March 22, 2024

Dear Superintendent Singer:

Thank you for submitting the Summit Academy Akron Elementary School 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:
- Staff are trained in writing and language comprehension. Teacher capacity is continually being supported.
- Consistent efforts to monitor the MTSS structures.
- Student wellness is addressed through PBIS professional development.
- Consistent efforts to ensure progress monitoring and data interpretation are occurring on a regular basis.

This plan will benefit from:
- Continue to address the needs of absenteeism and continue to delve into new support that the school can provide to families.
- Continue to create conditions to help with high teacher turnover.
- Continue to work on fine-tuning your data-based decision-making processes.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Summit Academy Akron Elementary School 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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Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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**Department of
Education &
Workforce**

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 and Workforce 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: Summit Academy Akron Elementary

DISTRICT IRN: 133587

DISTRICT ADDRESS: 2503 Leland Ave. Akron, Ohio 44312

PLAN COMPLETION DATE: Dec. 15th, 2023

LEAD WRITERS: Angela Swaino, Dawn Presley

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 and Workforce developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

SECTION 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
Dawn Presley	Principal	AKRELE	Dawn.presley@summitacademies.org
Angela Swaino	Reading Specialist/Data Coach	AKRELE	Angela.swaino@summitacademies.org
Lindsey Durbin	Instructional Coach	AKRELE	Lindsey.durbin@summitacademies.org

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

Name	Title/Role	Location	Email
Christine Heffernan	Lead Intervention Specialist	AKRELE	christine.heffernan@summitacademies.org
Rebecca Cannon	IEP Coordinator	AKRELE	rebecca.cannon@summitacademies.org
Jennifer Langos	teacher	AKRELE	Jennifer.langos@summitacademies.org
Cadie Czerny	Intervention Specialist	AKRELE	Cadie.Czerny@summitacademies.org
Cody Durbin	teacher	AKRELE	Cody.durbin@summitacademies.org
Faith Carpenter	teacher	AKRELE	Faith.carpenter@summitacademies.org
Rebecca Tyner	Curriculum leader	SAM	Rebecca.tyner@summitacademies.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

The Community School Leadership Team (CSLT) has been proactive in addressing the Reading Achievement Plan (RAP) requirement by attending a RAP webinar on December 4, 2023. The CSLT chose two members, Dawn Presley and Angela Swaino, to attend the webinar and communicate the RAP information to the rest of the team. The CSLT then tasked a writing team to complete a deep analysis of the data and present their findings at the December 15th CSLT Meeting.

At the meeting, it was revealed that K-3 students are significantly and universally deficient in Phonological Awareness Skills, which impacts other areas such as Phonics, Vocabulary, Fluency, and Comprehension. The CSLT recognized that although students have limited vocabulary from home, the data reflected a deeper underlying issue: the deficiency in Phonological Awareness Skills. To address this issue, the CSLT developed the Reading Achievement Plan with a system of

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

instruction built around explicit instruction in Phonics and Phonological Awareness, while exposing students to literacy-rich environments. The plan will be implemented throughout the K-3 program as well as for 4th and 5th grade classes beginning January 3, 2024.

The CSLT also determined that all staff must attend the 18-hour Dyslexia training presented by Ohio Department of Education (ODE) and that the Leadership Teams will be responsible for communicating the Vision, Goals, and Action Steps of the Reading Achievement Plan to staff, students, families, and community stakeholders, as well as monitoring the implementation and progress of the plan through data collection and coaching workshops. Overall, the CSLT has taken a proactive approach to addressing literacy deficiencies and implementing evidence-based strategies to improve literacy outcomes for all students.

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

Our district in Summit County, Ohio is a bustling area with a population of 190,469 people. With a population density of 3,181.30/sq mi, Akron is the 5th most populous city in Ohio. The median income for the district is $34,139, and the poverty rate is 26.7%. Despite the city's low poverty rate, the district's poverty rate is 100%. Our district is a K-5 school that serves students from 21 different neighborhoods in Akron. In the 2022-2023 school year, we had 110 students enrolled. Our school demographic is diverse, with 29.2% Black non-Hispanic, 14% multiracial, and 50.4% white non-Hispanic students. Additionally, 71.9% of our students have disabilities, and all of them are economically disadvantaged.

Due to the limited opportunities, exposure, resources, and support systems, our district faces several challenges in promoting student literacy. As a result, we strive to prioritize and address the needs of our students, including their physical, social, emotional, and educational needs. This is a crucial part of our daily routine, and we work tirelessly to provide the necessary support to our students. Our district is committed to providing a safe, inclusive, and supportive learning environment for all students, regardless of their background or circumstances. We believe that by working together and addressing the challenges we face, we can help our students achieve their full potential.

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

The District's One Needs Assessment has identified some concerns regarding the achievement gaps in reading, particularly in students who read below proficiency in all grades and subgroups. The K-3 literacy has also been identified as an area of concern on our report card. To address these needs, the district has set up some implementation goals. The first goal is to ensure that the district-selected, research-based curriculum aligns with high-yield instructional strategies, formative assessments, and benchmarks that meet the state's academic content standards. The second goal is to ensure that every teacher uses research-based instructional strategies through job-embedded professional development, mentoring, monitoring, and support. The third goal is to track student progress through the OIP process, inform instruction, and plan targeted interventions that focus on the academic needs of students to reduce the performance gaps of subgroup populations. The fourth goal is to organize and implement effective systems of communication and collaboration for stakeholders to be more informed and help to monitor the effectiveness of district improvement efforts. Finally, the fifth goal is to ensure that Maslow's Hierarchy of Needs is met for all students, which means providing free breakfast, lunch, and snacks to meet their physiological needs, and putting a mentor program in place for those who need extra support to meet their safety needs. By implementing these goals, the district hopes to address the identified concerns and improve the reading proficiency of all students, regardless of their background and abilities.

For the 2023-2024 school year, our district has made significant efforts to provide students with the extra support they need to succeed. Two programs have been implemented to assist students in achieving their academic goals. Firstly, we have established an Extended Learning Opportunity (ELO) for after-school learning, which is scheduled to take place twice a week for six weeks in the fall and again in the spring. Students are provided with transportation to minimize any barriers to their attendance. Secondly, we have implemented Amplifying tutoring for 25 students, which takes place three days a week.

Unfortunately, our district's report card has indicated a need for improvement in literacy, with a score of just one star in K-3 Literacy (2022-2023). Additionally, our proficiency in third grade reading is at 36.8% (22-23), 20% (21-22), and NA (20-21). These scores indicate that there is much room for improvement in literacy across all grade levels.

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

Furthermore, our district has a chronic absence rate of 38%, which is concerning for us. We also scored a 67.1 for white students, 65.3 for all students, 65.3 for economically disadvantaged students, 58.5 for students with disabilities (SWD), and 55.0 for black students on our performance index by subgroups for ELA. Our annual performance score for the 2022-2023 school year was only 28.6%, with two stars for gap closing.

Despite these challenges, our district remains committed to providing quality education and support to our students. We will continue to evaluate and adjust our programs to ensure that every student has the opportunity to succeed.

The district understands that literacy is a crucial aspect of education, and it is the key to breaking the generational cycles that tend to enslave our students. Therefore, the district has set a goal of improving the Reading Achievement through improved instruction, targeted intervention, and ongoing professional development. To achieve this goal, the district has initiated several measures that provide support and avenues for implementation and monitoring of our Reading Achievement Plan.

Through the Ohio Improvement Process, our Teacher-Based Teams are becoming more adept at analyzing data. Our teams meet at least once per week to analyze data and plan instruction. During these meetings, we analyze diagnostic, benchmark, and formative assessments around Phonological Awareness, Phonics, High-Frequency words, Vocabulary, Fluency, and Comprehension. This helps us identify areas where our students are struggling and the kind of support they need to improve their reading skills.

Moreover, every K-3 Teacher, Intervention Specialist, Instructional Assistant, Coach, and Leader completed dyslexia law training and attended Fundations training. This is an extensive research-based program that is designed to achieve success with a wide variety of learners. Fundations is a multisensory structured literacy program that presents all skills in a systematic and sequential manner in four Levels: K, 1, 2, and 3. This helps our students to learn Phonological Awareness, Phonics, High-Frequency words, Vocabulary, Fluency, and Comprehension in a structured and sequential manner.

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

In Grades 4-5, we use "Words Their Way." This is a developmentally-driven, teacher-directed, student-centered approach to vocabulary growth and spelling development. It enables us to assess, identify and document each student's spelling stage, group students with common needs, tailor activities to improve students' spelling knowledge, engage in sound, pattern and meaning activities and word sorts so students gain a better understanding of the principles of spelling.

We believe that education, with an emphasis on literacy, is the best means for moving our district into a strong productive community. By providing our students with the necessary support and resources, we can help them break the generational cycles that enslave them and help them achieve their full potential.

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

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,***
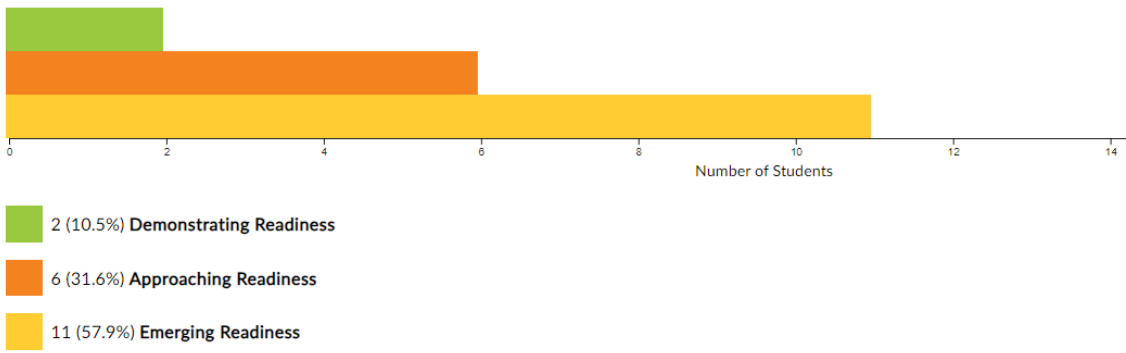- ***K-3 Reading diagnostics (include subscores by grade level),***

Summit Academy Akron Elementary School is committed to providing free breakfast and lunch to all students due to the high level of poverty in the district. As per the Ohio Department of Education, all students in the district are considered Economically Disadvantaged for data analysis purposes. This means that any data reported represents percentages for the entire population and also for the subgroup of Economically Disadvantaged. This system ensures that all students in the district have equal access to meals and that no child goes hungry due to their family's financial situation. Additionally, the school takes pride in providing a supportive and inclusive environment for all students, regardless of their socioeconomic status, to ensure that every child has an equal opportunity to succeed.
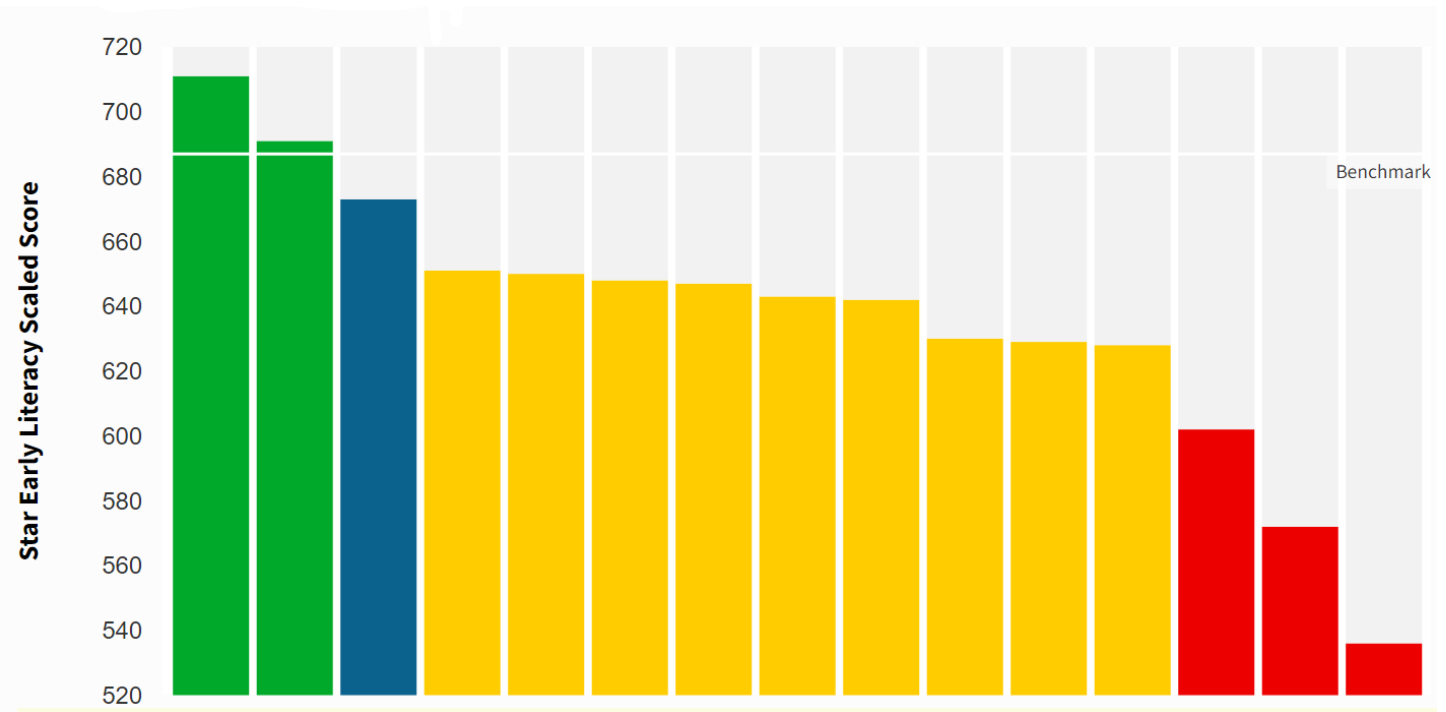
Kindergarten

