA Results</p>
Description of Funding	<p>Title I</p> <p>Title II-A</p>	<p>Title I</p> <p>Title II-A</p> <p>Other Grants and Local Funds Sources</p>	<p>Title I Non-Competitive</p>
Check-in/Review Date	<p>Program will be reviewed each semester with teacher representatives.</p>	<p>Data will be addressed at monthly building leadership team meetings.</p>	<p>Additional materials needed will be reviewed each semester with teacher representatives.</p>

	Action Step 1	Action Step 2	Action Step 3
	Data will be addressed at monthly building leadership team meetings. Data will be addressed at weekly teacher data team meetings.		Data will be addressed at monthly building leadership team meetings. Data will be addressed at weekly teacher data team meetings.

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.

Bi-weekly data teams have been implemented during fall of 2023 at Stepstone Academy. Data analysis cycles have been created for each grade band which include a monthly analysis of student progress on Tier 1 and 2 phonics instruction as well as goals on decoding and comprehension as measured by Informal Decoding Inventory assessment tools, Oral Reading Fluency assessments (to include MAZE), and performance on grade level English Language Arts practice standardized test questions, and classroom based assessments.

Monthly building leadership teams will examine and monitor student progress, making decisions about students' needs for additional Tier II and Tier III intervention support.

Using the winter NWEA test results (which have a high correlation to spring scores on the Ohio State Test) student will be analyzed by teachers and leaders with assistance from an expert consultant. The analysis will help teachers and leaders design targeted instruction to address weaknesses in student outcomes.

Using academic progress, students in specific grade bands and/or classrooms that show less than expected progress towards goals, will have teacher guided interventions that are supported by the literacy consultant and classroom coach for modeling and continuous feedback. Growth and development plans for teachers will also be created to provide specific guidance in pedagogical improvement.

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).

Developmentally appropriate forms of direct instruction should be used to teach core literary concepts and skills. Allocation of instructional time will be 180 minutes in kindergarten through grade three and 90 minutes in grades four and up. Students receiving Tier II and Tier III intervention will receive additional support and time in instruction, three to five days per week.

In order to develop reading comprehension, students need direct and explicit instruction in the 5 Core Components of Reading, which includes phonemic awareness, decoding and language comprehension. This includes instruction in developing awareness of sounds in speech and how they link to the letters. Using Heggerty Phonics, this evidence based practice can be identified as Tier I.

Teachers also need to teach students to decode words, analyze word parts, and write and recognize words. These strategies support quality Tier 1 core instruction for all students including students with disabilities, students who are at risk for reading failure, and students identified as needing a Reading Improvement and Monitoring Plan (RIMP). Explicit instruction supports struggling readers by providing daily practice in order to build fluency. Daily, repeated practice in phonemic awareness and decoding skills will support students on RIMPS who are struggling with the decoding component of reading. It has also increased that teachers' capacity to use data to implement screening, progress monitoring, and instructional decision making with fidelity in three to five week cycles.

Overall, our model supports the following evidence based practices:

What Works Clearinghouse Practice Guides

"Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade":

1. Develop awareness of the segments of sound in speech and how they link to letters. (Tier 1)
2. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1)
3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Tier 3)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2)

Providing Reading Interventions for Students in Grades 4–9

1. Build student's decoding skills so they can read complex multisyllabic words. (Tier 1)
2. Provide purposeful fluency building activities to help students read effortlessly. (Tier 1)
3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Tier 1)
4. Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. (Tier 2)

Teaching Elementary School Students to Be Effective Writers

1. Explicitly explain writing process and its fluidity.
2. Describe a model age-appropriate strategies for components of the writing process.
3. Teaching students that different genres of writing serve different purposes.
4. Explaining to students concept of audience.

5. Use sentence construction activities to help students learn and practice different types of sentence structure.
6. Provide a list of evaluation criteria to help students review and revise their sentences (genre specific rubrics, writing checklists, student friendly rubrics).

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.*

Stepstone Academy has chosen to implement an instructional model which increases the time students spend engaging in rich literacy practices. Students have increased time with instructional level text, grade level text, and increased instructional emphasis on writing. Classroom libraries have been enhanced with intentionally selected books at a range of reading levels.

Stepstone Academy created a schedule which allows for grade level teams to have common planning times. During the common planning times, grade level teams consisting of teachers, classroom coach, and a school leader regularly implement data team strategies. Teachers collaboratively plan lessons based on Common Core state standards, create and administer common assessments, analyze data on student performance outcomes, and design curricular responses.

Students who do not respond to instruction are provided targeted, intensive intervention on the components on which they are not proficient. The data team approach to data analysis informs the RTI process and in combination with common planning times encourages teachers to reflect on and improve pedagogical practices to strengthen student outcomes. It also keeps administrators consistently informed on the progress students are making in literacy outcomes. Results of data team analysis will be reviewed monthly at leadership team meetings. The leadership team will regularly conduct informal observations using rubrics for each instructional practice to evaluate the teacher's skill in implementing the practices. Teachers will review the rubrics with leaders and provide feedback and coaching about each practice to encourage effective and faithful implementation.

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.

Stepstone Academy instituted a Professional Development Plan focused on training all teachers- general education, RTI, intervention specialist, and elective teachers in model of literacy instruction, including the new phonics and morpheme programming in the summer of 2023.

The overall model, Teachers College Reading/Writing workshop, includes four instructional practices which provide literacy rich activities in a literacy rich environment. Teachers have been trained in each of the four practices by professionals from Literacy Organizational Capacity Initiative, and more recently Catalyst for Educational Change affiliate. Training has included on-site

workshops, modeling, planning and individual consultations with teachers; virtual planning consultation sessions; and access to a library of articles and videos on the literacy practices.

The Science of Reading has been introduced in the fall of 2023, by Charter School Specialists, with all new and returning staff in attendance to learn about layering in small group, grade level text with the explicit direct reading instructional model already in place.

All new staff to the building also receive two consecutive weeks of training in the model of instruction, while returning staff receive a week (plus) of differentiated development to support and strengthen understanding. In addition, throughout the course of the school year, selected days are deemed for staff professional development that continue to target areas of weakness, as well as new and effective strategy building. The principal has played a lead role in coordinating and organizing professional development opportunities. The professional development will continue in the spring semester 2024, and through the fall of 2024, targeting the Science of Reading implementation, as well as Culturally Responsive Practices as offered through the Department of Education and Workforce's Learning Management System.

APPENDICES

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

N/A