March 4, 2024

Dear Superintendent Singer:

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

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

Strengths of the Reading Achievement Plan:
- The data section provides clear analysis of the trends shown by the data.
- The RAP lists a variety of internal and external factors that are contributing to overall student literacy achievement.
- The RAP clearly lays out the plan for monitoring adult implementation and student progress.

This plan will benefit from:
- Goal 2 Student Indicator is not a SMART goal. Consider making it clear how much student scores will increase.
- Consider being more specific about the sustained professional development opportunities you will provide to educators. The RAP is very specific about some of the professional development opportunities that are being offered but not about others.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Summit Academy Community School - Warren 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
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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.
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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 Community School Warren Elementary

DISTRICT IRN: 000305

DISTRICT ADDRESS: 2106 Arbor Ave. SE Warren, OH 44484

PLAN COMPLETION DATE: December 19, 2023

LEAD WRITERS: Natasha Walski, Diana Napolitan, Allison Glass

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
Allison Glass	Principal	Summit Academy Community School Warren Elementary	Allison.Glass@summitacademies.org
Diana Napolitan	Assistant Principal	Summit Academy Community School Warren Elementary	Diana.Napolitan@summitacademies.org

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

Name	Title/Role	Location	Email
Sara Robinson	Instructional Coach/Lead Intervention Specialist	Summit Academy Community School Warren Elementary	Sara.Robinson@summitacademies.org
Amber DeSantis	IEP Coordinator	Summit Academy Community School Warren Elementary	Amber.Desantis@summitacademies.org
Lisa Bates	teacher	Summit Academy Community School Warren Elementary	Lisa.Bates@summitacademies.org
Lauren Mazoros	teacher	Summit Academy Community School Warren Elementary	Lauren.Mazoros@summitacademies.org
Natasha Walski	Curriculum Administrator	Summit Academy Management Company	Natasha.Walski@summitacademies.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.
Developing, monitoring, and communicating a Reading Achievement Plan (RAP) at Summit Academy Community School – Warren Elementary involves a collaborative and strategic process tailored to the specific needs and context of our school community.

The District Leadership Team (DLT) and Building Leadership Team (BLT) received notification of the Reading Achievement Plan (RAP) requirement through email communication. The DLT and BLT chose to send representatives to the RAP Webinar that was provided by our sponsor ESC of Lake Erie West that was held on December 4, 2023, and presented by Aimee Mendohlson. Team members that attended were Allison Glass, Diana Napolitan, and Natasha Walski. The information and requirements from the RAP webinar was shared with the BLT during their weekly meeting on December 11, 2023 and the lead writing team and timeline for completing the RAP was established. The lead writing team includes: Allison Glass, Diana Napolitan, and Natasha Walski.

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

On Thursday, December 7, 2023, the team met to review current school improvement initiatives, analyze data, and create the goals. The BLT/ DLT initially examined K-3 Literacy Data, which included KRA, state testing data, Local Report Card Data, Renaissance Star Data, and RIMP Data. The DLT/BLT also reviewed existing school improvement plans such as One Plan/One Needs Assessment, Reading Improvement Plan, Reading Framework, MTSS Framework, and Ohio Improvement Process goals. We were able to see initial improvements. However, to address and close the achievement gap, it is crucial to strengthen our current initiatives. This involves ensuring core/tier 1 instruction is systematic, explicit, aligned with the science of reading, and evidence based. Moreover, using screener and diagnostic data is essential for planning and delivering effective, evidence-based interventions aligned with the science of reading practices.

The Reading Achievement Plan (RAP) template was shared in a Google Doc to facilitate collaborative work between the writing team and the BLT/DLT. The BLT thoroughly examined the plan, offering valuable feedback. During our BLT meeting on December 11, 2023, we discussed and incorporated the suggested adjustments or edits. Subsequently, the plan was collectively approved, finalized, and submitted to the department.

In January, the finalized plan will be distributed to all staff via email and discussed during TBT meetings. The goals and strategies outlined will also be shared with the Governing Board members through email, with the opportunity for discussion at any upcoming board meeting. Progress updates on this plan will be presented in the Director's Report during board meetings. At Summit Academy Community School Warren Elementary, we emphasize the importance of a robust partnership with parents and the local community. We plan to communicate RAP goals, strategies, and progress through Classtag, social media, family nights, and regular updates via our one-call system, taking into account the communication preferences of our school community.

Summit Academy Community School – Warren Elementary has implemented a systematic approach to monitor and communicate progress related to our school improvement goals. Following Ohio's Improvement 5 Step Process (OIP), we assess the effectiveness of Tier 1 instruction, identify students not responding to it, utilize data for instructional decisions, apply evidence-based interventions, and track student progress and intervention efficacy. Aligning all plans with the Ohio Improvement Process (OIP) enables district, building, and teacher-based teams (DLT, BLT, TBT) to collectively enhance student achievement as part of a system-wide improvement focus. For comprehensive student success, TBT, BLT, and DLT regularly review and analyze data to evaluate progress, pinpoint implementation issues, and identify academic successes and gaps. The assistant principal serves as the internal facilitator for literacy data within the TBT, supporting the building principal and BLT in the OIP process, instructional leadership, professional development, teacher induction, mentoring, and coaching. Monitoring occurs monthly by TBT and BLT and three times a year by the DLT to ensure the plan's effectiveness.

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.

Summit Academy Community School Warren Elementary is a community school designed to educate all students using a therapeutic approach to provide all students the greatest opportunities for success. We currently educate 108 students in grades K-7 with a variety of abilities; 100% are economically disadvantaged and 70% are identified as students with disabilities and receive special education services. Kindergarten through third grade consists of 52 students; 75% are identified as students with disabilities and receive special education services.

Summit Academy Community School Warren Elementary's Reading Achievement Plan (RAP) is intentionally aligned with and supports our current continuous improvement and equity initiatives. By adopting the Ohio Improvement 5 Step Process (OIP) as the framework for the RAP, our approach is inherently linked to our overarching commitment to continuous improvement. This alignment ensures that our efforts to improve reading achievement are integrated seamlessly into our comprehensive strategy for advancing educational outcomes and closing the achievement gap.

To address continuous improvement and equity efforts in literacy, Summit Academy Management (SAM) has developed a district-wide Reading Framework, which is aligned with Ohio's Plan to Raise Literacy Achievement to ensure all students become proficient readers. The Reading Framework not only explains how and why to teach vocabulary, phonemic awareness, phonics, reading fluency, language comprehension and writing, but it also highlights the importance of teaming to create improvement via the Ohio Improvement Process (OIP). This Reading Framework outlines instruction aligned to the science of reading, utilizing the Simple View to inform instruction within an integrated multi-tiered system of support (I-MTSS). Summit's I-MTSS is supported district wide through implementation of teacher-based teams (TBTs) and includes guidance and templates for providing, monitoring, and analyzing the results of intervention aligned to the science of reading. It also guides teams on how to intensify and fade support in reading, based on guidance from the Implementing Ohio's Plan to Raise Literacy Achievement document. Summit Academy Community School Warren Elementary has adopted the Reading Framework and worked to implement it over the last four years. This Reading Achievement Plan (RAP) is aligned with the Reading Framework of the district.

In the 2022-2023 school year, the DLT completed Lead for Literacy's Framework Navigator as part of Ohio's Lead for Literacy year-long cohort, to identify areas of strength and areas of improvement within our Reading Framework. After evaluation of our Reading Framework with the Lead for Literacy Framework Navigator, and review of our local equitable access plan, a renewed focus was placed on staff professional development. Specific areas of need include: understanding the Simple View of reading, understanding and delivery of structured literacy instruction, and providing effective reading interventions. Those are all components that will be addressed in the RAP as well.

After conducting a Curriculum Audit in the spring of FY23, it was determined that, even though Imagine Learning EL Education was rated "all-green" on ed-reports, the materials were not adequately addressing the foundational phonics skills gaps in student learning and we needed an explicit and systematic phonics core program with a scope and sequence to target these skills.   As a result, 95% Group Phonics Core Program was purchased to ensure all students have access to explicit and systematic phonics instruction using a structured literacy approach within our MTSS and Reading frameworks. Structured Literacy prepares students to decode words in an explicit and systematic manner. This approach not only helps students with dyslexia, reading disabilities, at-risk students, and struggling adolescents, but there is substantial evidence that it is effective for ALL readers. (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006). In this RAP, the school explores the level of implementation of that curriculum and the support needed to implement it with fidelity.

In the summer of 2023, the BLT completed Ohio's Literacy Pathways to enhance leadership capacity, recognizing the pivotal role of principals and other school leaders in improving student achievement and retaining high-quality teachers. Research underscores the significance of principals as key drivers of instructional improvement, second only to classroom teachers in their impact on student learning (National Association of Secondary School Principals & National Association of Elementary School Principals, 2013). The principal wields considerable influence over student achievement, guiding the school's mission and goals, concentrating on instructional quality, and fostering a culture of trust and collaboration. Principals who successfully achieve these objectives understand how to empower others, fostering a collective, focused, whole-school effort that consistently advances literacy teaching and learning. Having completed this training, the principal is ensuring that the work prioritized in the RAP aligns with prior plans and, ultimately, Ohio's Plan to Raise Literacy Achievement.

Summit Academy Community School – Warren Elementary has revisited ED STEPS - One Needs Assessment (ONA) and One Plan to ensure full alignment with the Reading Achievement Plan (RAP). Utilizing the ED STEPS planning process and tools has enabled us to develop a comprehensive and streamlined plan, consolidating all school improvement efforts for a more significant impact on student achievement. Furthermore, we have conducted a thorough review of the progress of our sponsor (ESC of Lake Erie West) plans and goals to guarantee alignment with the RAP.

Equity Efforts:

Summit Academy Community School Warren Elementary has aligned all school improvement initiatives, including the RAP, to Ohio's Strategic Plan for Education, *Each Child, Our Future*, which reflects the state's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills needed to be successful. Summit Academy Community School Warren Elementary has made it a priority to ensure all students have access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background, income, and any other differentiating factors.

According to data from the Local Equitable Access Tool, teacher inexperience at Summit Academy Community School – Warren Elementary is a concern. In the 2023-2024 school year, the break down of K-3 teacher/staff experience and licensure includes:

0-1 years of experience: 0%
2-3 years of experience: 60%
4-5 years of experience: 40%
5+ years of experience: 0%

Sub license: 20%
PK-3 & Intervention Specialist: 20%
PK-3 & 4/5 endorsement: 40%
Intervention Specialist: 20%

 Summit Academy Community School Warren Elementary has created a professional development plan to ensure equitable access to high quality education by training and supporting both teachers and leadership in the science of reading. Each year, a cohort of staff is trained in LETRS. This RAP will ensure prioritized continuation of that training, and implementation of the learning acquired. All licensed staff are also required to complete Ohio's Introduction to Dyslexia Course, K-3 prior to the 2023-2024 school year.

Another consideration when creating the RAP and equity efforts is the school's continuing focus on climate, culture, and PBIS. For the 23-24 school year, our staff participated in Harry Wong's *The First Days of School* book study and the BLT created and implemented over 26 routines and procedures based off of this book study to ensure all classrooms are implementing aligned, effective, and equitable routines and procedures.
.   Summit Academy Community School Warren Elementary has implemented Whole Brain Teaching strategies for over ten years. The Whole Brain principles: teach the joy of living for others; make every kid a winner by rewarding for improvement, not ability; talk less, teach more; and "consequences" must strengthen bonds, not sever them; have guided us in all of our school improvement initiatives.
For the last five years, Summit Academy Community School Warren Elementary has trained all staff - teachers and administrators - in Responsive Classroom. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. A teacher's approach to teaching and discipline are two major contributing factors of

equity. Educators who can define and articulate the goals and intended outcomes of their approach to teaching and discipline are better empowered and more likely to identify and use practices that both align with their philosophical beliefs and support their goals for students' behavior as well as their academic, social, and emotional learning outcomes.

Through the implementation of Responsive Classroom, we have been able to create optimal learning conditions for students to develop the academic, social and emotional skills needed for success in and out of school and build positive school and classroom communities where students learn, behave, hope, set, and achieve goals.

Responsive Classroom: Approach to Teaching
Implementation of Responsive Classroom creates the conditions for equity by creating a place where all students belong, all are significant, and all can find joy—a place that recognizes everyone who walks through the doors brings unique gifts and desires to learn. We create these conditions because we know "access to high-quality, equitable learning environments that respond to each child's needs, assets, culture, and stage development can help mitigate stresses and provide a pathway to a more equitable future" (The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2019).

Responsive Classroom: Approach to Discipline
Discipline is one of the greatest promoters of inequity. We know from research that "students of color and low-income students, who are more likely to experience external stressors outside of school, are less likely than their peers to report high levels of support, safety, and trust in school, and they are more likely to experience punitive disciplinary practices" (The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2019). Responsive Classroom addresses this through its approach to teaching discipline. Educators using the Responsive Classroom approach take a nonpunitive approach to discipline with particular focus on 1) creating safe and predictable learning environments to lay the foundation; 2) preventing off-task behavior and misbehavior by establishing rules and holding students to those rules in a proactive, firm, and consistent manner; 3) responding to off-task and misbehavior respectfully—preserving the dignity of the student—to help students get back on track and repair any damage; 4) solving chronic behavior problems by understanding the particular problem and utilizing individualized discipline practices to help the student develop self-regulation and return to positive behavior; and 5) managing outbursts to de escalate or interrupt behavior or emotional outbursts and help the student regain control.

Responsive Classroom creates the conditions for change that address academic and discipline disparity through practical strategies in the following four domains.

Positive community:
A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance. Discipline is taught through a set of strategies aimed at proactively setting students up for success, preserving the dignity of the student and group, and helping students to develop self-discipline.

Morning Meeting and Responsive Advisory Meeting: Daily meetings that build community, honor identity, and promote belonging, significance, and fun.

Teacher language: Speaking in ways that lead each student to envision success, think deeply, set goals, and work hard to achieve them.

Positive discipline: Involving students in creating rules, proactively teaching these rules, and responding nonpunitive to restore positive behavior, preserve student dignity, and continue learning.

Effective management:
A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Routines and expectations: Managing classroom time and space in ways that allow students to focus on learning and building autonomy.

Classroom organization: Organizing the classroom space to represent and support the learners it serves.

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

Engaging academics:
Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.

Academic Choice: Giving students meaningful choices in their learning.

Teaching the language of learning: Intentionally teaching speaking and listening competencies necessary for college and career readiness.

Active teaching and student practice: Teaching new skills in a way that includes demonstration and guided practice.

Developmentally responsive teaching:
Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Knowing all students: A collection of practices for learning about each student individually, culturally, and developmentally.

Building upon strengths: Structuring appropriately challenging lessons to connect learning to and build upon students' strengths.

Parents as partners: Strategies for involving families of diverse cultures and backgrounds.

Integrating the ongoing efforts of the school with Responsive Classroom and aligning them with the strategies outlined in the Reading Achievement Plan (RAP) is integral to the success of all school improvement initiatives at Summit Academy Community School Warren Elementary. The principles of Responsive Classroom will be consistently considered and applied throughout this plan.

MTSS Framework

The instructional and assessment practices throughout this plan provide the opportunity for all students across all grades to meet the expectations of the Ohio Learning standards. To ensure equity and achievement for all students, our instructional practices are aligned to our MTSS framework that includes Universal Design Strategies to support all students.

Summit Academy Community School Warren Elementary consists of a total of 8 classrooms with a maximum student: teacher ratio of 24 students to 2 teachers: The smaller class size and co-teaching model promoting inclusivity, collaboration, and enhanced learning outcomes. One of the primary advantages lies in the diversified expertise brought by two educators, often with different specialties. This diversity allows for a richer and more comprehensive approach to instruction, catering to varied learning styles and needs within the classroom. Students benefit from the shared knowledge and skills of both teachers, leading to a more well-rounded educational experience. Furthermore, the co-teaching model contributes significantly to fostering an inclusive environment. Students with diverse abilities, backgrounds, and learning styles find greater support and accommodation in a classroom where two educators collaborate. This inclusivity promotes a sense of belonging and equality among students, diminishing the likelihood of academic disparities. Equity is a cornerstone of the co-teaching model, as it actively addresses the individual needs of students. The presence of two teachers facilitates differentiated instruction, allowing for personalized approaches to meet varying levels of academic readiness. This targeted support is particularly valuable for students with special needs or those requiring additional challenges, ensuring that each learner receives the attention and resources necessary for their academic success.