According to the data for Kindergarten collected in September from the KRA, we had 10.5% of students coming to kindergarten demonstrating a readiness for reading, 31.6% were approaching readiness and 57.9% were emerging readiness. According to Renaissance Early Literacy, our kindergarteners fall benchmark showed 13% at/above benchmark, 7% on watch, 60 % intervention, and 20% urgent intervention. The most recent scores collected in November from the subdomains of the Early Literacy Assessment show our kindergarteners are at 68%-75% capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 32%-41%. For vocabulary our kindergarteners are at 41%. For the MTSS process our kindergarteners are monitored at letter naming and then letter sounds. According to the most recent CBMs 11/16 are in urgent need of intervention, 4/16 are on watch, and 1/16 is at/above grade level. See graphs below appearing in the order discussed in this paragraph.

KRA

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

All Students

Number of Students

- 2 (10.5%) **Demonstrating Readiness**
- 6 (31.6%) **Approaching Readiness**
- 11 (57.9%) **Emerging Readiness**

First Grade Early Literacy (STAR)

Kindergarten STAR subdomains

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Mastery for Early Literacy Subdomains

Legend: 🟥 Beginning 🟨 Developing 🟩 Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle								73%			
▶ Concept of Word							68%				
▶ Visual Discrimination								75%			
▶ Phonological/Phonemic Awareness				41%							
▶ Phonics				40%							
▶ Structural Analysis			32%								
▶ Vocabulary				41%							
Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension			34%								
▶ Paragraph-Level Comprehension			30%								

Kindergarten STAR CBM

Letter Naming	Letter Sounds
11/16 urgent intervention	
0/16 intervention	
4/16 on watch	1/1 on watch
1/16 at or above	

First Grade

According to Renaissance Reading, only 2 students were able to pass the practice portion of the reading assessment. Out of the 2 students 1 fell in the "at watch" category, while the other demonstrated a need for "urgent intervention". All students then needed to take the Early Literacy assessment, in which our first graders' fall benchmark showed 73% at/above benchmark, 0% on watch, 13% intervention, and 13% urgent intervention. The most recent scores collected in November from the subdomains of the Early Literacy Assessment show our first graders are at 84%-88%

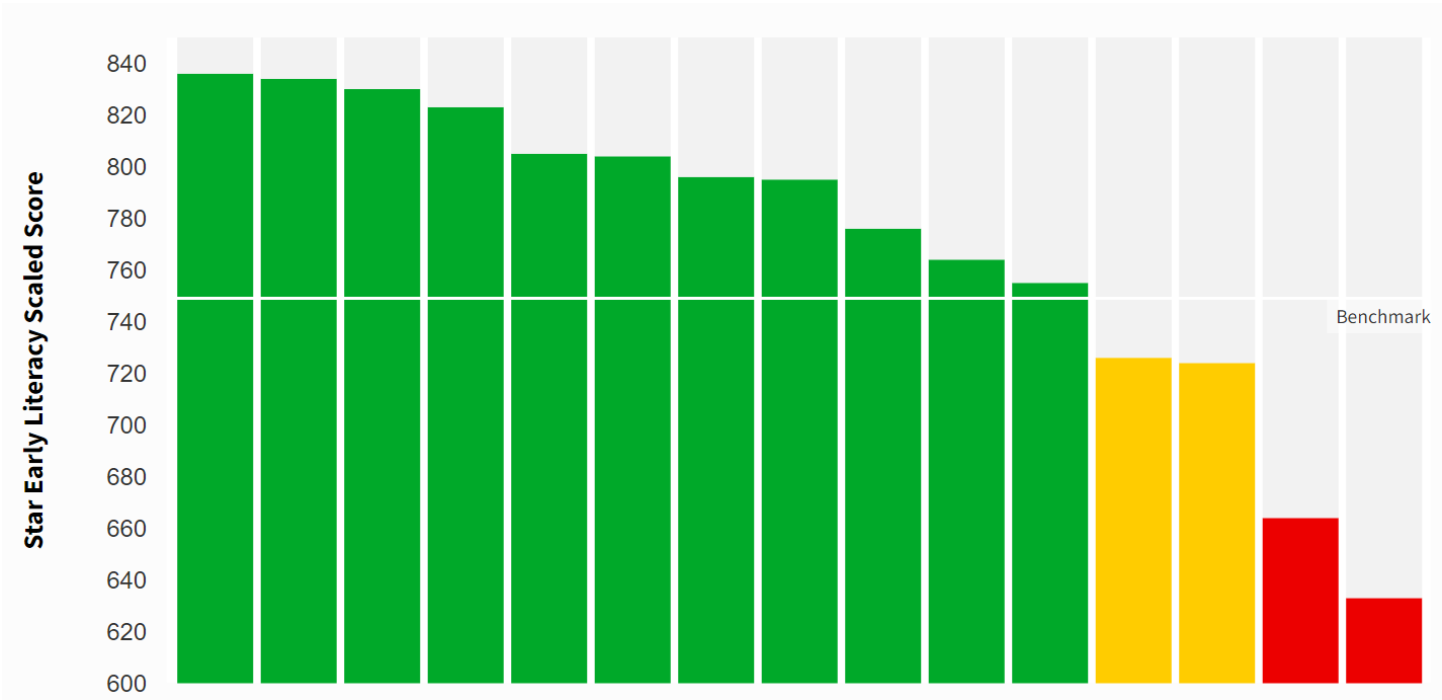*Section headings marked with an asterisk are required by state law.*

capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 52%-60%. For vocabulary our first graders are at 60%. For the MTSS process our first graders are monitored with letter naming, letter sounds, phoneme segmentation, and oral reading fluency. According to the most recent letter naming CBMs 15% are in urgent need of intervention, 85% are on watch. For letter sound 73% are in urgent intervention, 6% are in intervention, 6% are on watch, 13% are on/above level. For phoneme segmentation 36% are in urgent intervention, 29% are on watch, and 36% are on/above level. For Oral Reading Fluency 65% are in urgent intervention, 6% are on watch, and 24% are on/above level. See graphs below appearing in the order discussed in this paragraph.

First Grade Reading (STAR)
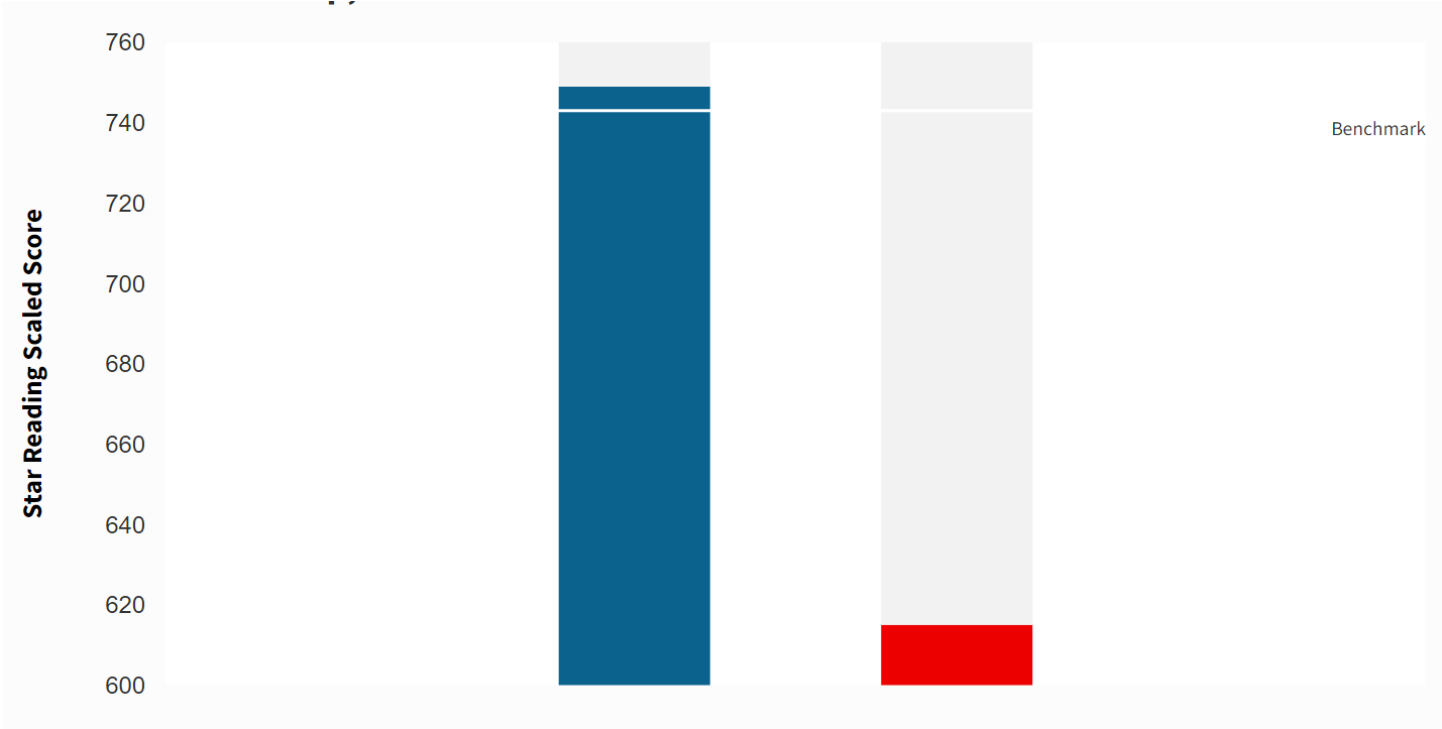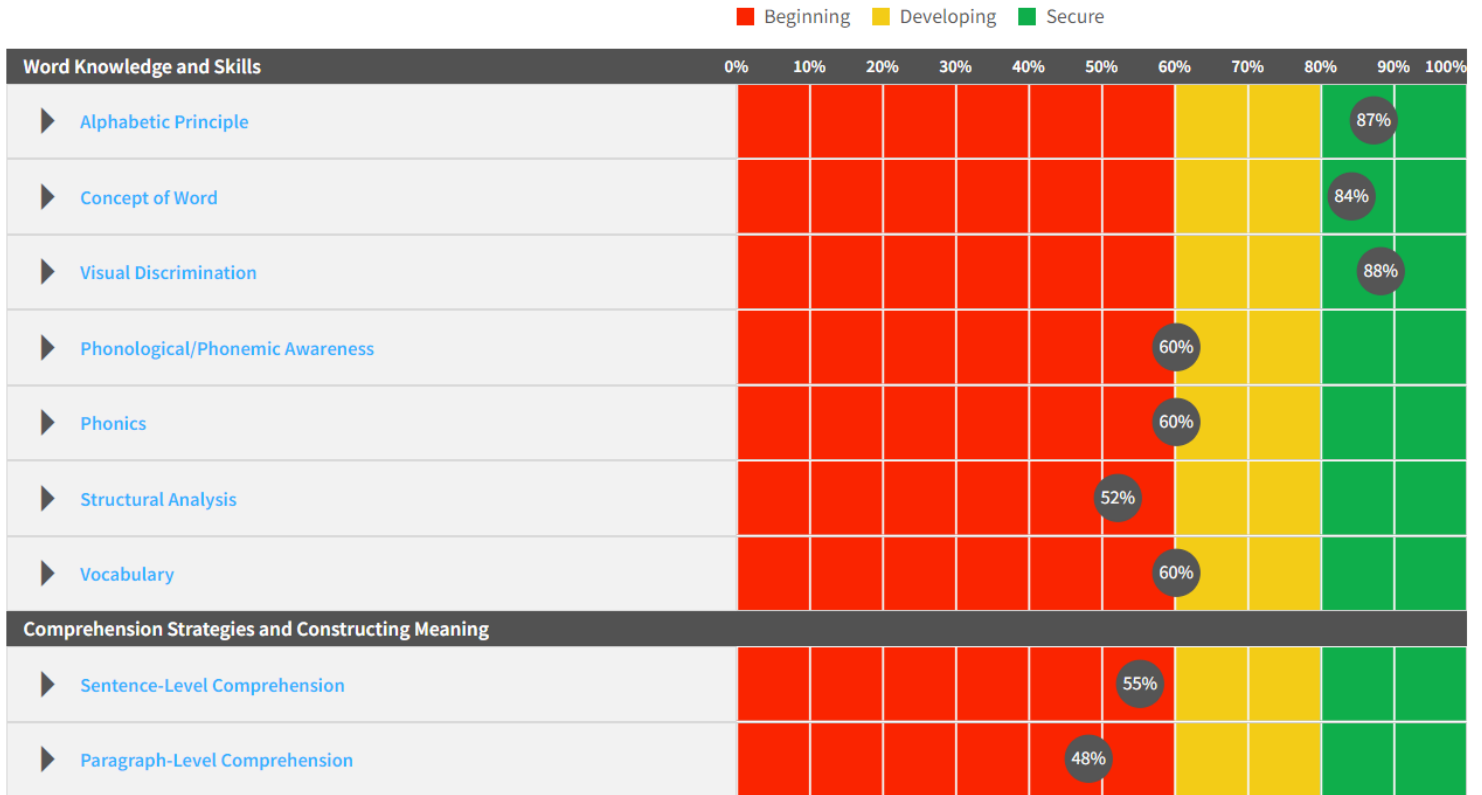