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.*

Summit Academy Community School Warren Elementary is a community school designed to educate all students using a therapeutic approach to provide all students the greatest opportunities for success. We currently educate 108 students in grades K-7 with a variety of abilities; 100% are economically disadvantaged and 70% are identified as students with disabilities and receive special education services. Kindergarten through third grade consists of 52 students; 75% are identified as students with disabilities and receive special education services. While we recognize that individual experiences may vary, there are common challenges associated with high poverty that can negatively impact educational outcomes.

Summit Academy Community School Warren Elementary began data analysis with last year's Ohio State Test (OST) scores in reading and looked at 5-year trend data on 3rd grade OST results. Summit Academy uses Renaissance's Star Reading Assessment as a universal reading screener, given three times a year to all students K-3. This data was analyzed to evaluate the effectiveness of our tier one core instruction, as well as determine the need for further reading diagnostics. In addition, Summit used Kindergarten Readiness Assessment (KRA) data, as well as attendance data. Summit did not have any students assessed through either the OELPA or the Alternative Assessment for Students with Significant Cognitive Disabilities. We also looked at suspension data, attendance data, and even enrollment to get a good sense of the multifaceted nature of our building.

KRA 2023
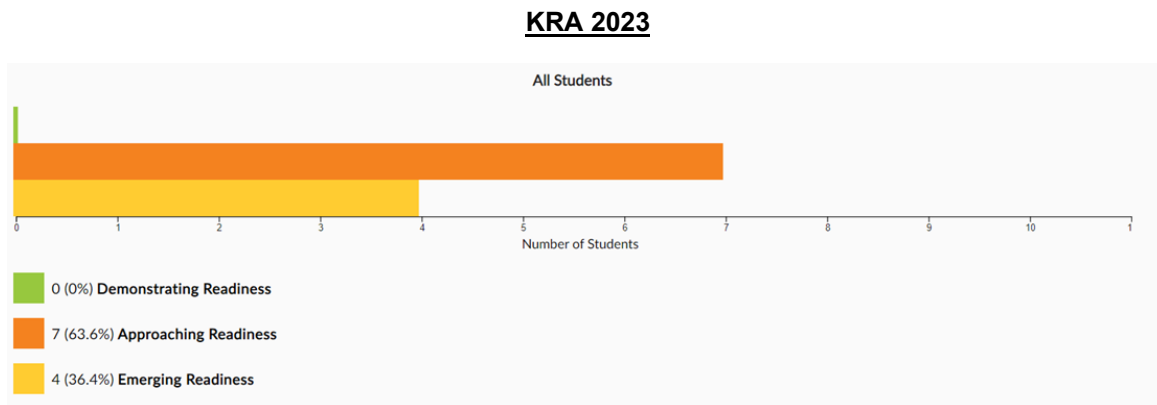
Emerging: Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards

Approaching: Students demonstrated some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.
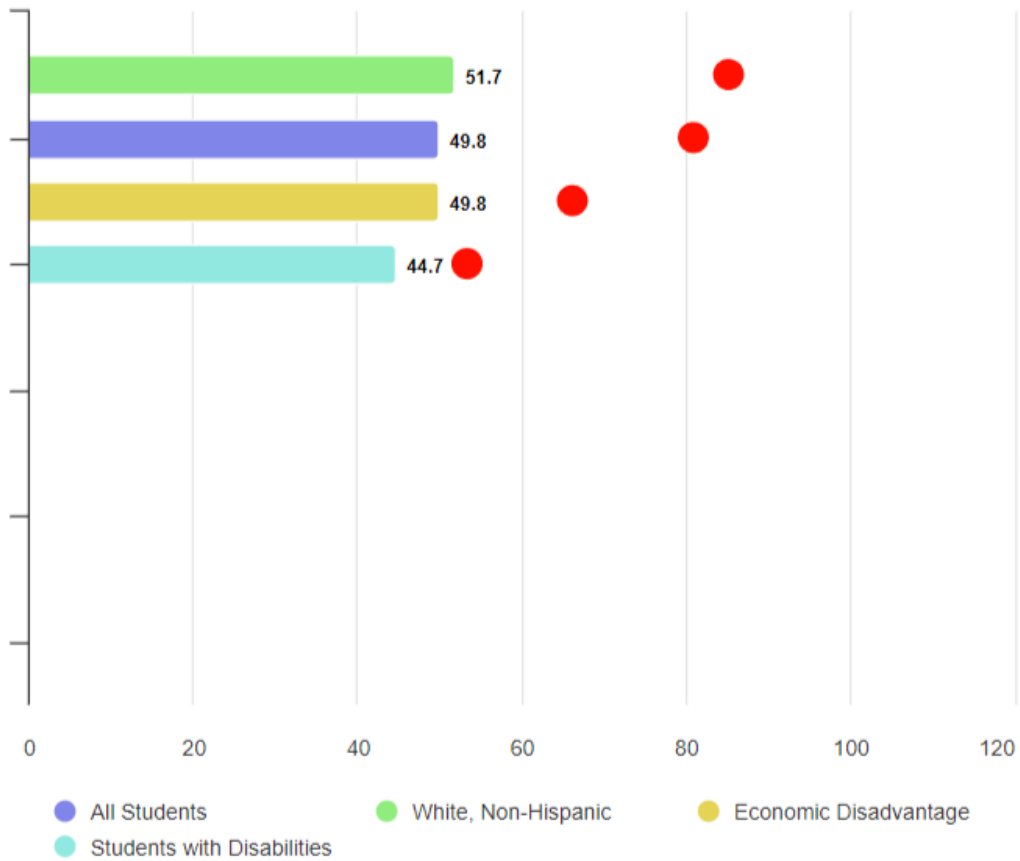
Demonstrating: Students demonstrated foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

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

Ohio State Test ELA 2022-2023 advanced-purple, accomplished-blue, proficient- green, basic- orange, limited-red

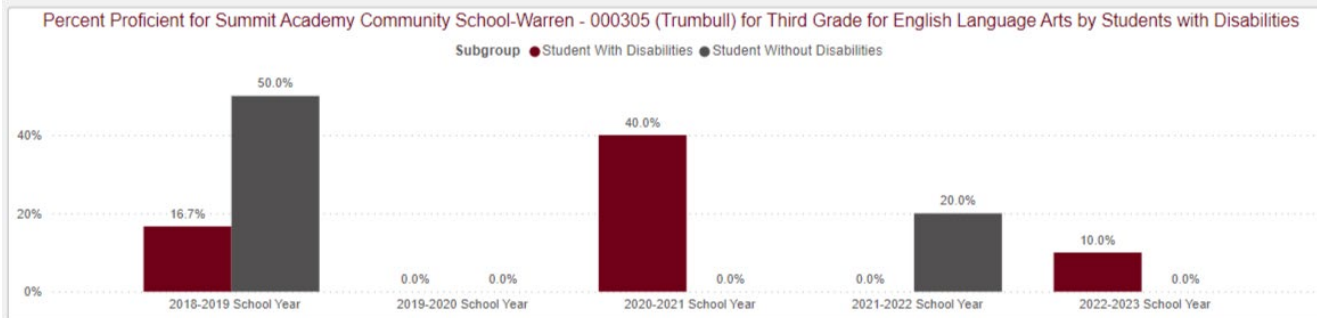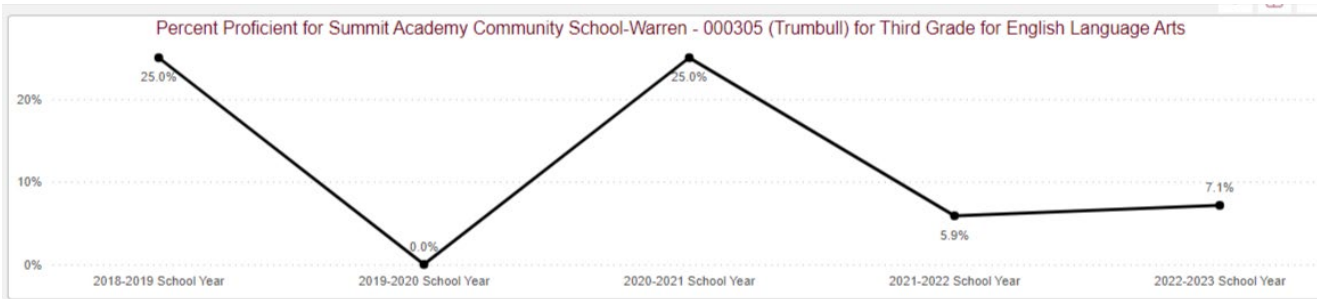|						Limited	Basic	Proficient	Accomplished	Advanced
District	Grade 3 English Language Arts	Ohio's State Tests	3	Fall 2022 (OST)	Percent	63%		19%	19%	
					Count	10		3	3	
District	Grade 3 English Language Arts	Ohio's State Tests	3	Spring 2023 (OST)	Percent	50%	31%	13%	6%	
					Count	8	5	2	1	
District	Grade 4 English Language Arts	Ohio's State Tests	4	Spring 2023 (OST)	Percent	56%	28%	6%	11%	
					Count	10	5	1	2	
District	Grade 5 English Language Arts	Ohio's State Tests	5	Spring 2023 (OST)	Percent	44%		56%		
					Count	4		5		
District	Grade 6 English Language Arts	Ohio's State Tests	6	Spring 2023 (OST)	Percent	70%	10%	10%	10%	
					Count	7	1	1	1	
District	Grade 7 English Language Arts	Ohio's State Tests	7	Spring 2023 (OST)	Percent	100%				
					Count	1				

Performance Levels

■ **%Limited (549-673):**
A student with a score of Limited has a hard time explaining a text and drawing simple conclusions, figuring out the meanings of basic words, organizing thoughts into writing, and showing command of the rules of English.

■ **%Basic (674-699):**
A student with a score of Basic can explain a text, draw simple conclusions about it, figure out the meanings of basic words, find the main idea of a text, create a piece of writing, and show command of the rules of English.

■ **%Proficient (700-724):**
A student with a score of Proficient can find details to support the main idea of a text, figure out meanings of words in academic texts and words or phrases in myths, and consistently create pieces of writing.

■ **%Accomplished (725-752):**
A student with a score of Accomplished finds a main idea that is indirectly stated in a story, drama, or historical or scientific text, analyzes events and procedures in a text, and shows strong command of English-language rules.

■ **%Advanced (753-846):**
A student with a score of Advanced finds main ideas that are indirectly stated in a text by pointing out specific details, figures out meanings of unknown words by using text clues, and shows mastery of English-language rules.

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

English Language Arts Achievement

Performance Index by Subgroup

	Value
White, Non-Hispanic	51.7
All Students	49.8
Economic Disadvantage	49.8
Students with Disabilities	44.7

Legend:
- All Students
- White, Non-Hispanic
- Economic Disadvantage
- Students with Disabilities

Ohio State Tests 3rd Grade ELA Trend Data All Students & Students with Disabilities Subgroup Data:

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Percent Proficient for Summit Academy Community School-Warren - 000305 (Trumbull) for Third Grade for English Language Arts

Percent Proficient for Summit Academy Community School-Warren - 000305 (Trumbull) for Third Grade for English Language Arts by Students with Disabilities

Subgroup ● Student With Disabilities ● Student Without Disabilities

K-3 Reading Diagnostics & Subscores

Kindergarten–
Phonemic Awareness – 15% proficient
Letter Naming – 23% proficient

First Grade –
Phonemic Awareness – 33% proficient
Letter Naming – 33% proficient
Letter Sound – 13% proficient

Second Grade –
Letter Sound – 50% proficient
Real/Nonword Reading – 20% proficient
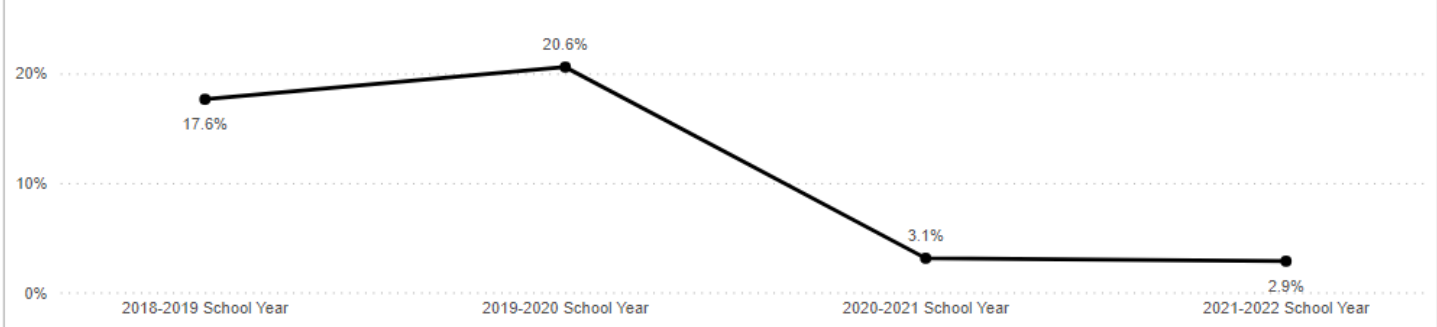Oral Text Reading – 0% proficient

Third Grade –
Oral Reading Fluency – 21% proficient

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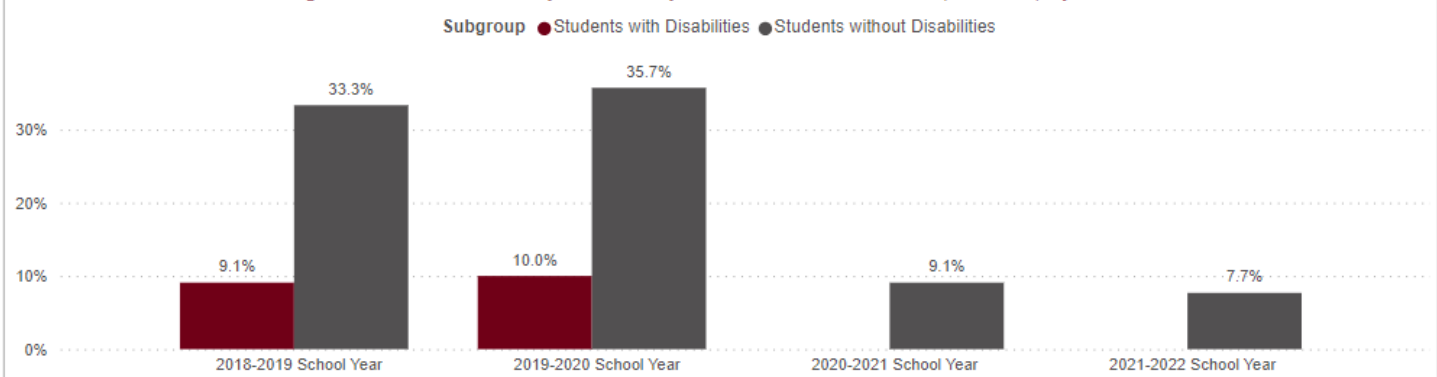| School Year | 2022-2023 School Year | | | | |
K3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage
Kindergarten Diagnostic to 1st Grade Diagnostic	3	0		0.0%	100.0%
1st Grade Diagnostic to 2nd Grade Diagnostic	8	0		0.0%	100.0%
2nd Grade Diagnostic to 3rd Grade Diagnostic	8	0		0.0%	100.0%
3rd Grade Diagnostic to 3rd Grade ELA Test	12	1		8.3%	91.7%
Total	31	1		3.2%	96.8%

Moved on Track Percentages for Summit Academy Community School-Warren - 000305 (Trumbull)
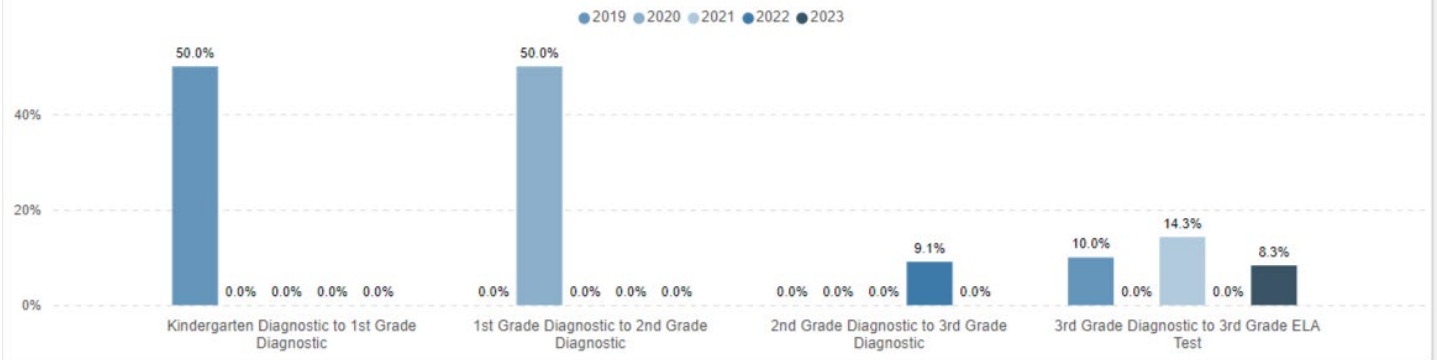
On-Track Percentages for Summit Academy Community School-Warren - 000305 (Trumbull)

On-Track Percentages for Summit Academy Community School-Warren - 000305 (Trumbull) by Students with Disabilities

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

School Diagnostic Results - Demographic Comparison

Choose a School Year	Choose a School	Choose a Subgroup	Choose a Grade Level
2022-2023 School Year	Summit Academy Community School-Warren - 000305 (Trumbull)	Students with Disabilities	All

Diagnostic Percentages for All Students
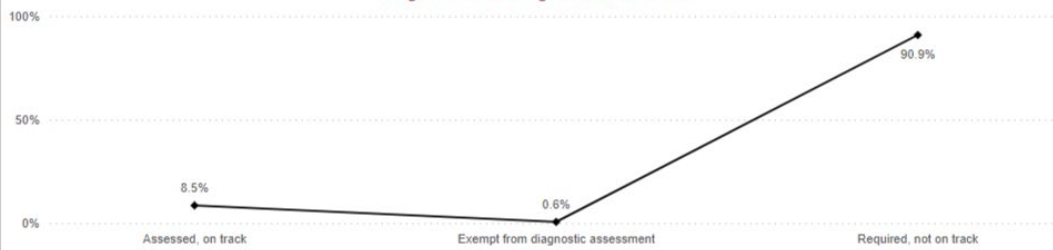
- 8.5% — Assessed, on track
- 0.6% — Exempt from diagnostic assessment
- 90.9% — Required, not on track

Diagnostic Percentages for Summit Academy Community School-Warren - 000305 (Trumbull) by Students with Disabilities

Subgroup ● Students with Disabilities ● Students without Disabilities

Required, not on track:
- 70.0% (Students with Disabilities)
- 30.0% (Students without Disabilities)
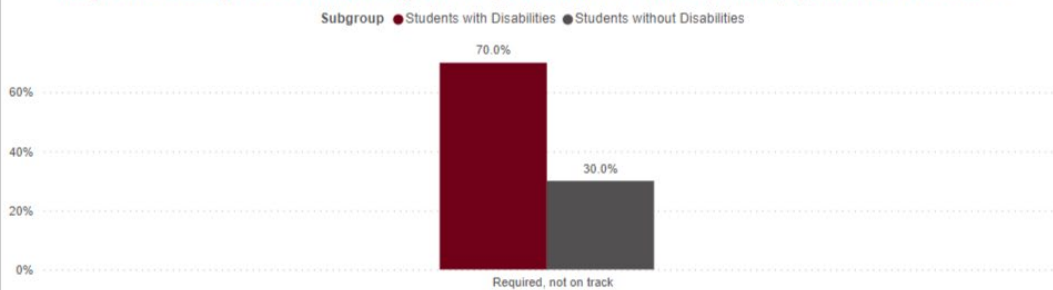
The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. Kindergarten, first and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2021 reading diagnostic) to see if they improved to on track on the Fall 2022 reading diagnostic. Third grade improvement evaluates students that were previously off t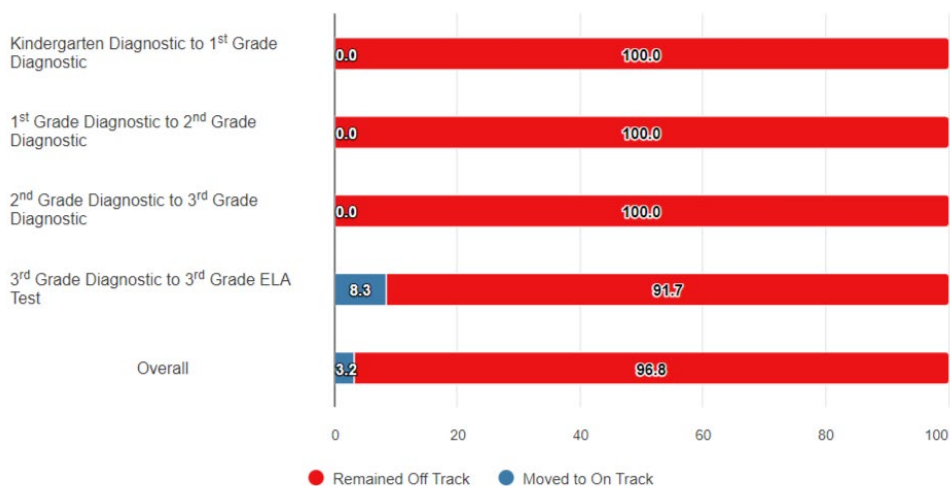rack (meaning they scored off track on the Fall 2022 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test.

Percentage of Previously Off Track Students That Moved to On Track

Category	Moved to On Track	Remained Off Track
Kindergarten Diagnostic to 1st Grade Diagnostic	0.0	100.0
1st Grade Diagnostic to 2nd Grade Diagnostic	0.0	100.0
2nd Grade Diagnostic to 3rd Grade Diagnostic	0.0	100.0
3rd Grade Diagnostic to 3rd Grade ELA Test	8.3	91.7
Overall	3.2	96.8

● Remained Off Track ● Moved to On Track

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Fall 2021 Reading Diagnostics

The fall 2021 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2023 Improving K-3 Literacy Measure.
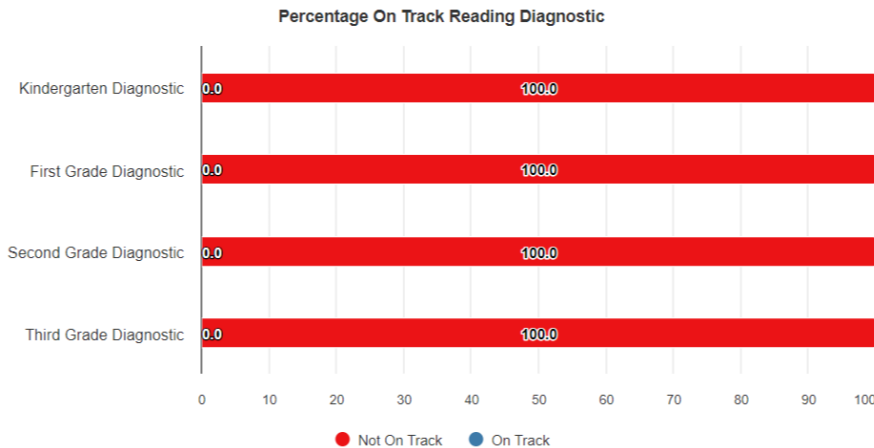
Percentage On Track Reading Diagnostic

Diagnostic	Not On Track	On Track
Kindergarten Diagnostic	0.0	100.0
First Grade Diagnostic	0.0	100.0
Second Grade Diagnostic	0.0	100.0
Third Grade Diagnostic	6.7	93.3

● Not On Track   ● On Track
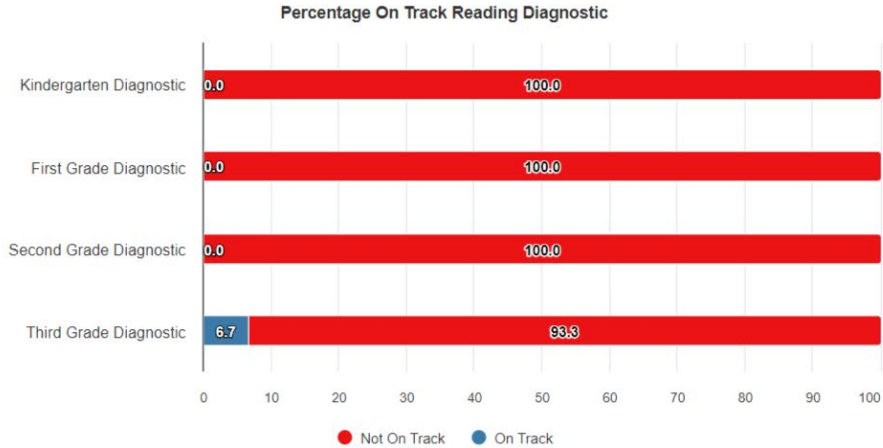
Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year over year

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.

Percentage On Track Reading Diagnostic

Diagnostic	Not On Track	On Track
Kindergarten Diagnostic	0.0	100.0
First Grade Diagnostic	0.0	100.0
Second Grade Diagnostic	0.0	100.0
Third Grade Diagnostic	0.0	100.0

● Not On Track   ● On Track

OELPA - NA

Alternative Assessment for Students with Significant Cognitive Disabilities – NA

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

Renaissance Star Data Benchmark Data

Class/Group	Teacher	Grade
Kindergarten	**Parker, Emily**	**K**
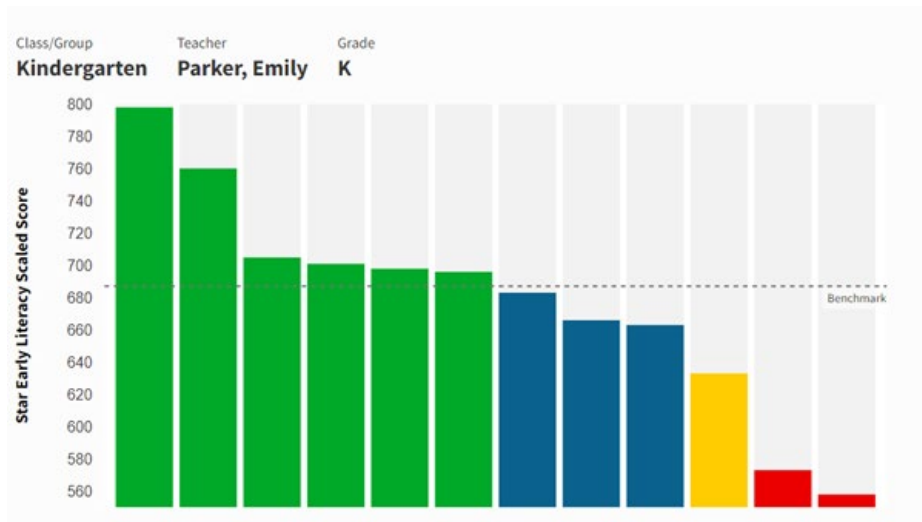
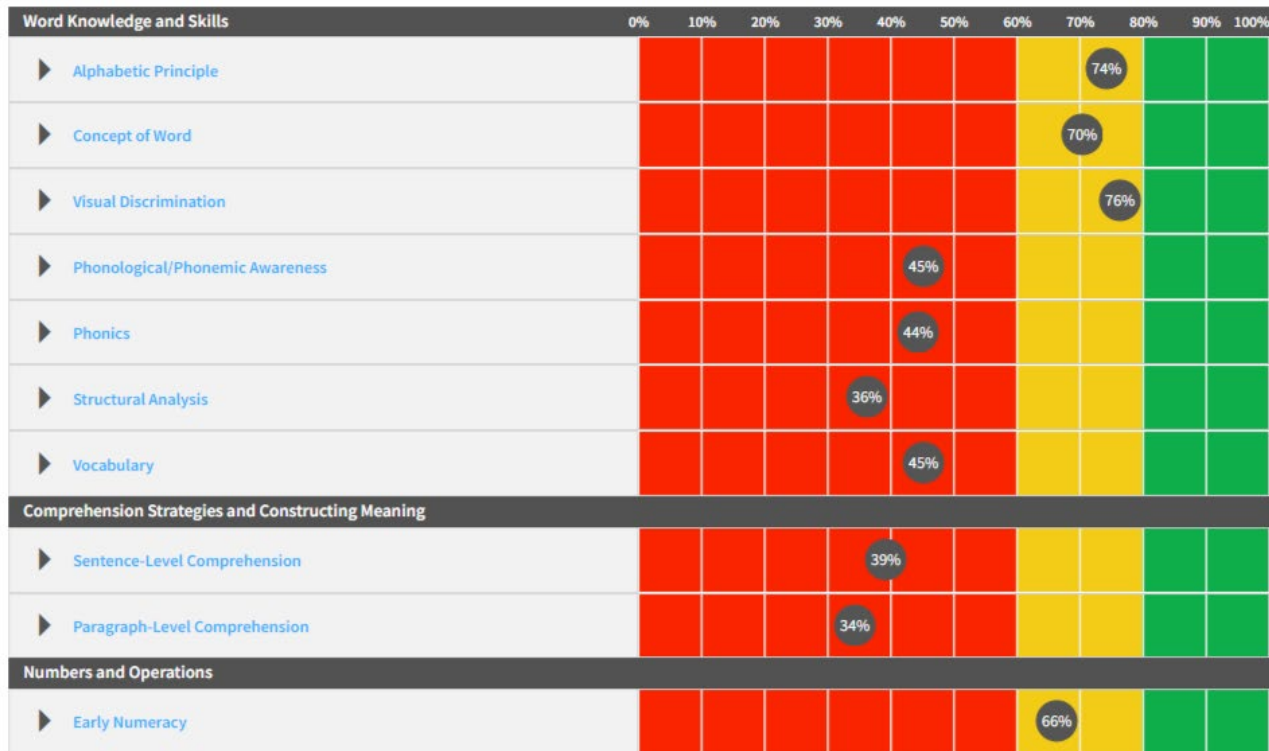*I am viewing Assessed Mastery for all reading assignment types for all students in Kindergarten at SA Warren Elementary* ⌄

Mastery for Early Literacy Subdomains

■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills	Mastery
▶ Alphabetic Principle	74%
▶ Concept of Word	70%
▶ Visual Discrimination	76%
▶ Phonological/Phonemic Awareness	45%
▶ Phonics	44%
▶ Structural Analysis	36%
▶ Vocabulary	45%
Comprehension Strategies and Constructing Meaning	
▶ Sentence-Level Comprehension	39%
▶ Paragraph-Level Comprehension	34%
Numbers and Operations	
▶ Early Numeracy	66%

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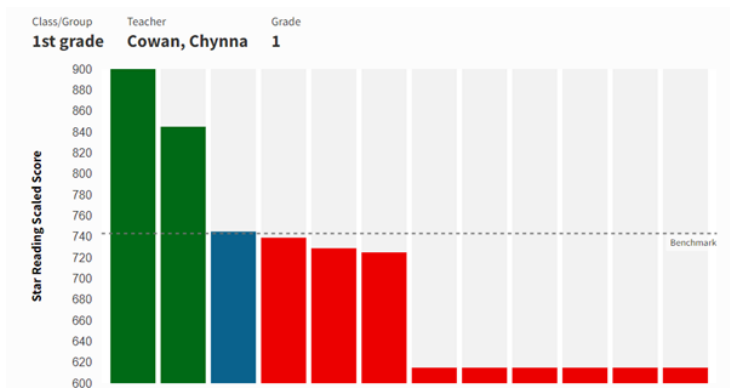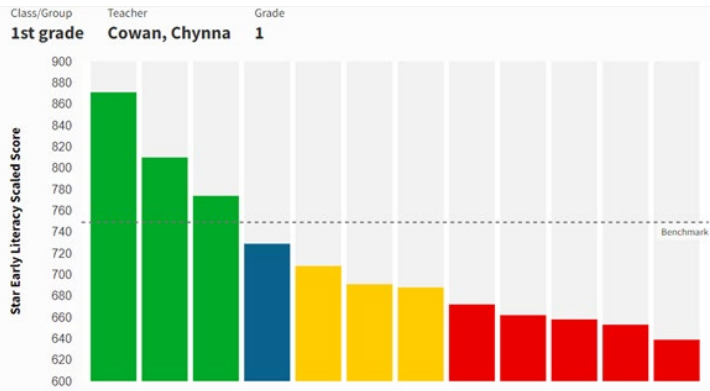**Section headings marked with an asterisk are required by state law.*

I am viewing Assessed Mastery for all reading assignment types for all students in 1st grade at SA Warren Elementary ∨

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									87%		
▶ Concept of Word									83%		
▶ Visual Discrimination									88%		
▶ Phonological/Phonemic Awareness							61%				
▶ Phonics							61%				
▶ Structural Analysis						53%					
▶ Vocabulary							61%				
Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension						56%					
▶ Paragraph-Level Comprehension					50%						
Numbers and Operations											
▶ Early Numeracy									80%		

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I am viewing Assessed Mastery for all reading assignment types for all students in 2nd grade at SA Warren Elementary ⌄