First Grade Early Literacy (STAR)

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First Grade STAR subdomains

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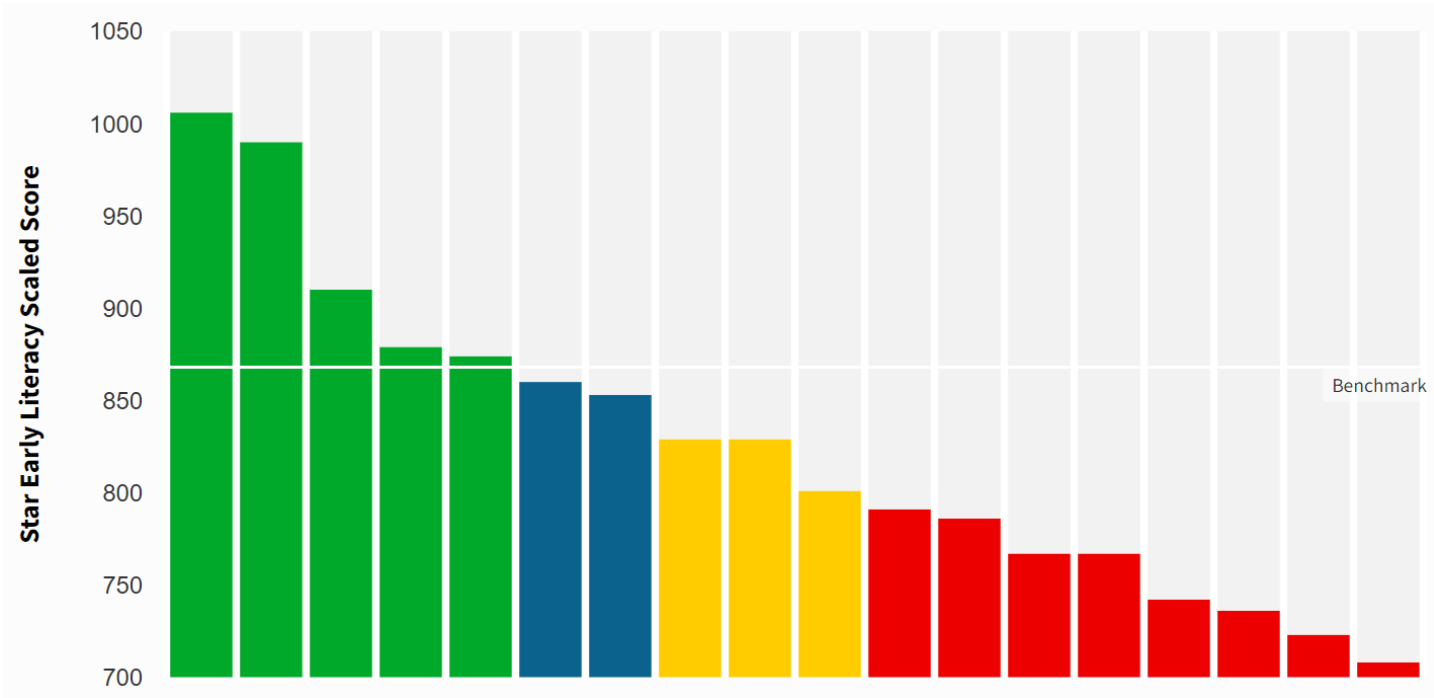
Mastery for Early Literacy Subdomains

Legend: ■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills

Subdomain	Score
Alphabetic Principle	87%
Concept of Word	84%
Visual Discrimination	88%
Phonological/Phonemic Awareness	60%
Phonics	60%
Structural Analysis	52%
Vocabulary	60%

Comprehension Strategies and Constructing Meaning

Subdomain	Score
Sentence-Level Comprehension	55%
Paragraph-Level Comprehension	48%

1st grade STAR CBMs

Letter Naming	Letter Sounds	Phoneme Segmentation	Oral Reading Fluency
2/13 urgent intervention	11/15 urgent intervention	5/14 urgent intervention	11/17 urgent intervention
0/13 intervention	1/15 intervention	0/14 intervention	0/17 intervention
11/13 on watch	1/15 on watch	4/14 on watch	1/17 on watch
0/13 at or above	2/15 at or above	5/14 at or above	4/17 at or above

Second Grade

According to Renaissance Reading, our second graders' fall benchmark showed 28% at/above benchmark, 11% on watch, 17% intervention, and 44% urgent intervention. The most recent scores collected in November from the subdomains of the Early Literacy Assessment show our second graders are at 88%-92% capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 64%-71%. For vocabulary our second graders are at 71%. For sentence and
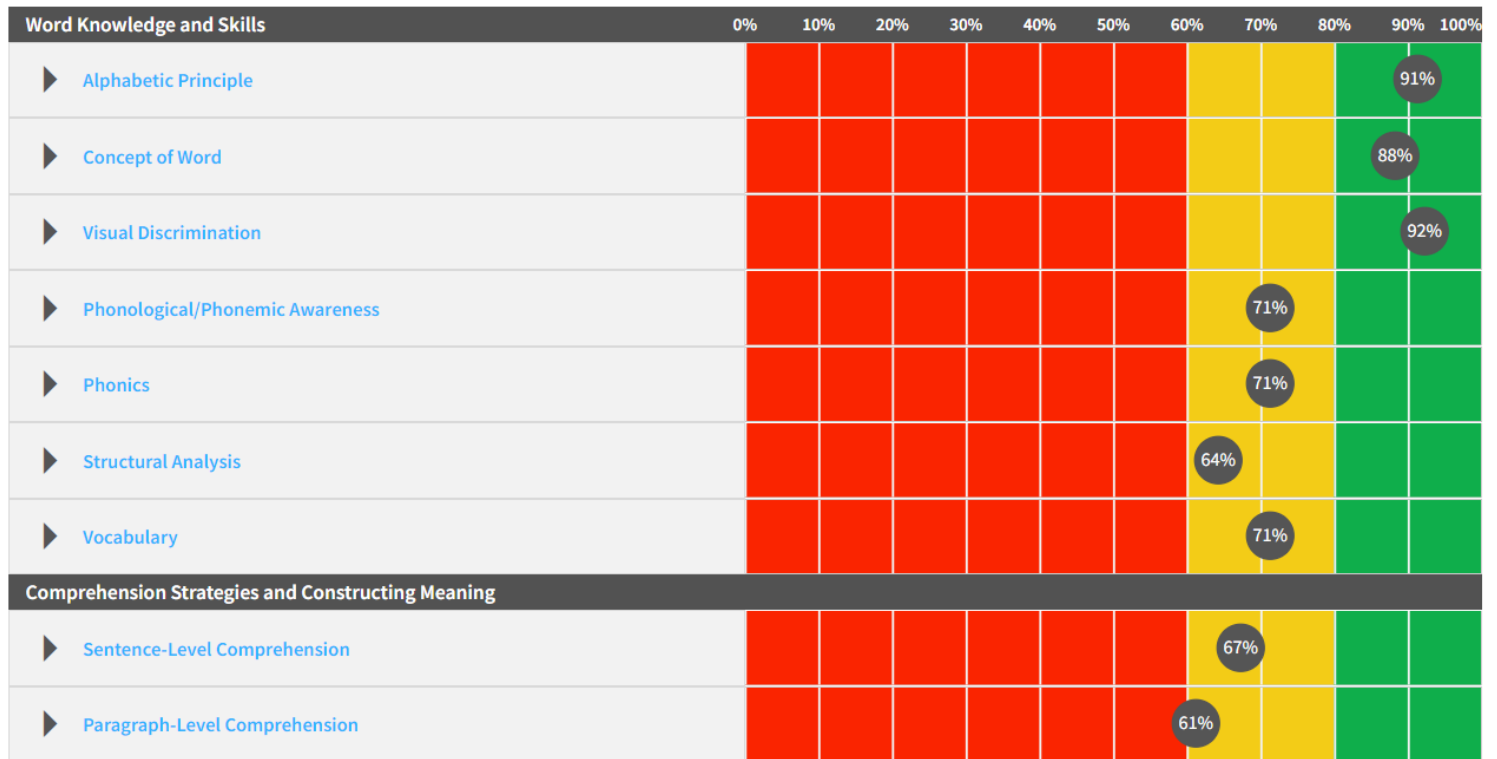
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paragraph comprehension the class falls at 61%-67%. When looking at Literature subdomains of Key idea & details and Craft & Structure students are in the 58%-61% range. The range of reading and text complexity for literature is in the 38%. For informational text students fell in the 39%-68% range. For foundational skills they were at 66% and Vocabulary Acquisition was at 62%. For the MTSS process our second graders are monitored with phoneme segmentation, high frequency words, and oral reading fluency. According to the most recent phoneme segmentation CBMs 86% are in intervention and 14% are on/above level. For High frequency words 9% are in urgent intervention, 18% are on watch, and 64% are on/above level. For Oral Reading Fluency 45% are in urgent intervention, 10% are on watch, and 45% are on/above level. See graphs below appearing in the order discussed in this paragraph.
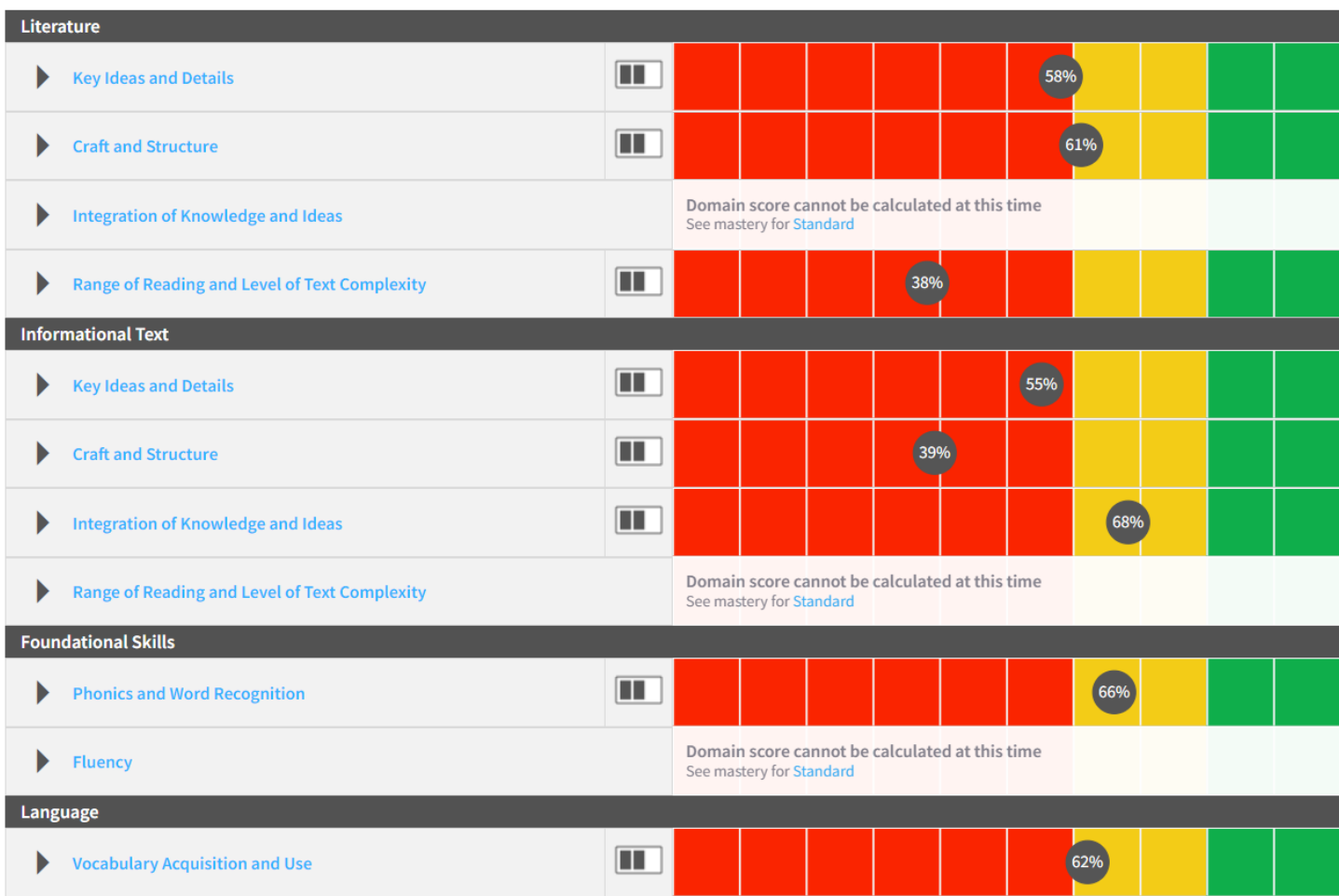
*Section headings marked with an asterisk are required by state law.