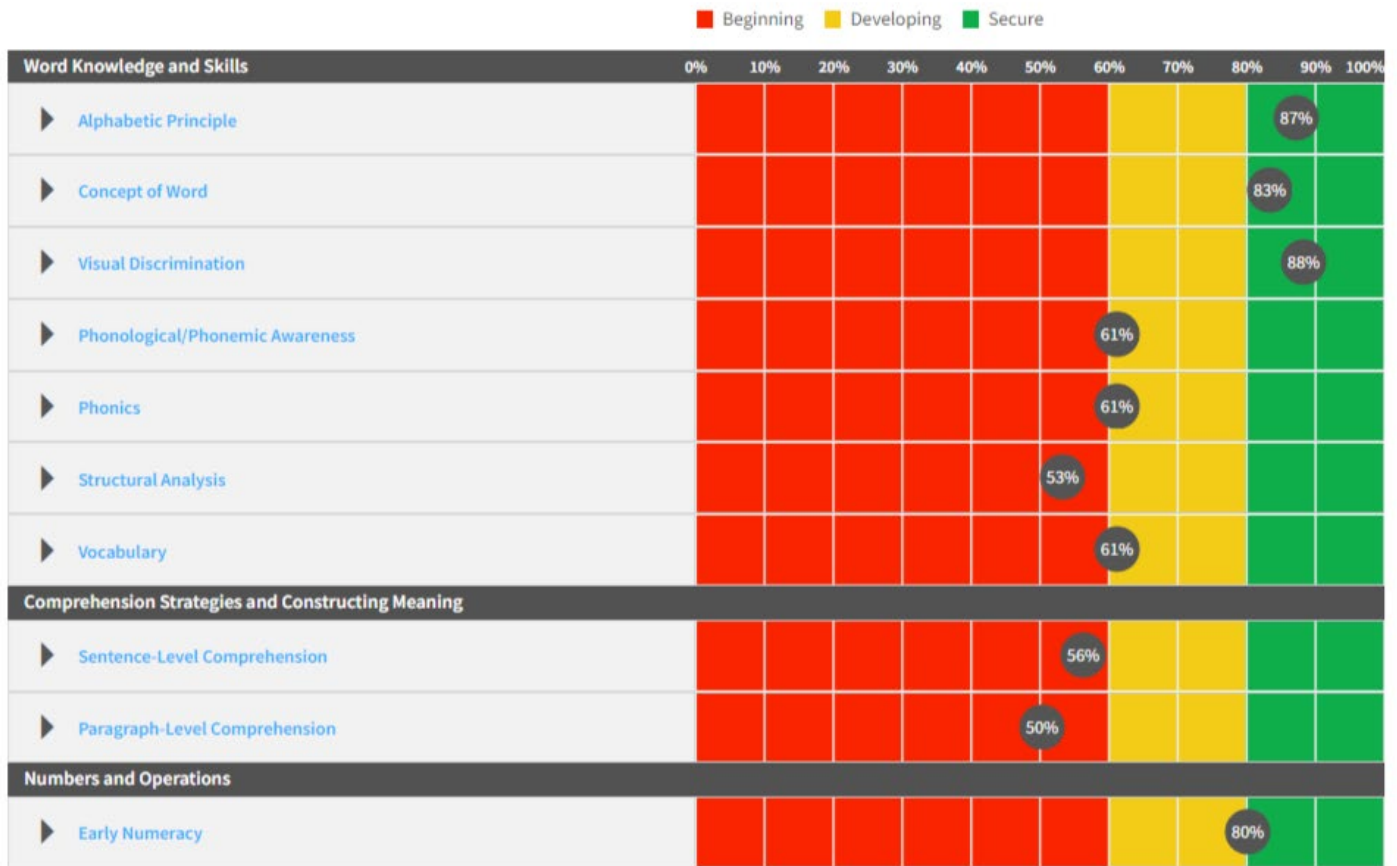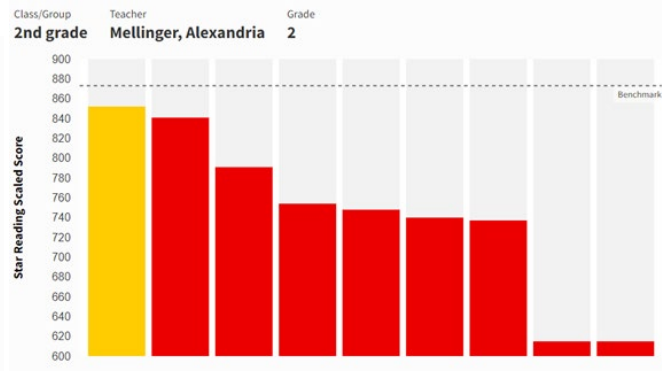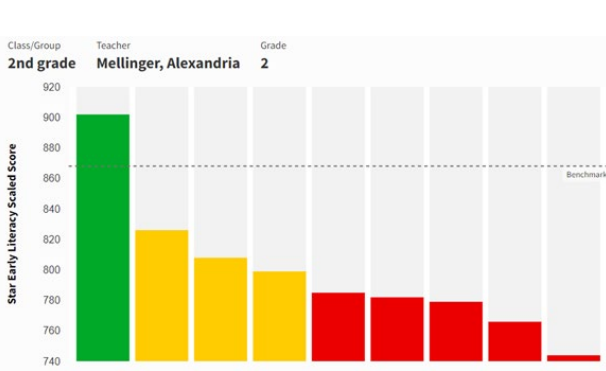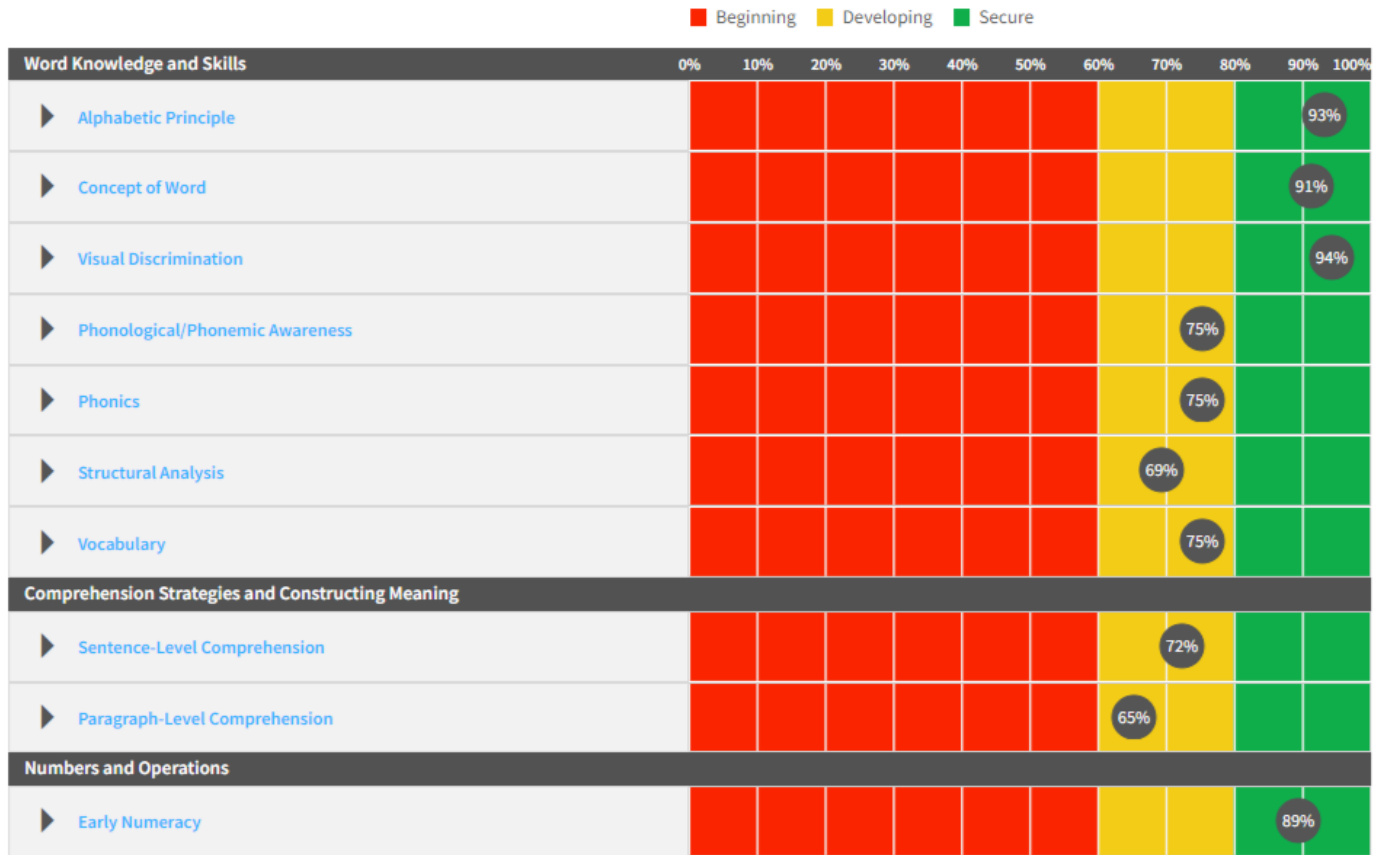## Mastery for Early Literacy Subdomains

🟥 Beginning   🟨 Developing   🟩 Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle										93%	
▶ Concept of Word										91%	
▶ Visual Discrimination										94%	
▶ Phonological/Phonemic Awareness								75%			
▶ Phonics								75%			
▶ Structural Analysis							69%				
▶ Vocabulary								75%			
Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension								72%			
▶ Paragraph-Level Comprehension							65%				
Numbers and Operations											
▶ Early Numeracy									89%		

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

Class/Group	Teacher	Grade
3rd grade	Mazoros, Lauren	3

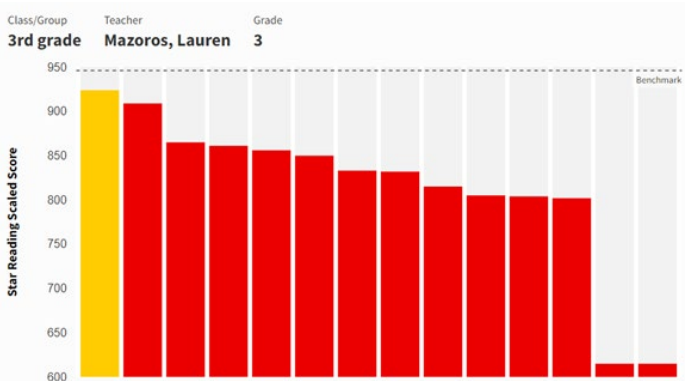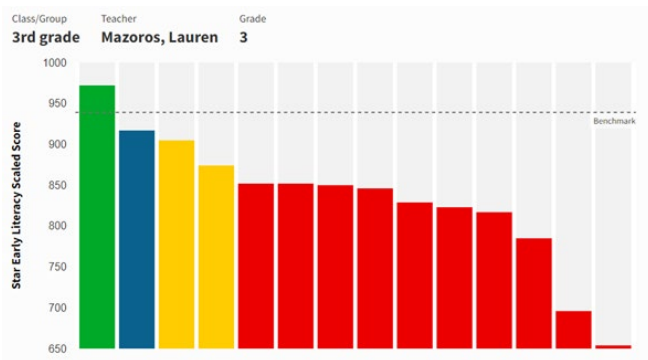| Class/Group	Teacher	Grade
3rd grade	Mazoros, Lauren	3

I am viewing Assessed Mastery for all reading assignment types for all students in 3rd grade at SA Warren Elementary ∨

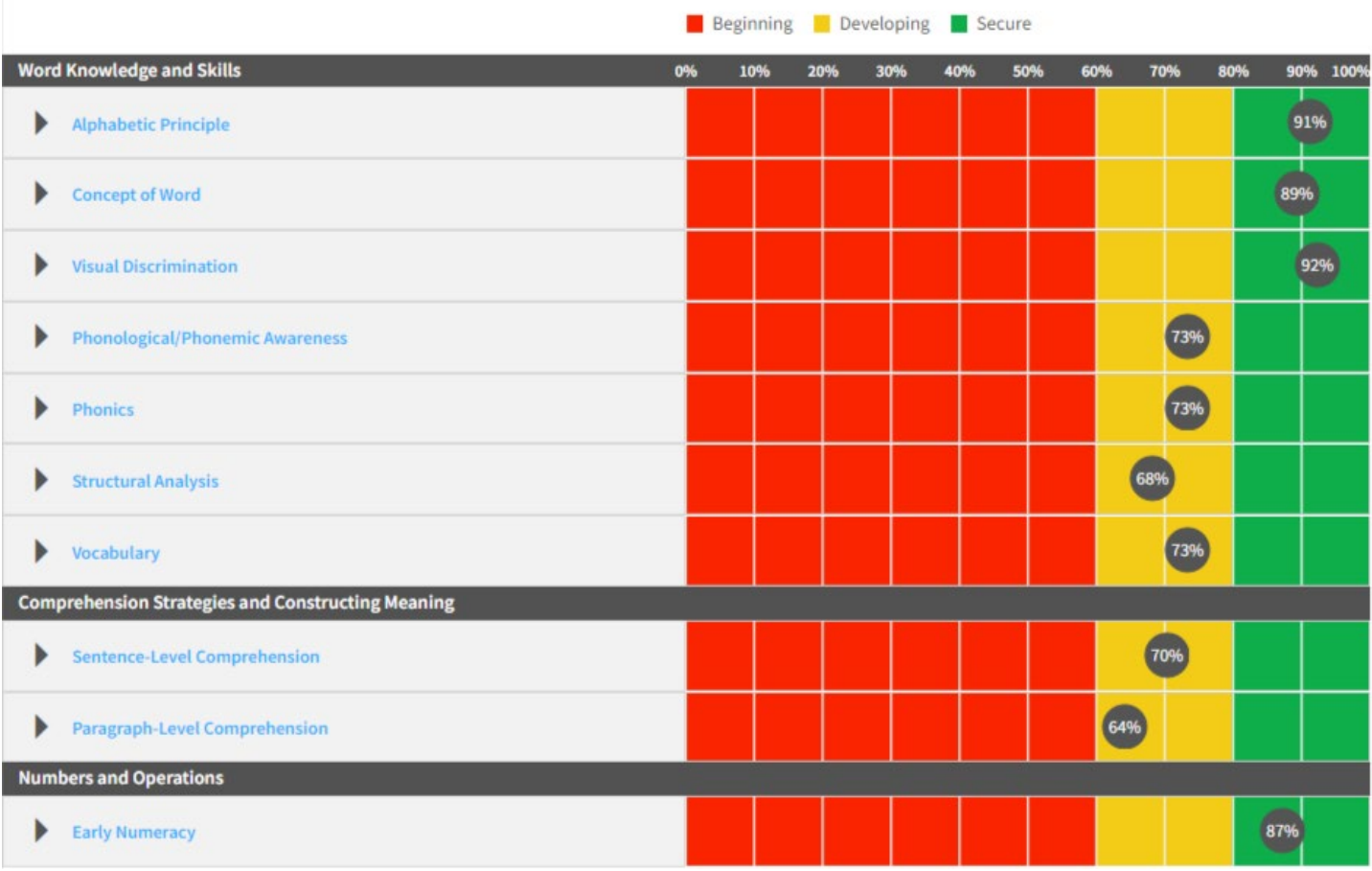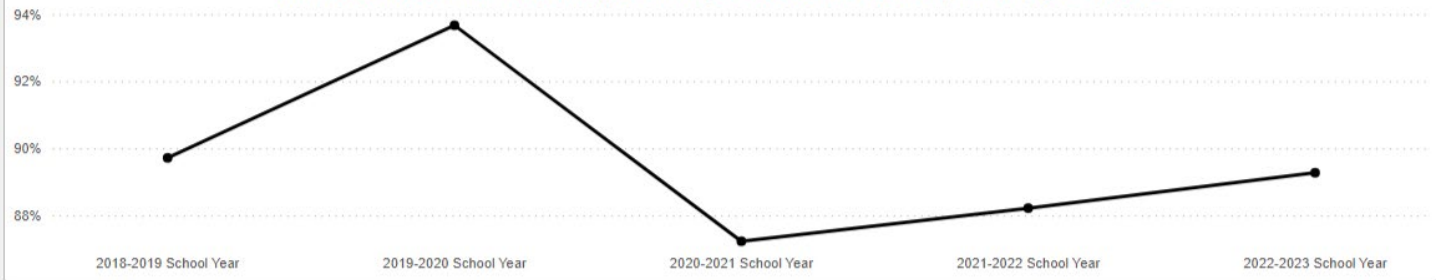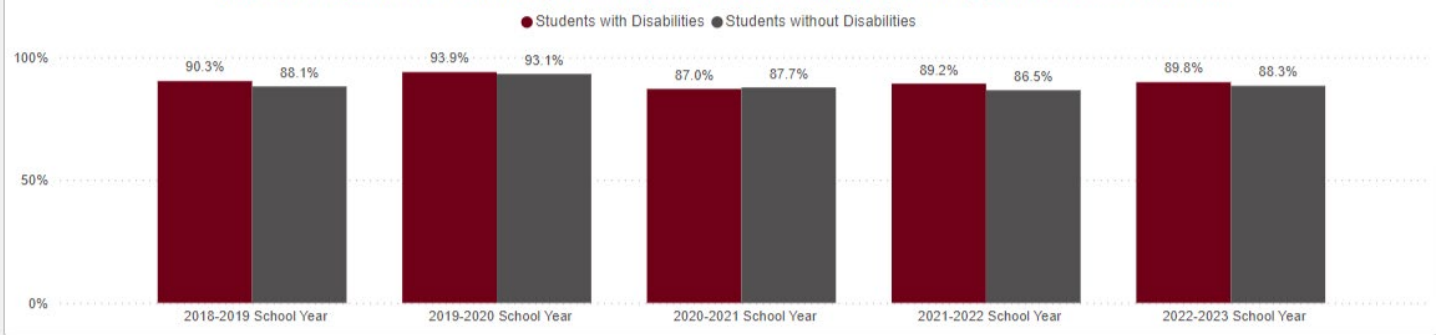## Mastery for Early Literacy Subdomains

■ Beginning   ■ Developing   ■ Secure

Word Knowledge and Skills

Subdomain	Percent
Alphabetic Principle	91%
Concept of Word	89%
Visual Discrimination	92%
Phonological/Phonemic Awareness	73%
Phonics	73%
Structural Analysis	68%
Vocabulary	73%

Comprehension Strategies and Constructing Meaning

Subdomain	Percent
Sentence-Level Comprehension	70%
Paragraph-Level Comprehension	64%

Numbers and Operations

Subdomain	Percent
Early Numeracy	87%

Attendance Data

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

Attendance Rate for Summit Academy Community School-Warren - 000305 (Trumbull) by All Students
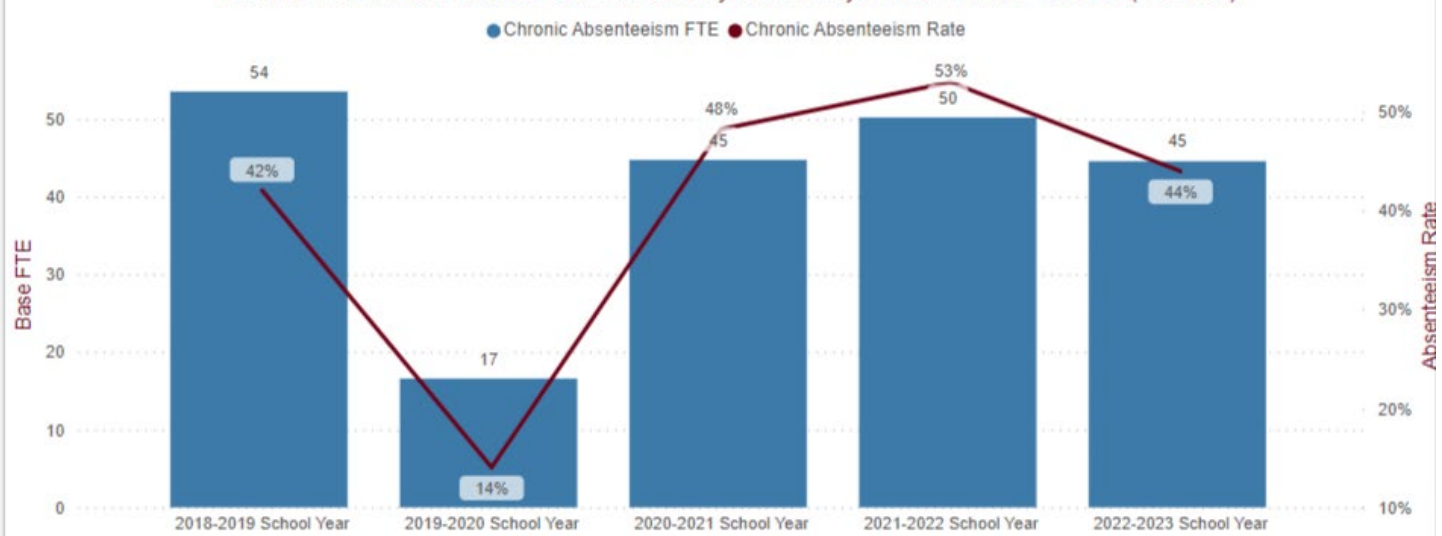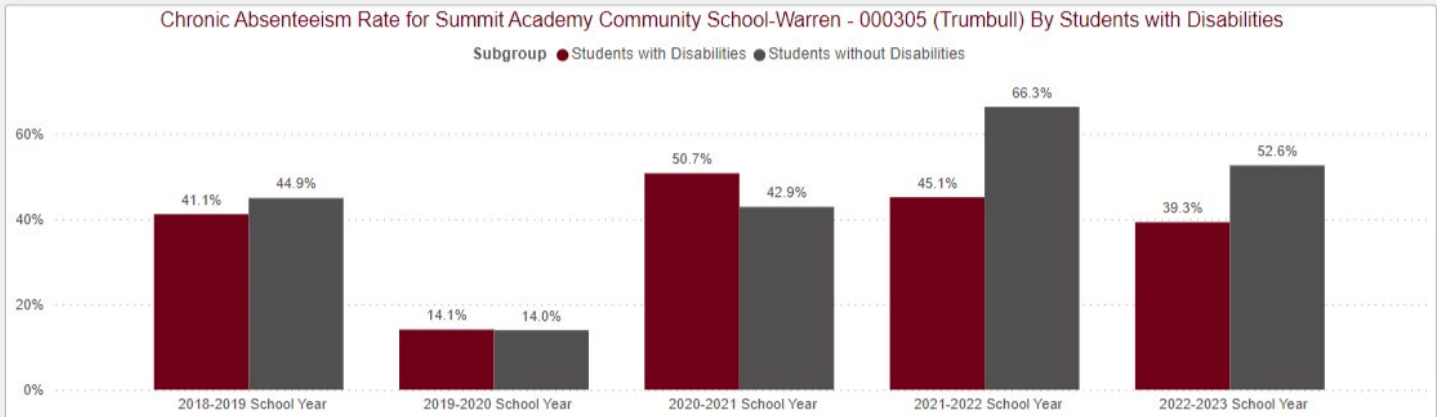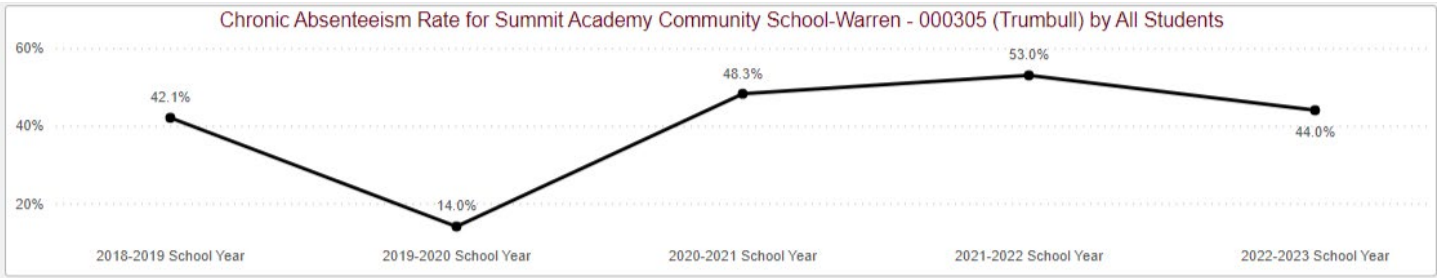

Attendance Rate for Summit Academy Community School-Warren - 000305 (Trumbull) By Students with Disabilities

● Students with Disabilities ● Students without Disabilities

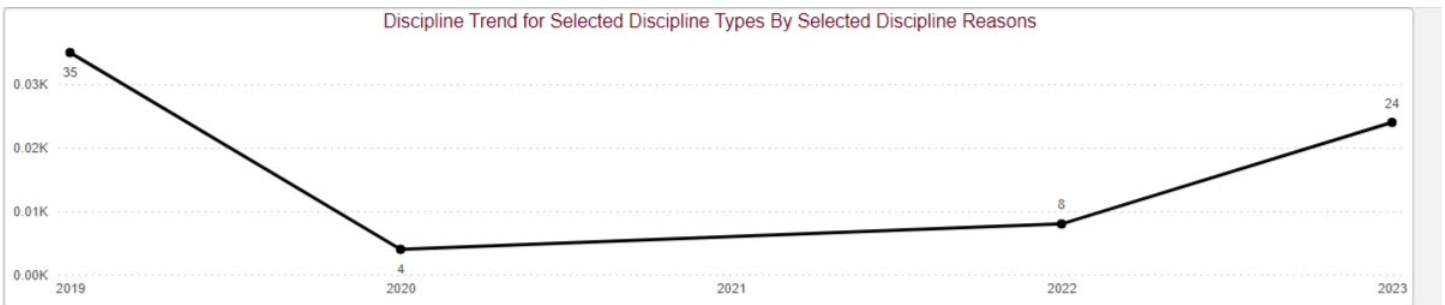|	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Students with Disabilities	90.3%	93.9%	87.0%	89.2%	89.8%
Students without Disabilities	88.1%	93.1%	87.7%	86.5%	88.3%

Chronic Absenteeism Category	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Satisfactory	24.51	59.07	20.41	19.11	20.52
At-Risk	49.21	42.44	27.54	25.39	36.16
Moderate	41.26	13.08	22.57	40.51	32.18
Severe	12.27	3.50	22.17	9.69	12.38
Total Base FTE	127.26	118.09	92.69	94.71	101.25

Chronic Absenteeism Rate for Summit Academy Community School-Warren - 000305 (Trumbull)

● Chronic Absenteeism FTE ● Chronic Absenteeism Rate

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Chronic Absenteeism Rate for Summit Academy Community School-Warren - 000305 (Trumbull) by All Students

Chronic Absenteeism Rate for Summit Academy Community School-Warren - 000305 (Trumbull) By Students with Disabilities

Subgroup ● Students with Disabilities ● Students without Disabilities

Discipline Data

Discipline Trend for Selected Discipline Types By Selected Discipline Reasons

Discipline Trend for Selected Discipline Types By Selected Discipline Reasons For Students with Disabilities

Subgroup ● Students with Disabilities ● Students without Disabilities

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| Discipline Reason | Subgroup | 2022-2023 School Year | | | |
		Emergency Removal by District Personnel	Expulsion	Out-of-School Suspension	Total
Disobedient/Disruptive Behavior	Students with Disabilities			3	3
	Students without Disabilities	5		9	14
Fighting/Violence	Students with Disabilities			1	1
	Students without Disabilities	1	1	1	3
Use, Possession, Sale or Distribution of a dangerous Weapon other than a Firearm or Explosive, Incendiary or Poison	Students without Disabilities		1		1
Use, Possession, Sale or Distribution of Tobacco Products	Students with Disabilities	1			1
	Students without Disabilities			1	1

Enrollment Data

Gender	Enrollment	% of Total
Female	35	34.1%
Male	67	65.9%
Total	102	100.0%

Race/Ethnicity	Enrollment	% of Total
Black, Non-Hispanic	12	11.7%
Hispanic	9	8.8%
Multiracial	13	13.0%
White, Non-Hispanic	68	66.5%
Total	102	100.0%

Grade Level	Enrollment	% of Total
Kindergarten	10	10.0%
1st Grade	5	4.4%
2nd Grade	15	14.9%
3rd Grade	15	14.4%
4th Grade	19	18.7%
5th Grade	9	9.1%
6th Grade	10	10.3%
7th Grade	18	18.2%
Total	102	100.0%

English Learner Status	Enrollment	% of Total
EL Student	1	1.0%
Not an EL Student	101	99.0%
Total	102	100.0%

Additional Subgroups	Enrollment	% of Total
Economic Disadvantaged	102	99.8%
Homeless Students	2	2.0%
Student With Disabilities	67	66.1%

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

Enrollment Trend for Summit Academy Community School-Warren - 000305 (Trumbull)

Enrollment Trend for Summit Academy Community School-Warren - 000305 (Trumbull) By Students with Disabilities
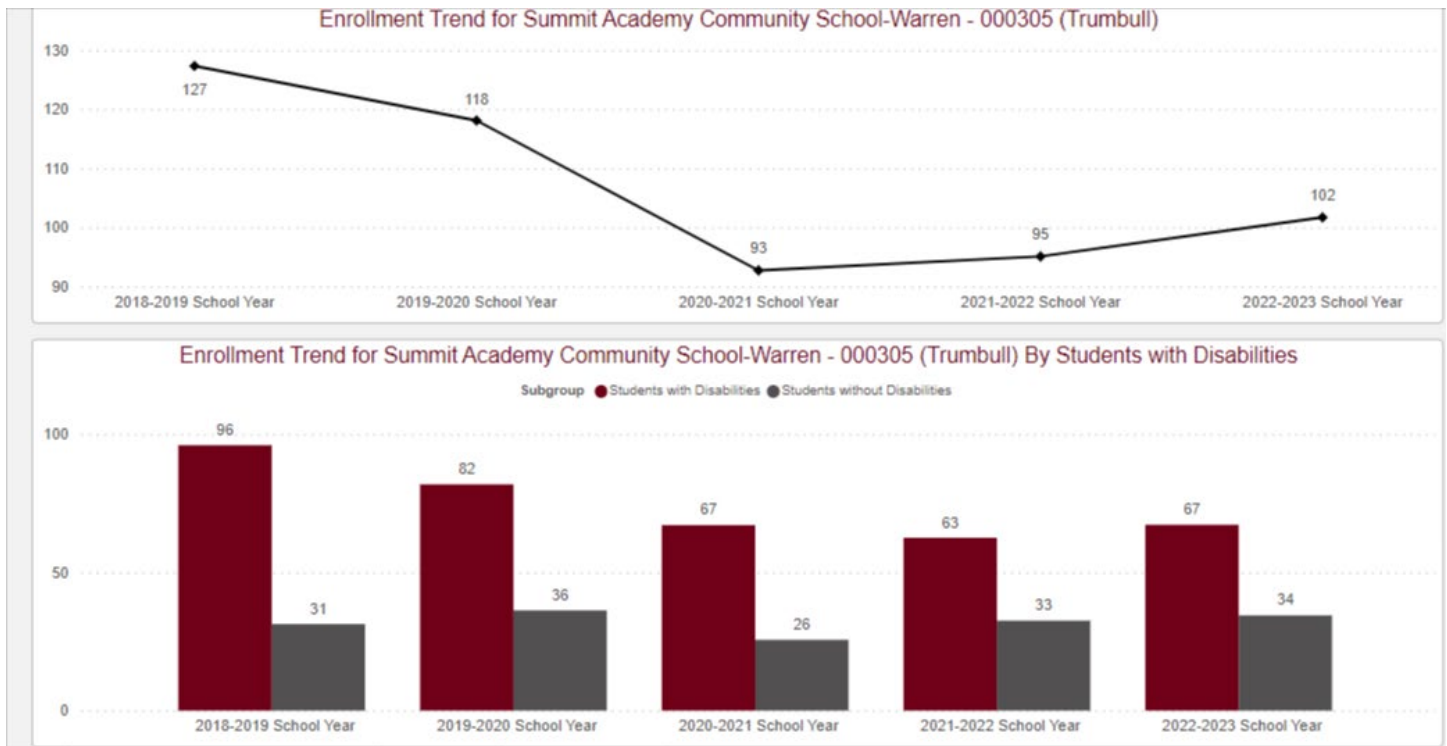
In analyzing this data, several trends became apparent. The first thing we looked at, being a school that prioritizes instruction for students with disabilities, is the state testing Performance Index by Subgroup. We did not meet the PI Indicators on State testing data for 3rd graders and showed an overall low achievement, with growth remaining stagnant.

Our fall Reading Diagnostic results have been inconsistent throughout the years. The past three years of data on Improving At-Risk K-3 Reading has shown little improvement in gap closing for our at-risk readers. Previous reading improvement efforts, when they occurred, were not easily tied to an identifiable improvement in reading scores. This has us looking at those past efforts to analyze what was not successful. Sustained and consistent implementation efforts will be addressed in this RAP.