Mastery for Early Literacy Subdomains
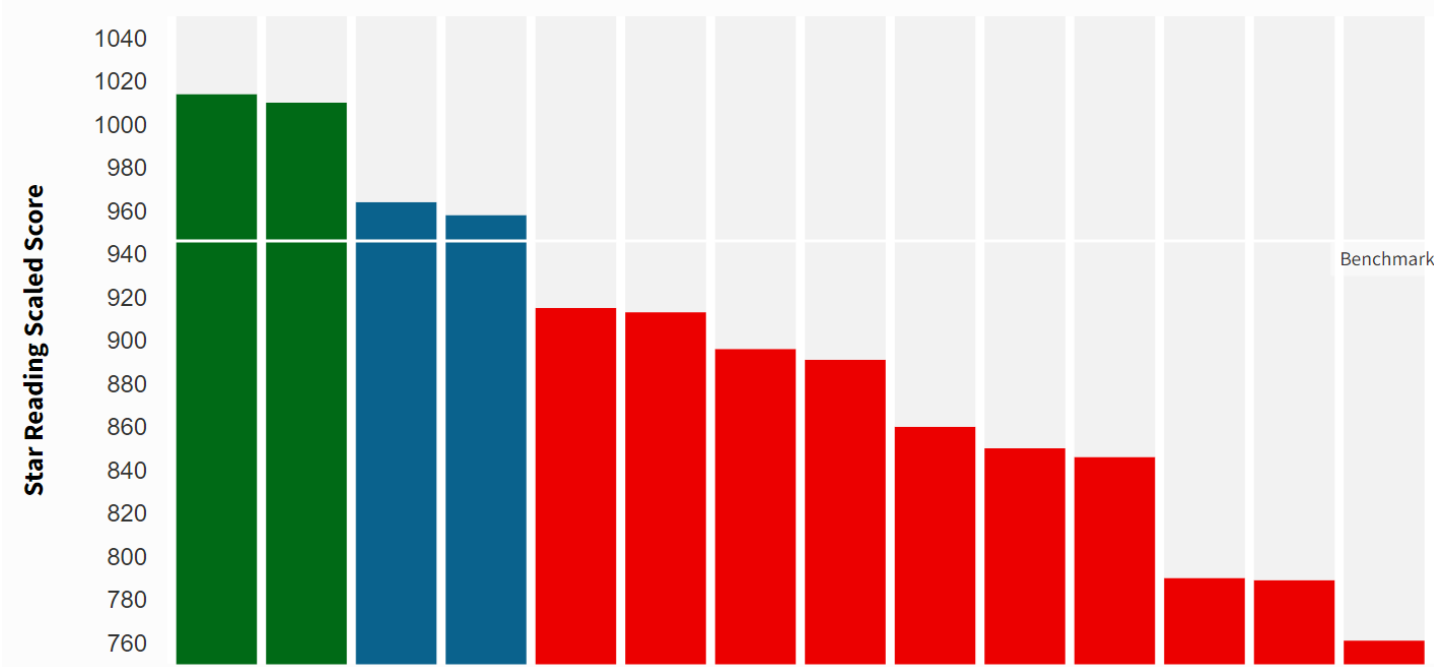
	Beginning	Developing	Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Alphabetic Principle										91%	
Concept of Word										88%	
Visual Discrimination										92%	
Phonological/Phonemic Awareness								71%			
Phonics								71%			
Structural Analysis							64%				
Vocabulary								71%			
Comprehension Strategies and Constructing Meaning											
Sentence-Level Comprehension								67%			
Paragraph-Level Comprehension							61%				

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

	Beginning	Developing	Secure

End of School Year
Projected Mastery Off

Literature

▶ Key Ideas and Details		58%			
▶ Craft and Structure		61%			
▶ Integration of Knowledge and Ideas	Domain score cannot be calculated at this time. See mastery for Standard				
▶ Range of Reading and Level of Text Complexity		38%			

Informational Text

▶ Key Ideas and Details		55%			
▶ Craft and Structure		39%			
▶ Integration of Knowledge and Ideas		68%			
▶ Range of Reading and Level of Text Complexity	Domain score cannot be calculated at this time. See mastery for Standard				

Foundational Skills

▶ Phonics and Word Recognition		66%			
▶ Fluency	Domain score cannot be calculated at this time. See mastery for Standard				

Language

▶ Vocabulary Acquisition and Use		62%			

Second Grade CBMs

Phoneme Segmentation	High Frequency Words	Oral Reading Fluency
0/7 urgent intervention	1/11 urgent intervention	9/20 urgent intervention
6/7 intervention	0/11 intervention	0/20 intervention
0/7 on watch	2/11 on watch	2/20 on watch
1/7 at or above	7/11 at or above	9/20 at or above

Third Grade

According to Renaissance Reading, our third graders' fall benchmark showed 29% at/above benchmark, 71% limited. The most recent scores collected in November from the subdomains of the

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Early Literacy Assessment show our third graders are at 96%-98% capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 82%-86%. For vocabulary our third graders are at 85%. For sentence and paragraph comprehension the class falls at 79%-84%. When looking at Literature subdomains of Key idea & details and Craft & Structure students are in the 49%-62% range. The range of reading and text complexity for literature is in the 48%. For informational text students fell in the 40%-62% range. For foundational skills they were at 89% and Vocabulary Acquisition was at 66%. For the MTSS process our third graders are monitored on oral reading fluency. According to the most recent Oral Reading Fluency 59% are in urgent intervention, 6% are on watch, and 35% are on/above level. According to the OST from the Fall of 2022 our third graders had 45% limited, 23% basic, 14% proficient, and 19% accomplished. By the Spring of 2023 we had 23% limited, 36% basic, 18% proficient, 18% accomplished, and 5 % advanced. This Fall of 2023, our third grade had 45% limited, 35% basic, 10% proficient, and 10% advanced. See graphs below appearing in the order discussed in this paragraph.

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

# Mastery for Early Literacy Subdomains

Legend: 🟥 Beginning 🟨 Developing 🟩 Secure

Word Knowledge and Skills

Subdomain	Mastery
Alphabetic Principle	97%
Concept of Word	96%
Visual Discrimination	98%
Phonological/Phonemic Awareness	85%
Phonics	86%
Structural Analysis	82%
Vocabulary	85%

Comprehension Strategies and Constructing Meaning

Subdomain	Mastery
Sentence-Level Comprehension	84%
Paragraph-Level Comprehension	79%

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

Star Reading Enterprise Assessment (English): 909   ■ Beginning   ■ Developing   ■ Secure

End of School Year
Projected Mastery   ( ) Off

Literature		
▶ **Key Ideas and Details**	◫	62%
▶ **Craft and Structure**	◫	49%
▶ **Integration of Knowledge and Ideas**		Domain score cannot be calculated at this time — See mastery for Standard
▶ **Range of Reading and Level of Text Complexity**	◫	48%

Informational Text		
▶ **Key Ideas and Details**	◫	62%
▶ **Craft and Structure**	◫	40%
▶ **Integration of Knowledge and Ideas**	◫	40%
▶ **Range of Reading and Level of Text Complexity**	◫	51%

Foundational Skills		
▶ **Phonics and Word Recognition**	◫	89%
▶ **Fluency**		Domain score cannot be calculated at this time — See mastery for Standard

Language		
▶ **Vocabulary Acquisition and Use**	◫	66%

Third Grade CBMs

Oral Reading Fluency
10/17 urgent intervention
0/17 intervention
1/17 on watch
6/17 at or above

Third Grade OST

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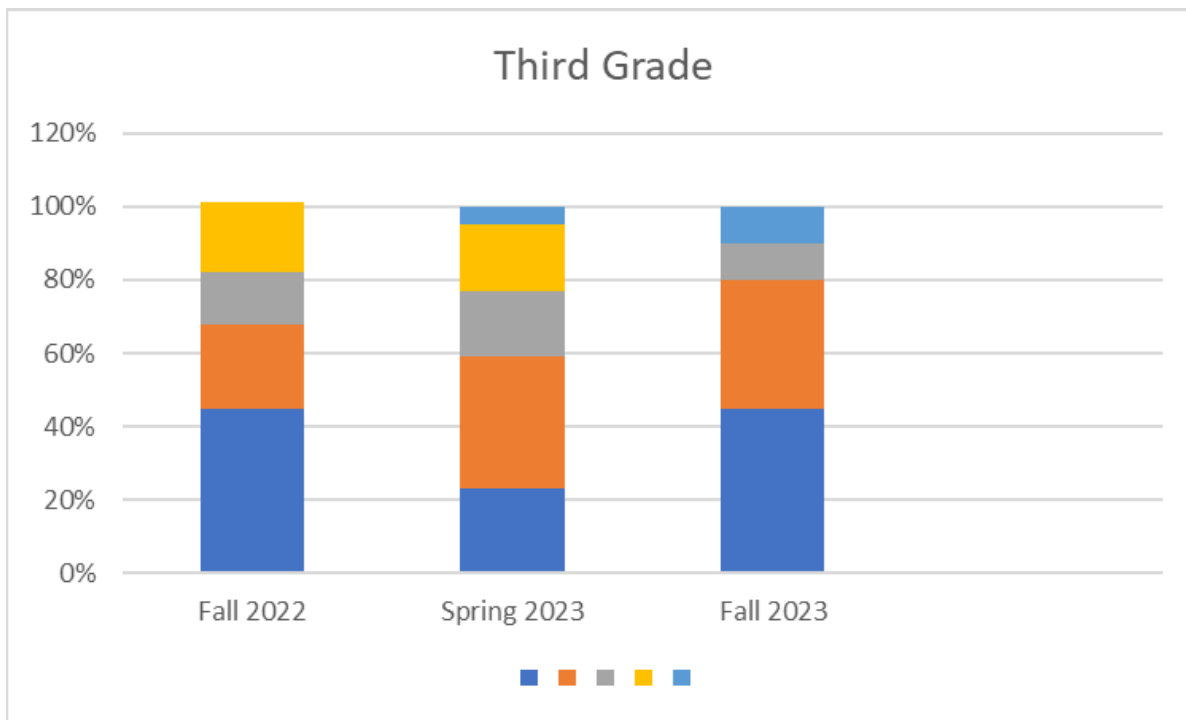
Fourth Grade

According to Renaissance Reading, our fourth graders' fall benchmark showed 24% at/above benchmark, 12% basic, and 65% limited. The most recent scores collected in November from the subdomains of the Early Literacy Assessment show our fourth graders are at 98%-99% capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 90%-92%. For vocabulary our fourth graders are at 92%. For sentence and paragraph comprehension the class falls at 87%-91%. When looking at Literature subdomains of Key idea & details and Craft & Structure students are in the 50%-61% range. The range of reading and text complexity for literature is in the 41%. For informational text students fell in the 51%-59% range. For foundational skills they were at 94% and Vocabulary Acquisition was at 64%. For the MTSS process our fourth graders are monitored on oral reading fluency. According to the most recent Oral Reading Fluency 30% are in urgent intervention, 15% are on watch, and 55% are on/above level. According to the OST from the Spring of 2022 we had 60% limited, 20% basic, 10% proficient, 5% accomplished, and 5 % advanced. The Spring of 2023, our fourth grade had 39% limited, 28% basic, 22% proficient, 6% accomplished, and 6% advanced. See graphs below appearing in the order discussed in this paragraph.
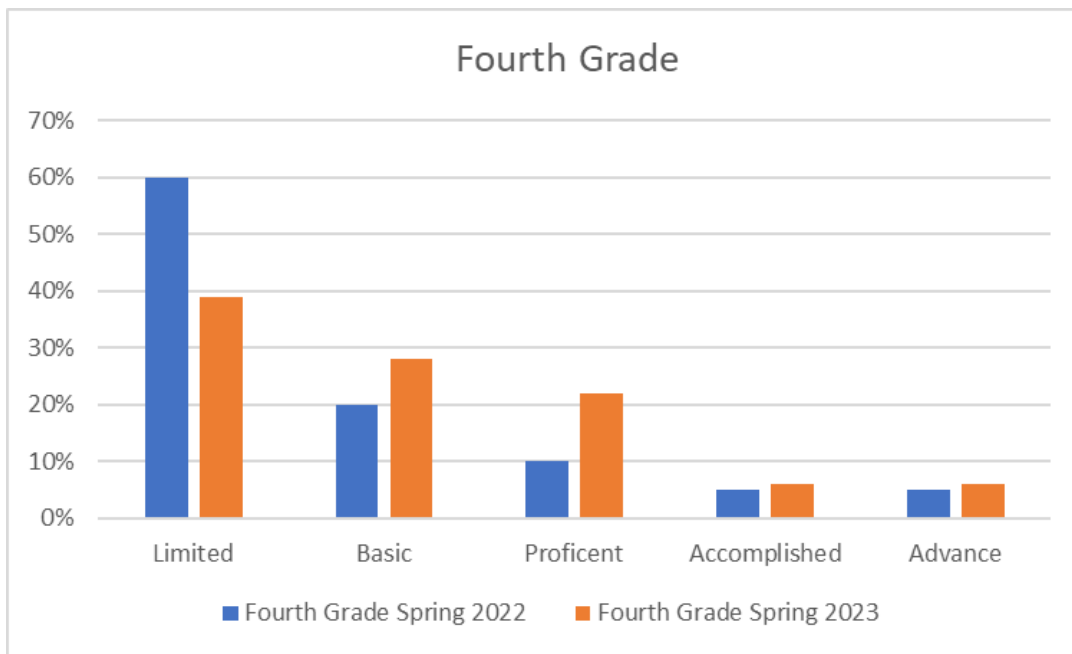
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Mastery for Early Literacy Subdomains

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle											99%
▶ Concept of Word											98%
▶ Visual Discrimination											99%
▶ Phonological/Phonemic Awareness											92%
▶ Phonics											92%
▶ Structural Analysis											90%
▶ Vocabulary											92%
Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension											91%
▶ Paragraph-Level Comprehension											87%

Legend: ■ Beginning ■ Developing ■ Secure

21

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

Star Reading Enterprise Assessment (English): **939**

■ Beginning ■ Developing ■ Secure

End of School Year
Projected Mastery ◯ Off

Literature

▶ **Key Ideas and Details**	▯	61%
▶ **Craft and Structure**	▯	50%
▶ **Integration of Knowledge and Ideas**		Domain score cannot be calculated at this time. See mastery for Standard
▶ **Range of Reading and Level of Text Complexity**	▯	41%

Informational Text

▶ **Key Ideas and Details**	▯	59%
▶ **Craft and Structure**	▯	50%
▶ **Integration of Knowledge and Ideas**	▯	41%
▶ **Range of Reading and Level of Text Complexity**	▯	58%

Foundational Skills

▶ **Phonics and Word Recognition**	▯	94%
▶ **Fluency**		Domain score cannot be calculated at this time. See mastery for Standard

Language

▶ **Vocabulary Acquisition and Use**	▯	64%

Fourth grade CBM

Oral Reading Fluency
6/20 urgent intervention
0/20 intervention
3/20 on watch
11/20 at or above

4th grade OST

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

Fourth Grade

(Bar chart)

Y-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%

Categories: Limited, Basic, Proficent, Accomplished, Advance

Legend: ■ Fourth Grade Spring 2022   ■ Fourth Grade Spring 2023

Fifth Grade

According to Renaissance Reading, our fifth graders' fall benchmark showed 22% at/above benchmark, 78% limited. The most recent scores collected in November from the subdomains of the Early Literacy Assessment show our fifth graders are at 95%-97% capable of understanding alphabetic principle, concept of word, and visual discrimination. In the domains of structural analysis, phonological/phonemic awareness, and phonics the students are around 82%-85%. For vocabulary our fifth graders are at 85%. For sentence and paragraph comprehension the class falls at 79%-84%. When looking at Literature subdomains of Key idea & details and Craft & Structure students are in the 59%-60% range. The range of reading and text complexity for literature is in the 61%. For informational text students fell in the 53%-65% range. For foundational skills they were at 89% and Vocabulary Acquisition was at 60%. For the MTSS process our fifth graders are monitored on oral reading fluency. According to the most recent Oral Reading Fluency 33% are in urgent intervention, 44% are on watch, and 22% are on/above level. According to the OST from the Spring of 2023 we had 41% limited, 27% basic, 14% proficient, and 18% accomplished. During the Spring of 2022, our fifth grade had 45% limited, 30% basic, 15% proficient, and 10% advanced. See graphs below appearing in the order discussed in this paragraph.

Star Reading Scaled Score

Benchmark

Mastery for Early Literacy Subdomains

■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle											97%
▶ Concept of Word											95%
▶ Visual Discrimination											97%
▶ Phonological/Phonemic Awareness										85%	
▶ Phonics										85%	
▶ Structural Analysis									82%		
▶ Vocabulary										85%	
Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension										84%	
▶ Paragraph-Level Comprehension									79%		

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

Star Reading Enterprise Assessment (English): 979

End of School Year
Projected Mastery ( ) Off

Literature

Domain	Score
▶ Key Ideas and Details	60%
▶ Craft and Structure	59%
▶ Integration of Knowledge and Ideas	Domain score cannot be calculated at this time. See mastery for Standard
▶ Range of Reading and Level of Text Complexity	61%

Informational Text

Domain	Score
▶ Key Ideas and Details	60%
▶ Craft and Structure	53%
▶ Integration of Knowledge and Ideas	58%
▶ Range of Reading and Level of Text Complexity	65%

Foundational Skills

Domain	Score
▶ Phonics and Word Recognition	88%
▶ Fluency	Domain score cannot be calculated at this time. See mastery for Standard

Language

Domain	Score
▶ Vocabulary Acquisition and Use	60%

Fifth Grade CBMs

Oral Reading Fluency
6/18 urgent intervention
0/18 intervention
8/18 on watch
4/18 at or above

5th grade OST

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

5th grade
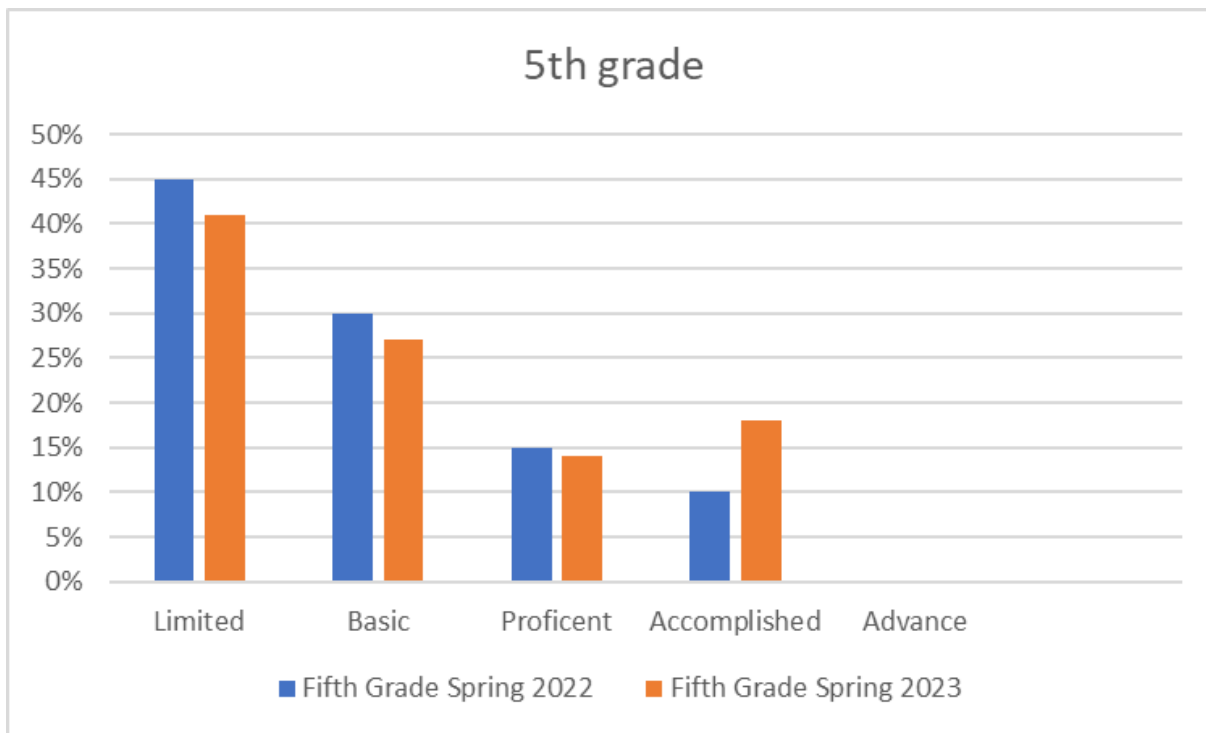
SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Underachievement in reading can be attributed to a variety of internal and external factors. Internal factors such as high teacher turnover, can have a negative impact on student learning. When new staff members must be trained in the district curriculum and practices, it can be challenging for them to get up to speed quickly. This can lead to inconsistency in teaching and students falling behind.

Another internal factor is time management during the English Language Arts (ELA) block. Teachers may struggle to fit all the necessary components of the ELA block into the allotted time, leaving students with little time for independent reading or writing practice.

Classroom management and new teacher time management skills are also important internal factors to consider. Teachers who are new to the profession or new to a particular school may need additional support and training to effectively manage their classrooms and maximize instructional time.

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

External factors can also contribute to underachievement in reading. Chronic absenteeism, for example, can have a significant impact on student learning. Students who miss school frequently may struggle to keep up with their classmates and fall behind in reading and other subjects.

Lack of access to preschool can also be an external factor contributing to underachievement in reading. Research has shown that children who attend high-quality preschool programs are more likely to be successful in school and beyond.

Finally, economic disadvantage can be a significant external factor. Students from low-income families may have limited access to books and other resources at home, making it more difficult for them to develop strong reading skills. It is important for schools and communities to work together to provide additional support and resources for these students.

Internal Factors:
1. The high teacher turnover rate at Summit Academy, coupled with a large percentage of new teachers, presents a challenge for the school. During the 2023-2024 school year, the school started with four new teachers and two openings, but lost four teachers by November. This ongoing process of hiring and training new teachers can be difficult for the school to manage.