When looking at the individual reading subskills assessed through Renaissance's Star Reading Assessment, each grade performed at or near mastery in alphabetic principle, concept of word, and visual discrimination. However, the majority of students struggled with phonological awareness, phonics, structural analysis, vocabulary and sentence- and paragraph-level comprehension. Knowing that comprehension is an outcome, we dug further into the subskills that lead to strong reading comprehension.

We administered further reading diagnostics and found that many students struggled with early literacy skills such as letter sounds, phoneme segmentation, expressive nonsense words, and oral reading fluency. The data provides a snapshot of proficiency levels in various literacy skills across different grade levels. In Kindergarten, 15% of students demonstrate proficiency in Phonemic Awareness, while 23% are proficient in Letter Naming. Moving to First Grade, there is an improvement in Phonemic Awareness and Letter Naming, with 33% proficiency in both, and an additional skill, Letter Sound, with 13% proficiency. Second Grade sees a notable increase in Letter Sound proficiency at 50%, while Real/Nonword Reading stands at 20% proficiency. However, Oral Text Reading in Second Grade shows no proficiency (0%). In Third Grade, Oral Reading Fluency records 21% proficiency.

This data highlights both positive trends and areas that may require additional attention. The improvement in certain skills from Kindergarten to First Grade is notable, suggesting effective early education strategies. However, the challenges observed in Oral Text Reading in Second Grade and the lack of proficiency in Oral

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

Reading Fluency in Third Grade indicate potential areas for targeted intervention and instructional focus. Utilizing this data to inform tailored professional development and instructional strategies may contribute to addressing these specific challenges and ensuring a more comprehensive development of literacy skills across grade levels.

Fifty percent of first graders need intervention in letter sounds. Thirty-three need intervention in phoneme segmentation. Second grade had a high number of students (69%) needing intervention in expressive nonsense words. Sixty-three percent scored in the intervention range in sight and high frequency words. Fifty-six percent scored in the intervention range in oral reading fluency. Third grade CBMs focused on sight and high frequency words and oral reading fluency. Eighty-six percent of third graders scored in the intervention range in sight and high frequency words. Fifty percent scored in the intervention range in oral reading fluency. This showed us a great need for instruction that can close gaps in early literacy skills for many of our students.

We also see how lost learning time could also be influencing reading achievement. Chronic absenteeism has been on the rise since 2019-2020 school year; reaching an all-time high in the 21-22 school year with a 53% chronic absenteeism rate. The Chronic Absenteeism rate was improved to 44% for the 22-23 school year, but still significantly higher than the pre-COVID years. Out of school suspensions had a significant increase to 24 suspensions in the 22-23 school year with an increase of the severity of behavioral incidents. Enrollment has decreased since the 19-20 school year, which we believe is linked to the uncertainty during the pandemic, but we have been able to gradually increase enrollment each year since. The school has implemented Whole Brain Teaching, Responsive Classroom, and systematic routines and procedures that support positive behaviors in the classroom, which will strengthen the work laid out in this RAP.

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.

There are a variety of internal and external factors that we believe contribute to low reading achievement at Summit Academy Community School Warren Elementary. Identifying and addressing these factors are critical for improving literacy outcomes.

Internal Factors:

Instructional resources & practices: Inconsistent implementation of research-based and standards-aligned curriculum. This inconsistency can lead to gaps in students' understanding of literacy concepts and hinder their overall progress.

Teacher Quality: The effectiveness of teachers delivering literacy instruction plays a crucial role. Inadequate teacher preparation creates a lack of deep understanding of evidence-based instructional strategies that are crucial for effective literacy development. This can result in suboptimal teaching methods that do not adequately support students in acquiring strong literacy skills. Teachers may lack the expertise to assess literacy levels accurately, leading to challenges to identify individual student needs and provide targeted support. Teachers may lack knowledge to meet the diverse needs of students or provide differentiated instruction to address individual learning needs.

Student Engagement: Low levels of student engagement, including disinterest in reading activities or a lack of motivation, can negatively impact literacy achievement. Fostering a love for reading is essential for long-term success.

Parental Communication and Involvement: Limited communication between educators and parents, as well as insufficient parental involvement in supporting literacy activities at home, can hinder a child's overall reading development.

Teacher Turnover: When experienced teachers leave, building leadership is required to allocate time and resources to train incoming teachers. This transition period can disrupt the continuity of literacy instruction, as new educators need time to familiarize themselves with curriculum, student needs, and effective teaching strategies. Teacher turnover often results in the loss of institutional knowledge, including insights into the specific needs of students, successful instructional approaches, and the overall culture of effective literacy instruction within the school. This loss can impede the school's ability to sustain and build upon past successes. The need to constantly train new teachers may hinder the depth of their understanding of effective reading instruction. This can impact student learning as teachers may not have the same level of expertise and experience in addressing diverse literacy needs and implementing research-based instructional strategies. High teacher turnover can disrupt professional learning communities, which are essential for collaborative efforts in refining and sharing effective literacy practices. A stable teaching staff is often better positioned to engage in sustained collaborative learning, benefiting both teachers and students.

Teaming structures: Ineffective teacher teams can significantly impede reading achievement. When collaboration is lacking, teachers may struggle to plan cohesively, resulting in fragmented approaches to literacy instruction. The absence of a supportive environment for sharing best practices hinders the exchange of effective strategies. This inefficiency may lead to challenges in addressing diverse student needs, leaving some learners underserved. Poor communication within ineffective teams can cause misunderstandings and misaligned efforts, impacting the overall coherence of literacy instruction. Additionally, the neglect of data-driven decision-making and limited professional development opportunities can result in stagnant instructional practices that do not align with best practices in literacy education. Such challenges not only hinder student progress but also contribute to a negative school culture, affecting morale and collaboration.

External Factors:

Understanding and addressing these external factors are crucial for developing effective strategies to improve literacy outcomes and promote equity in education. Collaborative efforts between schools, communities, and families are essential to mitigating the impact of these external factors on students' literacy achievement

Socio-economic Status: 100% of our students are economically disadvantaged and receive free and reduced lunch.   Students from lower socioeconomic backgrounds may face challenges such as limited access to books, resources, and educational opportunities, which can impact their literacy development. Research shows that children who live in poverty are exposed to up to 30 million fewer words than children who live in middle or upper class homes.

Home Environment: A lack of literacy-rich environments at home, including limited exposure to reading materials, lack of parental involvement in reading activities, and limited access to educational support, can hinder literacy development.

Community Resources: Many of our families have limited access to libraries and literacy programs that provide additional support for students to develop strong literacy skills.

Cultural and Language Barriers: Students from diverse cultural backgrounds or those for whom English is a second language may face challenges in adapting to educational practices that do not align with their cultural or linguistic experiences.

Health and Nutrition: Health issues, including poor nutrition, can impact cognitive development, including literacy skills. Adequate nutrition and overall well-being are essential for optimal cognitive functioning.

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

Technology Access: Limited access to technology, including computers and the internet, may hinder students from benefiting fully from digital learning resources that could enhance their literacy skills.

Parental Education and Involvement: Parents with lower levels of education or limited involvement in their child's education may struggle to provide the necessary support and encouragement for literacy development.

Early Childhood Experiences: Adverse experiences in early childhood, such as trauma or lack of exposure to early literacy activities, can have lasting effects on literacy development.

Chronic Absenteeism: Regular attendance is crucial for students to receive consistent and sequential literacy instruction. Chronic absenteeism results in missed opportunities to engage with reading and writing activities, hindering the development of essential literacy skills. Consistent attendance is particularly vital during the early years of education when foundational literacy skills are acquired. Chronic absenteeism in these crucial stages may contribute to lower reading proficiency levels, making it challenging for students to keep pace with their peers. Literacy development is often cumulative, with skills building upon each other. Frequent absences disrupt this progression, creating gaps in understanding that can affect a student's ability to comprehend more advanced reading materials. Regular attendance exposes students to a wide range of educational experiences, expanding their vocabulary and background knowledge. Chronic absenteeism restricts these opportunities, potentially leaving students with limited exposure to diverse language and content.

Access to preschool and K readiness: Many of our students lack access to early childhood programming and preschools, which affects their readiness for kindergarten and their earliest introduction to literacy development. According to Ohio's Plan to Raise Literacy Achievement, "Learners who "start behind, stay behind" - Although learners may make progress in school, for example, make a year's worth of growth in one school year, students who begin kindergarten academically behind generally remain behind."

Transient Population: Frequent moves can lead to disrupted learning continuity, as students may experience gaps in curriculum alignment and miss essential literacy instruction. This inconsistency can impede the development of sequential literacy skills. Different schools may follow varied curriculum standards and pacing, and students transitioning between schools may face challenges in adjusting to these differences. This can affect their ability to build upon previously acquired literacy skills. Transient students may have limited access to consistent literacy support services, such as reading intervention programs or specialized instruction. The lack of stability in educational environments can hinder targeted literacy interventions.

COVID-19 Pandemic: The COVID-19 pandemic has led to significant learning loss across educational systems worldwide. The prolonged closures of schools, disruptions to traditional learning environments, and the shift to remote or hybrid learning models have collectively contributed to academic setbacks. Students, particularly those from disadvantaged backgrounds, faced challenges in accessing online resources, adapting to new learning formats, and maintaining consistent engagement. The absence of in-person interactions with teachers and peers, as well as the limited availability of support services, has further exacerbated learning disparities. The pandemic-induced disruptions have been particularly impactful in foundational subjects like reading where explicit and systematic instruction is crucial.

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.

This assessment provides a complete analysis of comprehensive needs related to lack of literacy progress in grades K-3. In summary, the identified issues include students having difficulty reading at grade level, various learning levels and gaps are present, lack of experiences and background knowledge, lack of motivation to read, and lack of consistency in instructional methods as pertained to teaching reading as well as teaching skills in isolation as addressed by the latest research regarding the science of reading.

Students have difficulty reading at grade level. Why? Students lack the necessary skills because they have not been rigorously taught the 5 pillars of literacy, focusing specifically on the simple view of reading.

- Students are at various reading levels and there are a variety of learning gaps present. Why? Students are transient and often come to our school with an apparent deficit in skills. Many of our students come to us without an adequate IEP or no IEP indicating the absence of testing to identify proper supports and diagnostic tests needed to identify weak areas. Students also have experienced a significant deficit as a result of virtual learning during COVID.

- Students lack real-life experiences and background knowledge. Why? Students are not able to make connections and draw inferences with what they read due to lack of academic experiences or background knowledge. Exposure to vocabulary is lacking creating a large deficit in points of reference.

- Students lack the motivation to read. Why? Our students lack the motivation to read because they struggle to read due to lacking the foundational skills. Students also lack motivation due to having difficulties with comprehension of the text. Students do not have additional supports outside of school and lack resources in the home. Many of our students have been taught compensation skills in which they have relied upon heavily as they move from grade to grade.

- There is a lack of instructional consistency in our teaching of reading/foundational skills. Why? Our teachers have been trained in different ways depending on when they received their instruction in college. We have 4 teachers on a substitute license. Although many have participated in professional development opportunities, the science of reading has now provided a more solid framework for reading instruction, understanding the depth of which we must teach systematic phonics and the need for deeper instruction of phonemic awareness in order to strengthen foundational skills for all readers.

Based on analysis of the above student performance data we have determined that our students are behind their peers as a result of being unable to read and comprehend material presented. According to the STAR Early Literacy assessment, our students begin school with weakness in phonological awareness skills and continue to fall behind in K-3 struggling to decode. When our students enter kindergarten, many have not attended preschool and are lacking or behind in alphabetic principles and phonemic awareness. Research shows that children who live in poverty are exposed to up to 30 million fewer words than children who live in middle- or upper-class homes. The lack of exposure to vocabulary during these formative years has an adverse effect on the development of early reading skills, including phonemic awareness, phonics, vocabulary, and comprehension. Data shows that in first grade, our students have difficulty with phonemic awareness and phonics. Our prior curriculum did not provide reading material that is rich in real life connections needed for our students who are economically disadvantaged and does not provide strong phonemic awareness or phonics components. Three years ago, we purchased a core curriculum that provides explicit phonemic awareness and phonics instruction in lower grades, as well as text that is rich in real life experiences and vocabulary but was unable to implement it the first year due to online instruction. Last year was the first year we fully implemented the core 1 instruction but had to make modifications due to the rigorous expectations. We have purchased EL Education, as well as its digital platform Imagine Learning to support our teachers and students with the curriculum digitally. Based on the above data, we needed a stronger tier 1 core phonics program. We have purchased the 95% Core Phonics for our tier 1 curriculum which is a classroom-ready, evidence-based phonics instruction which builds critical phonics skills through explicit instruction to develop strong readers. We need to ensure that the program is being implemented with fidelity.

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.

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

Goal 1 Student Indicator

By the end of the 23-24 school year, we will increase the K-3 Average Scaled Score on Renaissance Star Reading/Early Literacy Assessments from fall to spring administration by 10%.

Goal 2 Student Indicator:

By the release of the 23-24 school year OST or Terra Nova data, 80% of enrolled 3rd grade students will increase the scores from the fall to spring/summer administration.

Goal 3: Adult Indicator

By the Spring of 2025, 100% of current K-3 Reading / ELA Classroom teachers and Intervention Specialists will have completed LETRS training.

Goal 4: Adult Indicator

By the end of the 23-24 School Year, 100% of K-3 teachers will implement explicit and systematic tier 1 phonics instruction as monitored through lesson plans and walkthrough data.

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 Statement: By the end of the 23-24 school year, we will increase the K-3 Average Scaled Score on Renaissance Star Reading/Early Literacy Assessments from fall to spring administration by 10%.

Evidence-Based Strategy or Strategies: MTSS, Explicit and Systematic Reading Instruction (Structured Literacy), High Quality Professional Development

	Action Step 1	**Action Step 2**	**Action Step 3**	**Action Step 4**
Implementation Component	*Review Core Curriculum Implementation implement 95% for grades K-3*	*Staffing, Training, and Professional Development*	K-3 teachers will analyze screening and assessment data to create and implement Reading Improvement and Monitoring Plans (RIMPs) that are aligned to the science of reading.	*Review Spring Test Scores*
Timeline	Aug 2023-May 2024	Aug 2023-May 2024	Aug 2023-May 2024	Aug 2023- May 2024

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

Lead Person(s)	Allison Glass/Diana Napolitan	Allison Glass/Diana Napolitan	Allison Glass/Diana Napolitan	Allison Glass/Diana Napolitan
Resources Needed	-EL Education Curriculum Online -Imagine Learning Online Platform Access -Trade Books specified by the EL Curriculum -Printed Teacher Guides per grade level -Professional Development, Lesson planning and collaboration Time -LETRS Training Manual	-LETRS Training manual -7 Mighty Moves Book Study -LETRS Training (Parts I and II depending on staff) -AimsPathways to Proficient Reading for Administrators -Assistant Principal to coach teachers	-Tracking Sheets -Data/TBT	-Fall/Winter/Spring Scores
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	We plan to review/ train the teachers on EL Education ,LETRS, and using in person professional development provided by administration, as well as online professional development provided by Imagine Learning. After proper training, the teachers will provide all students daily on-grade-level instruction in each content area in accordance with Ohio's Learning Standards and EL Curriculum. Students who struggle with basic literacy skills will participate in structured intervention in addition to regular instruction, provided by both General Education Teacher, Intervention Specialist, and Title I Reading teacher for grades K-4. Internal coach will track implementation and progress through lesson plans, walk throughs, and coaching cycles as needed. Teachers will	We have 3 teachers signed up to take LETRS year 1 training. We have 7 teachers signed up to take LETRS year 2 training. The teachers will set a goal based on the Science of Reading. They will meet bi-weekly with assistant principal for coaching cycles to improve their their instructional strategies they learned from the LETRS training To provide teacher support through curriculum meetings and administrator feedback. To provide all students daily on-grade-level instruction in each content area in accordance with Ohio's Learning Standards. Students who struggle with basic literacy skills	Title 1 reading teacher and classroom teacher will administer Diagnostic assessments to struggling students in September and as needed throughout the year. In collaboration with the General Education Teacher, the Title 1 reading teacher will analyze data from diagnostic testing using the 5-Step Process in weekly Teacher Based Teams(TBT/MTSS) Meetings to inform RIMP's. Teachers will choose a research based intervention and strategy to implement and track using our Progress Monitoring tool. Interventions will be tracked, monitored and analyzed monthly or as needed,	We will review the scores from the 3 benchmarks and identify growth from start to mid point to final benchmark. We will determine if what we are doing is working and decide if we need to make changes in curriculum, instructional strategies, and/or teaching assignments for staff.