Summit Academy's district model involves two teachers in a classroom of 20 students, with co-teaching during reading to provide small group instruction. The school uses structured and systematic programs, Fundations and Kilpatrick's drill from "Reading for Success," to teach phonics and phonemic awareness to K-3 students. However, these programs require training and practice, which can be a challenge for new teachers.

Additionally, new teachers need training in the Science of Reading and Dyslexia Laws. The school's continued hiring of new teachers, especially in K-3, creates a continuum of training and practice for teaching phonics and phonemic awareness. While teacher turnover is a struggle at Summit Academy, the school must continue to prioritize teacher training and support to ensure the best possible education for its students.

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

2. Effective time management is crucial for any teacher, especially when it comes to the ELA block. As a new teacher, getting accustomed to the reading curriculum and organization can be challenging, but there are ways to make the transition smoother. During coaches' walkthroughs, completing a time management form can be helpful. This form allows teachers to see how much time they spent on teaching, transitions, interruptions, unstructured time, and organizing for groups, among other things.

In the 2022-2023 school year, all staff participated in a time management workshop. This workshop reminded teachers of the key points of effective time management, such as preparing ahead, staying organized, and setting timers. As new teachers learn and become familiar with their teaching style, their time management skills also improve. However, starting every year with new teachers or mid-year can be challenging, as the process of learning time management skills starts over.

Therefore, it is essential to have ongoing support and training for teachers on effective time management techniques. This can include regular check-ins with coaches or mentors, sharing best practices among colleagues, and providing resources and tools to help teachers plan and organize their time effectively. With consistent support and practice, teachers can improve their time management skills and create a more efficient and productive learning environment for their students.

3. Multi-Tiered System of Supports (MTSS) is a framework that schools use to provide targeted support to students who need extra help in certain areas of learning. During the 2022-2023 school year, your district took a step forward by implementing a MTSS block during the school day. This process involves the teachers completing forms for each student, identifying the area of need and the intervention required, followed by progress monitoring. During the MTSS block, the teacher works with the students to fill in the gaps in their learning to help them understand grade level content.

While this is an effective way to provide additional support to students, it can become a lengthy process and some teachers may fall behind in keeping up with the paperwork. This is particularly challenging for new teachers who are still getting familiar with the process. It is important to remember that the success of the MTSS block relies on the accuracy and consistency of the paperwork. Therefore, it is essential to ensure that all teachers understand the process and are adequately supported in completing the necessary paperwork. This could be achieved through regular training sessions, peer support, and mentorship programs to help new teachers navigate the

process. Ultimately, by providing targeted support to students, the MTSS block can help improve academic outcomes and provide a more equitable learning experience for all students.

External factors:
1. Chronic absenteeism is a major external factor that contributes to underachievement in reading. It is a widespread problem in schools, and it affects both bus/van riders and car riders. According to recent data, 9% of bus/van riders and 10% of car riders are considered chronically absent. The reasons that parents give for student absences are varied, but some common ones include missing the bus, difficulty getting the student out of the door, and staying up late the night before. Sometimes, car troubles can also cause students to miss school.

When students become chronically absent, they start to miss out on crucial reading education, which can lead to gaps in their knowledge. While some of these gaps can be addressed during MTSS (Multi-Tiered System of Supports), others are harder to make up for. It is essential for parents and educators to work together to address the root causes of chronic absenteeism and to find solutions that work for each student. This might involve providing transportation assistance, offering counseling services, or developing alternative learning plans for students who struggle to attend school regularly. By working together and addressing chronic absenteeism, we can help students achieve their full potential in reading and beyond.

2. Access to preschool is a crucial external factor that impacts a student's education. Unfortunately, less than 1% of the population attends preschool, which can become the biggest hindrance to their education. When students come to school for kindergarten, the first thing that needs to be addressed before teaching reading is the basic understanding of being in school. This includes teaching students how to sit and listen while a teacher is talking, how to transition, how to work independently, how to communicate with others, how to build endurance for sitting and listening, and how to stay awake for 7 ½ hours without becoming frustrated and tired. Although the foundational skills for reading are taught after the first week of school, it usually takes until November for students to become comfortable with the school routines. Many students need to be retaught everything in order to catch up by this point. Therefore, access to preschool is a vital factor that can significantly impact a student's success in school.

3. Our district is considered to be 100% economically disadvantaged, which means that every student in the district comes from a family with an income below the poverty line. This can be a

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

challenging situation for both students and educators. Students from low-income families often face obstacles in their academic and personal lives that their peers from more affluent backgrounds may not encounter.

However, there are many resources available to help students and educators in economically disadvantaged districts. For example, schools can provide free or reduced-price meals, transportation assistance, and access to tutoring and mentoring programs. Teachers can also work to create a supportive and inclusive classroom environment that recognizes and addresses the unique needs of each student.

It's important to remember that being economically disadvantaged does not define a student's potential or limit their future success. With the right support and resources, students from all backgrounds can thrive academically and achieve their goals.

Literacy is an essential skill that is crucial for success in all aspects of life, including education, employment, and personal development. Unfortunately, many homes in economically disadvantaged communities lack the resources and support necessary to foster strong literacy skills. This can create a significant barrier for individuals from these communities, as they may struggle to keep up with their peers who come from more literate backgrounds.

One of the main reasons for this disparity is the lack of access to books and other reading materials. Children who grow up in homes without books or access to libraries are at a disadvantage when it comes to developing strong literacy skills. Additionally, parents who are not literate themselves may struggle to provide the necessary support and encouragement for their children's reading development.

Another factor is the lack of resources available to schools in economically disadvantaged communities. These schools often have limited budgets, which can make it difficult to provide high-quality reading instruction and materials. This can further exacerbate the literacy gap between students from economically disadvantaged backgrounds and their more affluent peers.

In order to address this issue, it is important to provide resources and support to families and schools in economically disadvantaged communities. This can include initiatives such as book drives, literacy programs for parents, and increased funding for schools in these areas. By working together to

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support literacy development, we can help to break down the barriers that prevent individuals from reaching their full potential.

It's no secret that many children face significant challenges in their academic lives, and unfortunately, some of these challenges are outside of their control. One such challenge is the fact that some parents must work multiple jobs just to make ends meet, leaving little time and energy for helping their children with schoolwork or practicing skills outside of school hours.

This lack of support can put these students at a disadvantage compared to their peers who have more parental involvement in their education. Additionally, stable housing can also be an issue for some families, which can cause further stress and disruption to a child's academic progress.

However, it's important to remember that there are resources available to help these children succeed despite these obstacles. For example, our district provides extended learning opportunities (ELO) 2-3 times a year where students can receive additional academic support and engage in enrichment activities. Additionally, our district provides mentoring programs to children in need.

It's also important for educators and administrators to recognize these challenges and provide additional support to these students in the classroom. By working together, we can help ensure that all children have the opportunity to succeed, regardless of the obstacles they may face outside of school.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Based on the provided learner performance data, it appears that Summit Academy Akron Elementary is experiencing low reading achievement. In order to understand the root cause of this issue, it is important to consider the factors that may be contributing to it.

1. High teacher turnover is a significant problem that many schools face. One of the primary causes of this issue is the high cost of living and stress that teachers experience. To address this problem, schools can implement several strategies to support their teachers.

Firstly, schools can provide regular training sessions to help teachers develop their skills and expertise. These training sessions can cover topics such as classroom management, lesson

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planning, and student assessment. By investing in their teachers' professional development, schools can help them feel more confident and effective in their roles.

Secondly, schools can provide dedicated time for teachers to work on paperwork and plan their lessons. Fridays can be set aside for this purpose, allowing teachers to catch up on administrative tasks and prepare for the following week. This can help reduce the stress that teachers experience and increase their job satisfaction.

Finally, schools can provide job-embedded coaches to support their teachers. These coaches can offer guidance and feedback on lesson planning, classroom management, and other aspects of teaching. By working closely with a coach, teachers can improve their skills and feel more supported in their roles.

In conclusion, high teacher turnover is a complex problem that requires a multifaceted solution. By providing training, dedicated planning time, and job-embedded coaching, schools can support their teachers and reduce turnover rates. These strategies can help create a more positive and supportive work environment for teachers, ultimately benefiting students and the entire school community.

2. Time management is an essential skill that is important for success in many aspects of life, including reading. For new teachers, time management can be particularly challenging, as they may be unfamiliar with the demands of the job and the expectations of their colleagues and students. Additionally, teachers often have high expectations for themselves and may take on too many tasks, leading to a lack of time to focus on important activities such as reading instruction.

Another factor that can impact time management in the classroom is behavior management. When students misbehave, teachers may need to spend more time dealing with these issues, taking away from the time they have available for other tasks such as reading instruction. To address these challenges, it is important for teachers to develop effective time management and organizational skills, as well as strategies for behavior management that minimize disruptions to instruction time.

Ultimately, effective time management is key to ensuring that students receive the instruction and support they need to succeed in reading. By prioritizing important tasks and using strategies to manage their time effectively, teachers can help their students achieve their full potential.

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3. Introducing new initiatives in schools can be a double-edged sword as it can have both positive and negative impacts on student learning. On one hand, it can help improve student performance by introducing new teaching methods and resources. However, on the other hand, it can impede on learning by requiring teachers to invest time and effort into learning about new laws, organizations, and acronyms. This can be a time-consuming process, and it can take away from the time teachers have to focus on teaching and engaging with their students.

Moreover, new initiatives often come with new forms and paperwork that need to be completed. This can be a daunting task for teachers, who already have a lot on their plates. The time and energy that goes into implementing new initiatives could be better spent on improving existing teaching methods and ensuring that students are getting the support they need to succeed.

In conclusion, while new initiatives can be beneficial for student learning, they also come with their own set of challenges. It is important to strike a balance between introducing new initiatives and ensuring that they do not impede on learning. Teachers and administrators must work together to find ways to implement new initiatives in a way that is both efficient and effective, without sacrificing the quality of education that students receive.

4. Chronic absenteeism has a significant impact on reading underachievement. Research has shown that students who miss too many days of school tend to struggle with reading and other academic subjects. One of the reasons for chronic absenteeism is the lack of parent support. Parents who are not involved in their child's education and do not prioritize regular school attendance may inadvertently contribute to their child's low reading achievement.

Another factor that contributes to chronic absenteeism is students not wanting to come to school. This could be due to a variety of reasons. Many of our students report that they miss school because they were up late watching siblings, a parent needed them to help at home with cleaning, worried about a parent being home alone, and parents needing emotional support. When students don't come to school, they miss out on important learning opportunities, which can cause gaps in their knowledge and skills.

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

Missing school regularly also causes gaps in learning. When students are not present in the classroom, they miss out on lessons, discussions, and activities that are designed to help them learn and grow. This can lead to a significant disadvantage in terms of academic achievement and can make it harder for them to catch up with their peers. It is crucial for parents, educators, and students themselves to prioritize regular school attendance in order to ensure that all students have the opportunity to reach their full potential.

5. A child's success in reading is heavily influenced by their early education experiences. In particular, a lack of preschool education can cause significant challenges in developing the foundational skills necessary for reading. Children who do not attend preschool often lack the necessary exposure to language, vocabulary, and reading activities that would help them build a strong foundation for reading.

Furthermore, children who have not attended preschool may also struggle with the endurance needed to work during a full school day. Preschool helps children develop the ability to focus, follow directions, and engage in learning activities for extended periods of time. Without this experience, children may find it difficult to keep up with the pace of a 7.5 hour school day.

Another challenge that children who have not attended preschool may face is a lack of understanding of school procedures and routines. Preschool provides children with the opportunity to learn about the expectations and norms of a school environment, such as following a schedule, participating in group activities, and engaging in classroom discussions. Without this exposure, children may feel overwhelmed and unsure of how to navigate their new school environment.

In conclusion, attending preschool can significantly impact a child's success in reading and overall academic achievement. It provides children with the foundational skills, endurance, and understanding of school procedures and routines needed to succeed in a school environment.

6. It has been observed that students who face economic disadvantages tend to underachieve in reading. This is because, in order for students to succeed academically, their basic needs must be met. Maslow's hierarchy of needs suggests that safety and comfort are essential for students to

perform well in school. This means that students who face economic disadvantages may also face challenges in meeting these basic needs, which can ultimately impact their academic performance.

In addition to school providing safety and comfort for students, parent involvement is also crucial for student success. When parents are actively involved in their child's education, students tend to perform better academically. This is because parents can provide support and encouragement for their child, as well as help with homework and other school-related activities.