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	al e in th T T a c -F th m a -F d in c a L S w it in in in			
Measure of Success	-Track implementation through Lesson Plans and Walk-throughs -Utilization of EL and 95% Assessments -Analyze student data from STAR Assessments in TBT using the 5-step Process Measured by STARS Benchmark and progress monitoring data.	Track implementation through Lesson Plans and Walk-throughs -Utilization of EL and 95% Assessments -Analyze student data from STAR Assessments in TBT using the 5-step Process Measured by STARS Benchmark and progress monitoring data.	Track implementation through Lesson Plans and Walk-throughs -Utilization of EL and 95%Assessments -Analyze student data from STAR Assessments in TBT using the 5-step Process Measured by STARS Benchmark and progress monitoring data.	Track implementation through Lesson Plans and Walk-throughs -Utilization of EL and 95% Assessments -Analyze student data from STAR Assessments in TBT using the 5-step Process Measured by STARS Benchmark and progress monitoring data.
Description of Funding	General Funds are leveraged to purchase Universal Screeners Renaissance Star and	General Funds are leveraged to purchase Universal Screeners Renaissance Star and Core	General Funds are leveraged to purchase Universal Screeners Renaissance Star and Core	General Funds are leveraged to purchase Universal Screeners Renaissance Star

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

	Core Curriculum – Imagine Learning EL Federal Funds are leveraged to purchase supplemental phonics curriculum – 95% Group Core Phonics program and intervention	Curriculum – Imagine Learning EL Federal Funds are leveraged to purchase supplemental phonics curriculum – 95% Group Core Phonics program and intervention	Curriculum – Imagine Learning EL Federal Funds are leveraged to purchase supplemental phonics curriculum – 95% Group Core Phonics program and intervention	and Core Curriculum – Imagine Learning EL Federal Funds are leveraged to purchase supplemental phonics curriculum – 95% Group Core Phonics program and intervention
Check-in/Review Date	Jan 2024	May 2024	Nov 2023; Mar 2024; May 2024	May 2024

Goal # 2 Action Map

Goal Statement: By the release of the 23-24 school year OST scores or Terra Nova data, 80% of enrolled 3rd grade students will increase the scores from the fall to spring/summer administration.

Evidence-Based Strategy or Strategies: MTSS, Explicit and Systematic Reading Instruction.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Align reading instruction with the reading research: K-3 Teachers will Implement new program – 95% Group Core Phonics to improve Tier 1 Instruction	Use data in the collaborative problem-solving model for ongoing improvement: K-3 teachers will analyze screening and assessment data to create and implement Reading Improvement and Monitoring Plans (RIMPs) that are aligned to the science of reading.	Increase teacher and administrator knowledge of reading research: K-3 teachers will participate in intensive, sustained, embedded, collaborative, and instructionally focused professional learning and coaching that is aligned to the science of reading
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023 – May 2024
Lead Person(s)	Allison Glass / Diana Napolitan	Allison Glass / Diana Napolitan	Allison Glass / Diana Napolitan
Resources Needed	95% Group Core Phonics Materials Walkthrough Forms	DEW's RIMP intervention videos RIMP template	PD materials & modules 95% Group Core Phonics Training

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	Action Step 1	Action Step 2	Action Step 3
	Lesson Plan templates	District decision rules Reading Diagnostics	Protocols
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Adopt and train teachers on new program with clear expectations for implementation BLT will check lesson plans and provide feedback to improve implementation BLT will conduct walkthroughs to monitor fidelity of implementation and use this data to allocate resources or supports to teachers as needed	Train BLT and teachers on RIMP's Administer Universal Screener and analyze data to make determination of next steps Using the decision rules to administer appropriate Diagnostic Assessments and analyze results to inform the RIMP's. K-3 teachers will create effective RIMPs aligned to science of reading K-3 teachers will implement RIMPs during daily 30 minute intervention blocked that is built into master schedule Use teaming structures analyze RIMP data to monitor student progress and effectiveness of interventions – use this data to determine if interventions need intensified or faded BLT / Assistant Principal will conduct walkthroughs to provide feedback to teachers about the effectiveness of their instruction and use this data to allocate resources or supports	Build capacity of BLT to effectively analyze and guide effective implementation BLT facilitates collaborative problem solving to design effective implementation BLT/ Assistant Principal will serve as a consultant to K-3 teachers to build their knowledge of language and literacy content knowledge and evidence-based instructional methods to support effective instruction BLT/ Assistant Principal models evidence-based strategies and assist in contextualizing implementation BLT / Assistant Principal will conduct walkthroughs to provide feedback to teachers about the effectiveness of their instructional practices and to inform decisions regarding allocation of resources, support and training
Measure of Success	Lesson Plans Walkthrough data	Completed RIMP documentation. Completed progress monitoring data Improved student progress monitoring data	Coaching documentation Professional Development Logs, Sign In sheets, Agenda TBT/BLT Protocols PD Surveys Professional Growth Goals (PGP)
Description of Funding	Federal funds were leveraged to purchase new phonics program to supplement existing Tier 1 Curriculum	Federal funds were leveraged to purchase new phonics program to supplement existing Tier 1 Curriculum	Federal funds will be leveraged for PD from outside provider and materials, if needed

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Jan 2024; Mar 2024; May 2024	Jan 2024; Mar 2024; May 2024	Jan 2024; Mar 2024; May 2024

Goal # 3 Action Map

Goal Statement: By the Spring of 2025, 100% of current K-3 Reading / ELA Classroom teachers and Intervention Specialists will have completed LETRS training.

Evidence-Based Strategy or Strategies: Explicit and Systematic Reading Instruction, Implement Structured Literacy Approach, High Quality Professional Development, Collective Efficacy

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Increase teacher and administrator knowledge of reading research: Teachers will complete LETRS Training	Align reading instruction to reading the reading research. Use data in the collaborative problem-solving model for ongoing improvement: K-3 teachers will the Bridge to Practice Activities to improve the effectiveness of RIMP interventions	K-3 teachers will participate in intensive, sustained, embedded, collaborative, and instructionally focused professional learning and coaching that is aligned to the science of reading
Timeline	January 2024 – May 2025	January 2024 – May 2025	January 2024 – May 2025
Lead Person(s)	Allison Glass / Diana Napolitan	Allison Glass / Diana Napolitan	Allison Glass/ Diana Napolitan
Resources Needed	LETRS online access LETRS manual LETRS facilitation course	Bridge to Practice Activities RIMP's	Classroom coaching for implementation
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Staff have received LETRS training in a staggered approach: Cohort 1 principal and assistant principal – LETRS part 1 and part 2 completed by April 2023.	As teachers are required to complete Bridge to Practice Activities in the LETRS training – they will use this knowledge to incorporate into RIMP intervention and progress monitoring	Build capacity of BLT to effectively analyze and guide effective implementation BLT facilitates collaborative problem solving to design effective implementation BLT/ Assistant Principal will serve as a consultant to K-3 teachers to

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	Action Step 1	Action Step 2	Action Step 3
	Cohort 2 – teachers and IS – LETRS part 1 complete April 2023; LETRS Part 2 will begin in Jan 2024 Cohort 3 – teachers and IS LETRS part 1 will begin Jan 2024		build their knowledge of language and literacy content knowledge and evidence-based instructional methods to support effective instruction BLT/ Assistant Principal models evidence-based strategies and assist in contextualizing implementation BLT / Assistant Principal will conduct walkthroughs to provide feedback to teachers about the effectiveness of their instructional practices and to inform decisions regarding allocation of resources, support and training
Measure of Success	LETRS completion certificates	Completed RIMP documentation Completed progress monitoring data Improved student progress monitoring data Bridge to Practice activities completed	Coaching documentation Professional Development Logs, Sign In sheets, Agenda TBT/BLT Protocols PD Surveys Professional Growth Goals (PGP) Walkthrough forms
Description of Funding	Federal funds were leveraged to purchase LETRS	Federal funds were leveraged to purchase LETRS	Federal funds were leveraged to purchase LETRS
Check-in/Review Date	Feb 2024; Apr 2024 Sept 2025 Nov 2025	Feb 2024; Apr 2024 Sept 2025 Nov 2025	Feb 2024; Apr 2024 Sept 2025 Nov 2025

Goal # 4 Action Map

By the end of the 23-24 School Year, 100% of K-3 teachers will implement explicit and systematic tier 1 phonics instruction as monitored through lesson plans and walkthrough data.

Evidence-Based Strategy or Strategies: MTSS, Explicit and Systematic Reading Instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Align reading instruction with the reading research: K-3 Teachers will	Use data in the collaborative problem-solving model for ongoing improvement:	Increase teacher and administrator knowledge of reading research:

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

	Action Step 1	Action Step 2	Action Step 3
	Implement Heggerty and new program – 95% Group Core Phonics to improve Tier 1 Instruction	K-3 teachers will analyze screening and assessment data to create and implement Reading Improvement and Monitoring Plans (RIMPs) that are aligned to the science of reading.	K-3 teachers will participate in intensive, sustained, embedded, collaborative, and instructionally focused professional learning and coaching that is aligned to the science of reading
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023 – May 2024
Lead Person(s)	Allison Glass / Diana Napolitan	Allison Glass / Diana Napolitan	Allison Glass / Diana Napolitan
Resources Needed	95% Group Core Phonics Materials Walkthrough Forms Lesson Plan templates	DEW's RIMP intervention videos RIMP template District decision rules Reading Diagnostics	PD materials & modules 95% Group Core Phonics Training Protocols
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Adopt and train teachers on new program with clear expectations for implementation BLT will check lesson plans and provide feedback to improve implementation BLT will conduct walkthroughs to monitor fidelity of implementation and use this data to allocate resources or supports to teachers as needed	Train BLT and teachers on RIMP's Administer Universal Screener and analyze data to make determination of next steps Using the decision rules to administer appropriate Diagnostic Assessments and analyze results to inform the RIMP K-3 teachers will create effective RIMPs aligned to science of reading K-3 teachers will implement RIMPs Use teaming structures analyze RIMP data to monitor student progress and effectiveness of interventions – use this data to determine if interventions need intensified or faded BLT / Assistant Principal will conduct walkthroughs to provide feedback to teachers about the effectiveness of their instruction	Build capacity of BLT to effectively analyze and guide effective implementation BLT facilitates collaborative problem solving to design effective implementation BLT/ Assistant Principal will serve as a consultant to K-3 teachers to build their knowledge of language and literacy content knoweldge and evidence-based instructional methods to support effective instruction BLT/ Assistant Principal models evidence-based strategies and assit in contextualizing implementation BLT / Assistant Principal will conduct walkthoughs to provide feedback to teachers about the effectiveness of their instructional practices and to inform decisions regarding allocation of resources, support and training

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

	Action Step 1	Action Step 2	Action Step 3
		and use this data to allocate resources or supports	
Measure of Success	Lesson Plans Walkthrough data	Completed RIMP documentation Completed progress monitoring data Improved student progress monitoring data	Coaching documentation Professional Development Logs, Sign In sheets, Agenda TBT/BLT Protocols PD Surveys Professional Growth Goals (PGP)
Description of Funding	Federal funds were leveraged to purchase new phonics program to supplement existing Tier 1 Curriculum	Federal funds were leveraged to purchase new phonics program to supplement existing Tier 1 Curriculum	Federal funds will be leveraged for PD from outside provider and materials, if needed
Check-in/Review Date	Jan 2024; Mar 2024; May 2024	Jan 2024; Mar 2024; May 2024	Jan 2024; Mar 2024; May 2024

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.

Summit Academy Community School – Warren Elementary has implemented a systematic approach to monitor progress and implementation of all of our current school improvement initiatives – including this plan's strategies. Following Ohio's Improvement 5 Step Process (OIP), we assess the effectiveness of Tier 1 instruction, identify students not responding to it, utilize data for instructional decisions, apply evidence-based interventions, and track student progress and intervention efficacy. Aligning all plans with the Ohio Improvement Process (OIP) enables district, building, and teacher-based teams (DLT, BLT, TBT) to collectively enhance student achievement as part of a system-wide improvement focus. For comprehensive student success, TBT, BLT, and DLT regularly review and analyze data to evaluate progress, pinpoint implementation issues, and identify academic successes and gaps.

In addition, Summit Academy Community School – Warren Elementary has used DEW's K-5 Literacy Implementation Guide's Collaborative problem-solving model to strengthen and streamline our teams to be more effective and efficient.

The principal, Allison Glass, oversees the BLT and the implementation of all school improvement initiatives, including this RAP. In her role as an instructional leader, she takes on the following roles:
- Models the use of the collaborative problem-solving process and uses data to make effective decisions in all meetings.
- Communicates and reinforces expectations by setting meeting agendas.
- Schedules building and grade-level team meetings, assigns roles on teams and ensures team members are held accountable for attendance and participation.

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

- Guides teachers in the selection of evidence-based instructional practices for all learners
- Promotes shared leadership with teachers based on their expertise.
- Ensures the results of meetings are communicated to all stakeholders.
- Reflects on her own practice to make improvements on current practices and systems.
- Keeps up to date on current research and participates with staff in professional development opportunities.

The Assistant Principal, Diana Napolitan, serves as the internal facilitator for literacy data within the TBT, supporting the building principal and BLT in the OIP process, instructional leadership, professional development, teacher induction, mentoring, systems coaching, and instructional coaching.

In her role as an instructional leader, she takes on the following roles:
- Analyzes systems-level data and student level data
- Facilitates development of a building-level improvement plan
- Assists school teams and individual teachers in using an effective collaborative problem-solving process s
- Plans, delivers, and evaluates, professional development
- Builds communication systems
- Supports building administrators
- Serves as a consultant to teachers and intervention specialists to build their knowledge of language and literacy content knowledge and evidence-based instructional methods
- Models evidence-based strategies and assist in the contextualizing of both evidence-based strategies across content areas and discipline-specific practices
- Prioritizes material to teach, identifies resources available within the program, enhances instructional routines and materials, and implements behavior management strategies
- Reflects on her own practice to make improvements on current practices and systems.
- Keeps up to date on current research and participates with staff in professional development opportunities

Overview of Summit Academy Community School Warren Elementary Teams			
Type Team	**Who**	**Meeting Frequency**	**Tasks**
District Leadership Team (DLT)	Summit Academy Management (district) administrators from each department (Curriculum, Special Education, Federal Programs, Finance, Operations, Human Resources, Superintendents, etc) Principal from each school Teacher Leaders and other Building Administrators from each school	3 times a year: Fall – Beginning of the Year (BOY) Winter – Middle of the Year (MOY) Spring – End of the Year (EOY)	• Set a vision, priorities and expectations • Create a metric to evaluate the effectiveness of the DLT • Review district data to develop, implement and evaluate the action plan • Review and establish district policies so they are supportive of, not barriers to, implementation of the model • Provide support for implementation (funding, PD, coaching) • Guide building leadership teams
Building Leadership Team (BLT)	Principal Assistant Principal Math Coach Lead Intervention Specialist IEP Coordinator General Education Teacher Intervention Specialist	Monthly	• Review building data to develop, implement and evaluate action plan • Develop knowledge and skills of building staff to implement • Plan and conduct professional learning and coaching • Set a vision, priorities and expectations • Review district data to develop, implement and evaluate action plan • Review and establish district policies so they are supportive of, not barriers to, implementation of the model • Provide support for implementation (funding, PD, coaching)

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

			• Guide Teacher Based Teams and Intervention Assistance Teams
			Receive training and coaching in collaborative problem-solving, effective reading instruction, assessment, multi-tiered system of support
			Support the identification and selection of high-quality instructional materials
			Conduct comprehensive needs assessment (ED STEPS ONA)
			Monitor progress and implementation of school improvement initiatives (Ed Steps One Plan, RAP, etc)
			Use assessment data in the collaborative problem-solving process to design, implement and evaluate a building improvement plans (One Plan, RAP)
			Analyze and guide implementation at the three tiers of instruction and supports, including analyzing, implementing and purchasing instructional materials
			Coordinate the delivery of schoolwide professional learning and coaching
			Communicate building reading improvement goals and actions to the staff and community, and share building needs with the district team
			Align building policies and budget to the building improvement plan
			Engage caregivers and community members in reciprocal communication
			Implement school wide procedures to provide families with timely information about their child's literacy progress in an understandable format
			Support schoolwide practices for providing families with guidance and resources support for literacy aligned with their child's literacy development
			Connect teachers and families with community resources that support the needs of the school and families for supporting literacy for all students
Systems Level: Tier 1 Teacher Based Team (TBT)	Teachers Intervention Specialists Instructional Aids Instructional Coordinator Assistant Principal • Related service staff	Every other week	• Review grade-level data to develop, implement • Guide student level teams
MTSS Team- Tier 2 and Tier 3 (TBT)	Teachers Intervention Specialists Instructional Aids Instructional Coordinator Assistant Principal • Related service staff	Every other week	Use student screening, diagnostic and progress monitoring data in the collaborative problem-solving process to design, implement and evaluate Tier 2 interventions designed to catch students up to grade level.

| | | | Plan the individualized instructional supports that characterizes intensive intervention (Tier 3).