In conclusion, it is important for schools to provide a safe and comfortable learning environment for all students, particularly those who face economic disadvantages. Additionally, parents should be encouraged to be involved in their child's education to help ensure academic success. By addressing these basic needs, students can focus on their academic pursuits and achieve their full potential.
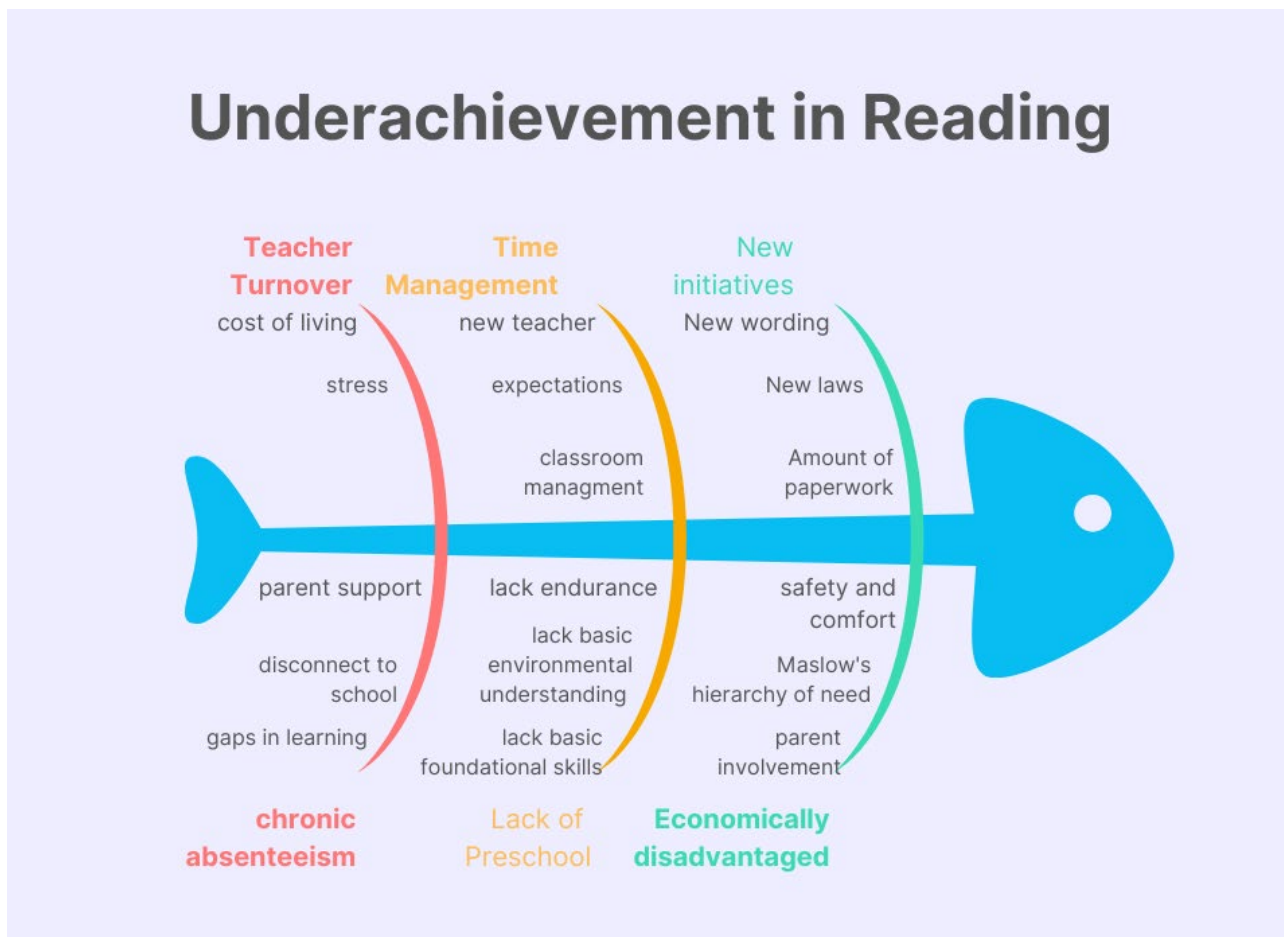
Section headings marked with an asterisk are required by state law.

Summit Academy's goals are focused on improving the language and literacy skills of its students, as data shows that most of them are not on track for reading proficiency. To achieve this, the school has set three goals that align with district improvement plans. The first goal is to close the gap by providing strong core instruction using evidence-based practices and monitoring progress. This will ensure that students are receiving the best possible instruction and support to improve their reading skills.

The second goal is to create safe and student-centered learning environments that maximize instruction. By fostering a safe and supportive environment, students will be more engaged and motivated to learn, which will help them to achieve their academic goals.

The third goal is to provide additional explicit, targeted intervention time to students who need it. Since the majority of students are identified as not on track and are in need of additional support to address their deficits, this goal is particularly important. By providing targeted intervention and support, students will have a better chance to catch up to their peers and improve their overall academic performance.

Overall, Summit Academy's goals are focused on ensuring that all students receive the support they need to achieve academic success. By providing strong core instruction, creating safe and supportive learning environments, and offering targeted intervention and support, the school is taking important steps towards closing the achievement gap and preparing students for future success.

Goal 1: From Fall to Spring, an average of 75% of students will show growth of 40 SGP, as measured by Star benchmarking assessments.

Goal 2: By the end of the 2023-2024 school year, 100% of classrooms will implement a positive intervention behavior and support framework, with the use of classroom DoJo, to support parent involvement, Maslow's hierarchy of needs, and classroom management. This framework will also include a ticket system to encourage student attendance.

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Goal 3: By May 2024, 95% of instructional staff will implement MTSS, which is critical in supporting the RIMPs, to ensure that all students receive the support they need to succeed, regardless of their individual needs and circumstances.

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.

In education, it's crucial to have a clear understanding of what goals and objectives you want to achieve. That's why many schools and districts use a root cause analysis process to help identify the underlying issues that need to be addressed. By doing this, they can make informed decisions about how to move forward and improve the educational experience for students.

In our district, members of the TBT and BLT have taken on this important task of conducting a root cause analysis to determine what district goals should be prioritized. This is a great way to ensure that everyone involved in the decision-making process has a shared understanding of the challenges facing the district and the best ways to address them.

The goals identified through this process will be presented to both the TBT and BLT after the winter break. This demonstrates a commitment to transparency and collaboration, which are essential ingredients for achieving success in any organization. By working together, the district can create a shared vision for the future that is grounded in data and informed by the experiences of those closest to the students.

Goal # 1 Action Map

Goal Statement: From Fall to Spring, an average of 75% of students will show growth of 40 SGP, as measured by Star benchmarking assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Development	Data Meetings	Student Data

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	Aug. 2023 All staff trained in district benchmarking and progress monitoring. Sept 2023 Dr. Elliott PD on writing and language comprehension. Sept. 2023-May 2024 coach walkthroughs during ELA block. Jan. 2023 Coaches will provide a PD on holding student data meetings using their data binders. March 2024 Dr. Elliot out to work on language comprehension.	Sept. 2023 plan student goals for each student for the year. Sept.2023-May 2024 Data/MTSS meetings to analyze student growth May 2024 teachers hold data meetings with students to go over their data	Dec. 2023 students have working data binders. Feb. 2024 students will be able to present their data to parents and other staff
Lead Person(s)	Dawn Presley, Angela Swaino & Lindsey Durbin	Angela Swaino & Lindsey Durbin	Classroom Teachers

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	-funding for PD	-funding for job embedded coaching	-funding for data folders
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Instructional coach will work with teachers to ensure the PD they receive is implemented.	The instructional coach and the data coach will meet with teachers bi-weekly to ensure MTSS and district data is analyzed and that they MTSS process is completed within the classroom.	The data coach will ensure that teachers are given the data in a student friendly format to share with their students, so students can gain ownership of their goals/learning.
Measure of Success	Certificates of completion & walkthrough forms will be collected	Data Meeting notes	Student binders
Description of Funding	Federal funding to PD and coaches	Federal funding for coaches	Materials fees for data folders Federal funds for coaches
Check-in/Review Date	Monthly check-ins with admin. to ensure teachers are implementing PD and PD is scheduled.	Bi-weekly check-ins to ensure MTSS is running smoothly	Monthly check-ins to provide data sheets for students.

Goal # 2 Action Map

Goal Statement: By the end of the 2023-2024 school year, 100% of classrooms will implement a positive intervention behavior and support framework, with the use of classroom DoJo, to support parent involvement, Maslow's hierarchy of needs, and classroom management. This framework will also include a ticket system to encourage student attendance.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Development	Classroom Walkthroughs	Using Classroom DoJo and behavior logs
Timeline	Aug. 2023 PD on classroom DoJo Aug. 2023 PD on PBIS PD on Maslow's hierarchy of needs for staff as needed	Sept. 2023-May 2024 Monthly classroom walkthroughs	Sept 2023- May 2024 monthly completion of classroom behavior logs Sept. 2023- implement Classroom DoJo in every classroom Jan. 2024 review use of classroom DoJo.
Lead Person(s)	Dawn Presley, Julie Creel & Stephenie Little	Julie Creel & Stephenie Little	Julie Creel & Stephenie Little
Resources Needed	-funding for PD	- staff funding	-internet access, viewSonics
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Instructional coach will work with teachers to ensure the PD they receive is implemented.	The Behavior Specialist and Dean of Students will meet with teachers monthly to ensure that classroom DoJo, PBIS, and students needs are being met.	The Behavior Specialist and Dean of Students will review behavior logs monthly to ensure teachers are completing them. They will also will meet with teachers monthly to ensure that classroom DoJo, PBIS, and students needs are being met.
Measure of Success	Certificates of completion	walkthrough forms	completion of behavior logs

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	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Federal Funding for PD	Federal and General Funding for staffing	Federal and General Funding for staffing
Check-in/Review Date	Monthly Admin check-ins to ensure PD in presented to staff and any concerns that need met.	Monthly Admin check-ins to ensure teachers are consistently using PBIS that is in place.	Monthly Admin check-ins to ensure teachers are consistently using PBIS that is in place.

Goal # 3 Action Map

Goal Statement: By May 2024, 95% of instructional staff will implement MTSS, which is critical in supporting the RIMPs, to ensure that all students receive the support they need to succeed, regardless of their individual needs and circumstances.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Development	Data Meeting	Progress Monitoring
Timeline	Aug. 2023 Schedule time into the day for teachers to work with students for MTSS. Sept. 2023 New staff will complete dyslexia training, MTSS training, RIMP training, and Science of Reading Training	Sept.2023-May 2024 bi-weekly data meetings to review MTSS/RIMP growth	Oct 2023 completion of RIMPs and MTSS forms Dec 2023 completion of RIMPs and MTSS forms Mar 2024 completion of RIMPs and MTSS forms May 2024

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

	Action Step 1	Action Step 2	Action Step 3
	Sept.2023-May 2024 walkthroughs during MTSS		completion of RIMPs and MTSS forms Sept 2023- May 2024 students monitored with CBMs Sept 2023- May 2024 students monitored with STAR reading
Lead Person(s)	Dawn Presley, Angela Swaino & Lindsey Durbin	Angela Swaino & Lindsey Durbin	Angela Swaino, Lindsey Durbin
Resources Needed	-job embedded coaching	-job embedded coaching	-accesses in renaissance STAR
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will have Friday's to work on MTSS paperwork. A spreadsheet was created to ensure all staff complete Dyslexia laws training. The instructional coach will complete a monthly MTSS walkthrough.	The data coach and the instructional coach will meet with teachers bi-weekly to discuss MTSS and ensure the data is being collected.	The data coach will monitor teachers' completion of progress monitoring on STAR. The instructional coach will monitor progress on MTSS forms.
Measure of Success	Certificates of completion &	Data meeting notes	Data from STAR

	Action Step 1	Action Step 2	Action Step 3
	walkthrough forms will be collected		
Description of Funding	Federal funding for coaches	Federal funding for coaches	Federal funding for coaches and renaissance STAR access.
Check-in/Review Date	December 2023 March 2024	bi-weekly check ins	Monthly check ins

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

The critical deficit in Word Recognition, Phonics, and Vocabulary is a significant issue that requires immediate attention. To address this, the Overarching Goal and Grade Level Sub goals were established. These goals are attainable through targeted instruction, professional support, stakeholder partnerships, progress monitoring, and effective feedback at every level.

To monitor student and grade level growth, a universal screener or established system of screeners and progress monitoring tools will be used. This includes Renaissance STAR, STAR CBMs, and the Phonological Awareness Screening Test (PAST). Progress Monitoring decisions are determined by Teacher-Based Teams, who use the results of Fall benchmark assessments to determine what interventions students will need during the MTSS process. In addition, all students are given Benchmark Assessments in the Fall, Winter, and Spring.

Measuring student progress is a crucial part of the education system. The feedback obtained from these measurements can be used to improve instructional planning, student growth, and communication with parents. The stakeholders, including teachers, parents, and other members of the education system, will receive appropriate feedback in a manner suitable for their audience.

Immediate and effective feedback will be provided to the teacher to help them plan their instruction

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and support student growth. This feedback can be used to identify areas in which students may need additional support or to adjust instructional methods to better meet the needs of students.

During conferences in February, parents will receive data related to their child's progress. This data will include RIMPs, or Research-Informed Measurement Practices, which are sent home quarterly with report cards. This information can be used by parents to better understand their child's progress, identify areas where their child may need additional support, and make informed decisions about their child's education.

Finally, data from targeted students or groups will be shared with grade-level teacher-based teams for collaborative planning for future instruction, supports, and interventions. This approach ensures that interventions and supports are tailored to the unique needs of each student, and that teachers can work together to develop effective strategies for student success.

Grade level data will be combined and presented to the Building Level Teams for analysis through the OIP 5 Step Process Framework. The building level analysis will be communicated to the District Level Teams for review, discussion, and system level analysis. By implementing this comprehensive approach, we can work together to address the critical deficit in Word Recognition, Phonics, and Vocabulary and ensure that every student has the tools they need to succeed.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Section 5 provides evidence-based strategies that can help educators meet the specific needs of learners and improve instruction. These strategies can also be used to support learners on Reading Improvement and Monitoring Plans (RIMPs). The training provided to teachers in the Science of Reading and Dyslexia will be helpful in implementing RIMPs. Additionally, the MTSS time provided twice a week will be utilized to work with students on their RIMPs.

Under Ohio Revised Code 3313.608, districts and schools must create Reading Improvement and Monitoring Plans (RIMPs) for students who are not on track in reading within 60 days of receiving their reading diagnostic results. The RIMP continues throughout the student's K-12 academic career until they are reading on grade level.

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To support learners on RIMPs, evidence-based strategies such as phonics, fluency, vocabulary, and comprehension instruction can be implemented. For example, phonics instruction can help students decode words accurately and fluently, while fluency instruction can help them read with expression and speed. Vocabulary instruction can help students develop a strong vocabulary, while comprehension instruction can help them understand and analyze what they read.

In conclusion, the evidence-based strategies identified in Section 5 can help educators meet the specific needs of learners and improve instruction. These strategies can also be used to support learners on Reading Improvement and Monitoring Plans (RIMPs) by providing targeted instruction in areas such as phonics, fluency, vocabulary, and comprehension. The implementation of these strategies can help students achieve grade-level reading proficiency and succeed academically.

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.*

The district's commitment to implementing evidenced-based strategies in educational systems and practices is a crucial step towards improving student success. By embedding these strategies into instructional plans, monitoring progress, and attending weekly data meetings, coaches and teachers can work together to ensure that all students receive the support they need to succeed.

The use of a multi-tiered system of support is an excellent way to address specific literacy needs and improve instruction. By breaking down the support into tiers, teachers can provide targeted and individualized instruction to students who need it most. The instructional framework, Reading Improvement Monitoring Plans, and intervention system will all be designed to incorporate these evidenced-based strategies.

It is important to note that the implementation of these strategies will require ongoing professional development for teachers and coaches. This will ensure that they have the knowledge and skills

necessary to effectively use these strategies to improve student success. Through this commitment to evidence-based practices and ongoing professional development, the district is taking a significant step towards improving student outcomes.

1. In this educational initiative, the focus is on equipping students with academic language skills, specifically inferential and narrative language, as well as vocabulary knowledge. The district's approach involves providing professional development sessions and TBT conversations to teachers, with the goal of enhancing their ability to effectively teach reading comprehension skills. The district is dedicated to supporting teachers through training, coaching, and monitoring to ensure that evidence-based strategies are implemented in the classroom. These strategies include encouraging students to engage in conversations that support their use and comprehension of language, developing students' narrative language skills, and teaching academic vocabulary through reading activities. By investing in these efforts, the district aims to foster an environment where students are better equipped to understand and communicate complex ideas, ultimately setting them up for greater academic success.

2. In this topic, we will discuss how students can develop awareness of the segments of sound in speech and how they link to letters. To achieve this, we teach students through Fundations and Kilpatrick Drills. These methods help students recognize and manipulate segments of sound in speech effectively.

Moreover, we also teach students letter-sound relations through Fundations. This approach helps students learn the relationship between letters and sounds. We employ word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. This helps students to develop a deeper understanding of the sounds that make up words.

Overall, by teaching students to recognize and manipulate segments of sound in speech, and the relationship between letters and sounds, we help them become more proficient readers and writers. Furthermore, we use various activities to link their knowledge, making

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the learning process more engaging and effective.

3. Wilson-Fundations is an instructional program that incorporates a direct, explicit, and systematic approach to teaching students how to decode words, analyze word parts, and write and recognize words. The program is designed to teach students how to blend letter sounds and sound-spelling patterns, recognize common word parts, and read decodable words both in isolation and in text.

In addition, the program also focuses on teaching students regular and irregular high-frequency words so that they can recognize them efficiently. This is an essential component of the program as it helps students to build their vocabulary and improve their reading comprehension. The program also introduces non-decodable words that are essential to the meaning of the text, which helps students to better understand what they are reading.

Overall, Wilson-Fundations is an effective instructional program that can help students to become proficient readers and writers. By providing direct, explicit, and systematic instruction, students can learn to decode words, analyze word parts, and write and recognize words with greater ease and confidence.

4. Encouraging students to read connected text on a daily basis is a great way to support their reading accuracy, fluency, and comprehension. To achieve this goal, various strategies such as read aloud, decodable books, think aloud, prompting, and tiered reading groups are employed. These strategies help to model reading strategies, scaffold learning, and provide timely feedback to enhance students' word identification skills.

The use of these strategies also teaches students to self-monitor their understanding of the text and correct any word-reading errors they encounter. This helps to develop their fluency and accuracy in reading, while also allowing for opportunities to practice oral reading with feedback.

Overall, these strategies provide a supportive environment for students to develop their reading skills and become confident readers. By using a range of strategies, teachers can cater to the diverse needs of their students and ensure that everyone has the opportunity

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to succeed in reading.

5. Multi-tiered systems of support (MTSS) have been shown to be highly effective in improving student outcomes, particularly in literacy. By adopting and implementing a multi-tiered reading intervention, your school is making a commitment to providing targeted support to students who are struggling with reading.

One key component of a successful MTSS process is the use of consistent universal screeners. These screeners help identify students who may be at risk for reading difficulties and allow for early intervention. Additionally, scheduling intervention times and providing professional development in intervention for teachers can help ensure that interventions are implemented effectively.

Another important aspect of a successful MTSS process is the use of evidenced-based routines and resources for intervention. By utilizing strategies and materials that have been shown to be effective, your school can maximize the impact of interventions and help students make significant gains in their reading skills.

Overall, the evidence base for the use of MTSS processes in improving literacy outcomes is strong. By implementing a comprehensive multi-tiered reading intervention, your school can help ensure that all students receive the support they need to become successful readers.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Culturally responsive practice and the science of reading are two critical areas of focus in the field of education. In order to promote the best possible outcomes for students, it is essential that educators are equipped with the knowledge and skills necessary to effectively address these topics.

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In our district, we have developed a comprehensive professional development plan that prioritizes both culturally responsive practice and the science of reading. This plan includes a variety of learning opportunities designed to help educators deepen their understanding of these topics and apply them in their classrooms.

To address culturally responsive practice, we have incorporated a range of resources, such as workshops, webinars, and online courses. These opportunities are designed to help educators build their cultural competence, develop anti-bias practices, and create inclusive learning environments for all students.

To address the science of reading, we have implemented a variety of evidence-based instructional strategies and techniques that have been shown to be effective in promoting reading success for all students. Our professional development plan includes ongoing training and support for educators to help them implement these strategies effectively.

Overall, our district is committed to providing our educators with the tools and resources they need to effectively address culturally responsive practice and the science of reading in their classrooms. By doing so, we believe we can help all students reach their full potential and achieve academic success.

Using the knowledge listed above with our first goal, our students will work toward growing 40 SGP. Our districts plan to ensure student growth will be to provide professional development to teachers and provide Job-embedded coaching.

The professional development (PD) that our district provided for MTSS, RIMPs, and Progress Monitoring is an excellent step towards ensuring that teachers are equipped with the necessary tools to handle diverse learners. The implementation of this training in the classrooms is a testament to the commitment of our district towards providing quality education for all students.

Our district had a staff member from our building complete a structured literacy program and received Dyslexia Practitioner certification. This certification will prove invaluable in teaching students with dyslexia and other learning challenges. Also, the 18 hours of dyslexia law training attended by all staff

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is a testament to your district's commitment towards providing a supportive and inclusive learning environment for all students.

Our job-embedded coaching works to ensure that teachers continue to use this information is an excellent addition to the training program. The bi-weekly data meetings between coaches and teachers to make data-driven decisions that are instructionally focused is a great way to ensure that the training is not just theoretical but practical as well. It was also great to have Dr. Elliot provide intensive training on writing and language comprehension, which was well received. Dr. Elliot's return in March to help sustain our knowledge in these areas is a wise decision.

By providing staff with excellent professional development and support for implementing their knowledge gleaned from the PD, we are positive that our district will reach our goals in literacy for this school year.

For our second goal, 100% of our staff will provide the district's PBIS program within their classrooms, including classroom dojo, Maslow's hierarchy of needs, and classroom management.

By providing teachers with the tools they need to support their students is crucial in ensuring a positive learning experience. Classroom Dojo training is a great way to achieve this goal. By utilizing this platform, teachers can provide students with positive reinforcement for good behavior and track their progress. This data can then be used to make informed decisions about how to best support each individual student.

Another important aspect of student success is understanding their basic needs. Maslow's hierarchy of needs provides a framework for this understanding, and our staff has received training on this topic. Continuing this discussion is crucial in ensuring that all students' needs are being met and that they are able to fully engage and succeed in the learning process.

Classroom management is another key factor in creating a positive and productive learning environment. Our district provides ongoing professional development in this area. As the needs of the classroom change with new students arriving and departing, it's important to continuously adapt and improve our classroom management strategies.

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Lastly, ensuring consistent attendance is critical to student success. By providing attendance incentives, students are motivated to attend school regularly, which in turn helps them stay on track academically. Providing these comprehensive approaches will support our students to succeed in our district.

Our final goal is to have 95% of staff implementing the MTSS process within their classrooms. To ensure this happens our district provided training on MTSS as well as RIMPs which work alongside the Reading MTSS.

Multi-Tiered System of Supports (MTSS) is a comprehensive framework that aims to identify and provide targeted support to students who are struggling academically, behaviorally, or socially. The success of MTSS relies heavily on its implementation being sustained, intensive, data-driven, and instructionally focused. That is why providing training to our teachers on best practices in MTSS was crucial. Having job embedding coaches will ensure the best practices are in place.

Reading Improvement and Management Plans (RIMPs) are an effective tool for ensuring literacy instruction is intensive. When paired with Multi-Tiered Systems of Support (MTSS), these plans can be even more powerful. MTSS provides a framework for identifying students who are at risk of falling behind in their reading skills, and RIMPs offer a targeted and individualized approach to help those students catch up.

To ensure that these plans are effective, it is important to attend data meetings focused on MTSS and RIMPs. These meetings provide an opportunity to review data on student progress, identify areas where additional support may be needed, and make adjustments to instruction as necessary. By regularly reviewing data and adjusting instruction, teachers can ensure that their MTSS and RIMP efforts are instructionally focused and data-driven.

Ultimately, the goal of MTSS and RIMPs is to improve literacy outcomes for all students. By providing targeted support to those who need it most, teachers can help ensure that all students have the skills they need to succeed in school and beyond.

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

Citations

- Renaissance Learning, Inc. (2023)
- Ohio Department of Education (2017). Ohio's LiteracyToolbox.
- Teaching with Poverty in Mind, Eric Jensen, (2009).
- Equipped for Reading Success, David A. Kilpartick Ph.D (2016).

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