Coordination of instruction across universal, supplemental, and intensive instruction |
|---|---|---|---|
| **Intervention Assistance Team (IAT)** | Lead Intervention Specialist Instructional Coach IEP Coordinator Teacher Intervention Specialist Related Service Providers | at least monthly - more frequent as needed | Review student data to develop, implement and evaluate student Tier 2 / Tier 3 intervention plans At least once per quarter meetings are held with Intervention Specialists in K-7 to review lack of progress or mastery of goals by special education students. The team will reconvene to determine if amendments need to be made. 3 times annually (benchmarking periods) and at least once per quarter meetings are held with General Education Teachers in K-7 to discuss progress/lack of progress of general education students. General Education Teachers will reconvene to review Tier 2 intervention forms every 8 weeks. For students who do not make sufficient progress after a minimum of 8 weeks of interventions, the team will reconvene to determine if frequency/intensity of the interventions need adjusted, new intervention(s) to be implemented, or the student is referred for an evaluation. IAT Documentation of Attendance and IAT Meeting Summary forms are stored in a binder which can be found in the Special Education Office. |

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.

Under Ohio Revised Code 3313.6028(C) *Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

MTSS is a data-based, problem-solving framework that integrates instruction, intervention, and assessment to meet the academic and behavior needs of all students. It is designed to provide multiple levels of support for all students, including

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

those with disabilities and at risk, to close achievement gaps. MTSS provides universal academic and behavioral instruction and support to all students (Tier 1), adds targeted support/instruction as needed (Tier 2), and intensive, individualized support/instruction as needed (Tier 3). All levels of support are aligned with the universal core academic and behavior instruction and support that is a baseline for all students. This framework focuses on prevention as well as intervention.

Summit Academy Community School - Warren implements a Multi-Tiered Systems of Support (MTSS) framework as a way to systematize evidence-based practices, use curriculum resources effectively, promote high standards for improving student outcomes, and meet our mission of supporting success for all students - that includes students on RIMPs and/or with special needs. All Summit Academy schools use an MTSS framework for academic instruction, social-emotional learning, and behavior support. Explicit, systematic core instruction of grade-level content standards for all students is at the heart of effective instruction. Appropriate pacing and differentiation of core instruction is provided to support students in their mastery of content and skills. For students who struggle to achieve proficiency, increasingly intensive instruction is provided based on student data and identified needs. Students who achieve proficiency may receive enrichment activities in their areas of success.

We fully implement the core components of MTSS – screening, progress monitoring, a multi-level continuum of instructional supports, and data-based decision making. All students are screened three times each year in reading and math using Renaissance Star assessments. Students who do not score proficient on screening will also receive diagnostic assessments to identify specific skills and standards that they need additional instruction in to achieve mastery. Intervention is provided in small groups or individually focused on the identified needs. Frequent progress monitoring provides data about student learning and the effectiveness of instruction. Teachers use this data to plan instruction, continuing with interventions that are shown to cause student growth, intensifying interventions that are working but not as quickly wanted, and changing ineffective interventions. Teachers use this data as a basis for collaboration on issues of instructional effectiveness and problem-solving. Prioritizing teacher responsibility for the implementation of MTSS in the classroom and collaboration with all staff members who provide instruction for a specific student ensures focused instruction and faster growth for our students, avoiding the instructional dilution of multiple sets of instructional goals. The SAM curriculum team has provided training on MTSS to all instructional staff members. They have also provided standardized intervention tracking forms for reading, math, and behavior. The use of standardized forms allows BLT members and assigned curriculum administrators to monitor effective implementation of MTSS to meet the needs of all students. All staff are expected to use an MTSS framework for instruction and are given the training and curriculum resources needed to implement with fidelity.

Specific evidence-based interventions include:

- Phonemic Awareness Instruction:
    - Description: Incorporate explicit and systematic phonemic awareness instruction, focusing on the ability to identify and manipulate individual sounds in spoken words
    - Support for RIMPs: This strategy is particularly beneficial for learners who struggle with decoding and phonics. It helps build a strong foundation for reading by improving the awareness of individual sounds in words.
- Phonics Instruction:
    - Description: Provide explicit and systematic phonics instruction, emphasizing the relationships between letters and sounds.
    - Support for RIMPs: Learners with reading difficulties often benefit from targeted phonics instruction to enhance their decoding skills, enabling them to read unfamiliar words with greater accuracy.
- Fluency Practice:
    - Description: Implement strategies to improve reading fluency, including repeated reading, modeled reading, and audio-assisted reading.
    - Support for RIMPs: By focusing on fluency, learners can enhance their ability to read with speed, accuracy, and expression. This is crucial for comprehension and overall reading proficiency.
- Vocabulary Development:
    - Description: Integrate explicit vocabulary instruction, including the teaching of word meanings, context clues, and word relationships.
    - Support for RIMPs: Building a robust vocabulary is essential for comprehension. Explicit vocabulary instruction supports learners in understanding and interpreting written text more effectively.
- Comprehension Strategies:

- - Description: Teach explicit comprehension strategies such as summarization, questioning, predicting, and monitoring understanding.
  - Support for RIMPs: Learners on Reading Improvement and Monitoring Plans often struggle with comprehension. Explicit instruction in comprehension strategies helps them better understand and retain information from the text.
- Multisensory Approaches:
  - Description: Engage learners through multi sensory activities that involve visual, auditory, and kinesthetic elements.
  - Support for RIMPs: Multisensory approaches cater to diverse learning styles and can be particularly effective for learners who benefit from hands-on experiences, enhancing their engagement and understanding of reading concepts.
- Small Group Instruction:
  - Description: Provide targeted, small-group instruction based on individual learner needs and progress, for a minimum of 30 minutes a day for each day we are in school.
  - Support for RIMPs: Tailoring instruction to the specific needs of learners allows for more personalized support. Small group settings facilitate focused attention on areas requiring improvement.
- Progress Monitoring and Feedback:
  - Description: Regularly assess and monitor individual student progress using formative assessments, bi-weekly. Provide timely and specific feedback to guide instructional adjustments.
  - Support for RIMPs: Progress monitoring ensures that interventions are effective. Feedback allows for ongoing adjustments to instructional strategies based on individual learner needs and given to parents/guardians quarterly.
- Technology Integration:
  - Description: Incorporate technology tools and educational software that provide interactive and adaptive learning experiences (Renaissance Star and Lalilo)
  - Support for RIMPs: Technology can offer personalized learning paths, targeted practice, and immediate feedback, catering to individual learner needs and promoting independent practice.
- Culturally Relevant Materials:
  - Description: Imagine Learning EL and 95% Group Core Phonics materials are culturally relevant and diverse, reflecting the backgrounds and experiences of learners.
  - Support for RIMPs: Culturally relevant materials can enhance student engagement and connection to the content, fostering a positive attitude toward reading and learning.

By implementing these evidence-based strategies, educators can address the specific needs of learners on Reading Improvement and Monitoring Plans, fostering a supportive and effective learning environment for improving reading skills.

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.*

To ensure that the proposed evidence-based strategies will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school year, we have intentionally and methodically streamlined our school improvement efforts and focus. Summit Academy Community School – Warren Elementary has implemented a systematic approach to monitor progress and implementation included in this plan's strategies.   To address continuous improvement and equity efforts in literacy, Summit Academy Management (SAM) has developed a district-wide Reading Framework, which is aligned with Ohio's Plan to Raise Literacy Achievement to ensure all students become proficient readers. The Reading Framework not only explains how and why to teach vocabulary, phonemic awareness, phonics, reading fluency, language comprehension and writing, but it also highlights the importance of teaming to create improvement via the Ohio

Improvement Process (OIP). This Reading Framework outlines instruction aligned to the science of reading, utilizing "The Simple View of Reading" to inform instruction within an integrated multi-tiered system of support (MTSS). Summit's I-MTSS is supported district wide through implementation of teacher-based teams (TBTs) and includes guidance and templates for providing, monitoring, and analyzing the results of intervention aligned to the science of reading. It also guides teams on how to intensify and fade support in reading, based on guidance from the Implementing Ohio's Plan to Raise Literacy Achievement document. Summit Academy Community School Warren Elementary has adopted the Reading Framework and worked to implement it over the last four years. Each year we continue to increase our collective efficacy by building leadership and teacher capacity and knowledge on evidence-based and effective instruction that is aligned to the science of reading through high-quality professional development opportunities. We are currently in the first year of implementation of 95% Group Core Phonics Program and intervention that strengthens our core curriculum by providing more explicit and systematic foundational reading skill instruction in grades K-3. In previous years, the implementation of our MTSS framework created separate systems of support that were siloed from each other which caused competition of staff attention and resources. This year we have created a more integrated approach to implement the MTSS framework where there is ONE multi-tiered system of supports that are woven together where resources can be leveraged to build upon each other. We have also strengthened our teaming structures and are able to analyze screening data, use decisions rules to administer diagnostic assessments, plan and implement aligned interventions.   With these improvements, we believe that we will be able to show improvement and close reading achievement gaps for our students.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

**Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

**Ohio's Dyslexia Support Laws require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

Professional Development Plan

Summit Academy Community School Warren Elementary has intentionally created a professional learning plan that increases educator knowledge, and effective implementation of research-based practices in the Science of Reading research and Structured Literacy while incorporating Culturally Responsive Practices. The plan ensures that all materials, programs, screenings, diagnostic assessments, progress monitoring measures, and instructional strategies utilized are evidence-based and implemented with fidelity. This plan also addresses the need for developing building leaders into strong-literacy instructional leaders that support research-based systems and methods of literacy instruction.

To address the need for a refresher to ensure all instruction utilizes Culturally Responsive Practices, a full day training will be provided to teachers and building leadership with the following agenda:

Training Module 1-Understanding Unconscious Bias & Cultural Blind Spots

•   What is Unconscious Bias? -Explore/discuss definitions

- Key Characteristics of Unconscious Biases

- Common Language/Definitions-Define common language/terms for words such as race, racism, stereotypes, prejudices, etc.

- The role of culture in understanding unconscious bias

- Understanding Stereotypes, Prejudice, and Discrimination-Explore differences and similarities and their impact on unconscious bias/cultural blind spots.

- Common Unconscious Biases that Impact Decision Making

- Role of Unconscious Bias in Micro-Aggressions

- Examples of Micro-Aggressions and Micro-messaging in the classroom

Training Module 2- Unconscious Bias & School Discipline

- Other Unconscious Biases-Explore other biases outside of race

- Role of unconscious bias in school discipline-Yale Child Study

- Examining school discipline policies and processes

- Halos and Horns Effect

- Strategies for disrupting/interrupting harmful biases

Training Module 3- Creating Inclusive, Diverse, and Equitable School Cultures and Classrooms

- Cultural Influences

- Understanding Culture

- Implications for Schools

- Culture Clashes

- Cultural Brokering

- Lessons Learned About Cultural Competence, Cultural Humility

- Building A Culturally Responsive School/Classroom Environment

Through the implementation of the Ohio Improvement Process (OIP), we have fostered a collaborative learning community where educators can share instructional strategies, successes, and challenges, creating a supportive environment for instructional growth. The OIP also ensures that professional development has been sustained over time, intensive in its impact, driven by data to inform decision-making, and focused on improving instructional practices for better student outcomes.

Sustainable Professional Development
Implement year-long and multi-year professional development initiatives to provide continuous support and learning opportunities.

Summit Academy Community School Warren strategically schedules Professional Development days into the yearly school calendar to ensure there is ample time for professional development activities.

Integrate embedded professional learning with the implementation of the OIP through TBT, BLT and DLT meetings and literacy coaching.

Schedule regular follow-up sessions or workshops to reinforce concepts and allow educators to reflect on and apply their learning.

Coaching and Mentoring: Building leadership provides ongoing coaching and mentoring to ensure educators receive personalized support for sustained growth.

Intensive Professional Development:

Immersive Experiences: Provide opportunities or modeling effective practices, peer observations, and collaborative book studies to deepen educators' understanding.

Specialized Tracks: Develop specialized tracks or modules that delve deeply into specific topics, allowing educators to focus intensively on particular areas of interest or need based on teacher's Professional Growth Goals.

Data-Driven Professional Development:

Assessment and Reflection: BLT and DLT regularly assess the effectiveness of professional development using data on teacher performance and student outcomes. Use this data to make informed decisions about the content and structure of future professional development based on current needs.

Individualized Learning Plans: Tailor professional development plans based on individual teacher needs identified through data analysis, implementing Ohio Teacher Evaluation System (OTES 2.0), Professional Growth Plans (PGP), and Literacy Coaching cycles. This ensures that the training directly addresses areas requiring improvement.

Feedback Loops: Through TBT meetings, professional development surveys, and coaching cycles, encourage educators to provide insights on the relevance and effectiveness of professional development activities.

Instructionally Focused Professional Development:

Curriculum Alignment: Professional development activities are aligned with Summit Academy Community School Warren's curriculum goals and standards, ensuring a direct link to classroom instruction.

Modeling Best Practices: Use professional development sessions and coaching cycles to model best instructional practices, allowing educators to witness effective strategies in action.

Collaborative Learning Communities: Through the implementation of the Ohio Improvement Process (OIP), we have fostered a collaborative learning community where educators can share instructional strategies, successes, and challenges, creating a supportive environment for instructional growth.

This PD plan outlined below is strategically designed for both building leaders and K-3 Instructional Staff to support progress to meet our goals and fidelity of implementation of evidence-based practices identified in this RAP.

Student Goals:
By the end of the 23-24 school year, we will increase the K-3 Average Scaled Score on Renaissance Star Reading/Early Literacy Assessments from fall to spring administration by 10%

By the release of the 23-24 school year OST scores or Terra Nova data, 80% of enrolled 3rd grade students will increase the scores from the fall to spring/summer administration.

Adult Goals:

Goal Statement: By the Spring of 2025, 100% of current K-3 Reading / ELA Classroom teachers and Intervention Specialists will have completed LETRS training.

By the end of the 23-24 School Year, 100% of K-3 teachers will implement explicit and systematic tier 1 phonics instruction as monitored through lesson plans and walkthrough data.

Evidence-Based Strategy, Practice or Intervention: *MTSS, Explicit and Systematic Reading Instruction, Implement Structured Literacy Approach, High Quality Professional Development, Collective Efficacy*

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

| | | | | Sustained | Intensive | Collaborative | Job-Embedded | Data-Driven | Classroom-Focused |

Summit Academy Community School Warren Elementary Professional Development Plan

IRN: 000305

Allison Glass
Principal
(330) 369-4233

Date	PD Description	Target Audience / Presenter	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
8/7/23	Imagine Learning: Big Picture for EL Curriculum Implementation	K-3 Teachers / Diana Napolitan	✓	✓	✓	✓	✓	✓
8/8/23	95% Phonological Awareness Screener and Intervention Phonological Awareness Lessons	K-3 Teachers, Building Leaders / 95% Group Vendor Kathy Toogood	✓	✓	✓	✓	✓	✓
8/8/23	Imagine Learning: Mid-Range Look for EL Curriculum Implementation	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
8/9/23	95% Phonics Screener for Intervention & Complete Phonics Lesson Chip Kit	K-3 Teachers, Building Leaders / 95% Group Vendor Kathy Toogood	✓	✓	✓	✓	✓	✓
8/11/23	Reading Routines & Schedule – Morpheme Magic	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
8/11/23	EL Education Schedule / Science of Reading	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
8/15/23	Special Ed Eligibility, Discrimination, Accommodations, BASC, & Behavior Rating	K-3 Teachers/ Amber DeSantis	✓	✓	✓	✓	✓	✓
8/15/23	ABA, GARS, rating Scales, SPED updates	K-3 Teachers/ Amber DeSantis	✓	✓	✓	✓	✓	✓
8/16/23	EL Curriculum Implementation	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
8/16/23	95% Phonics Core Curriculum Implementation	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
8/17/23	EL Dailly Lesson & Lesson Plans	K-3 Teachers/ Diana Napolitan	✓	✓	✓	✓	✓	✓
Ongoing 2023-24	Book Study: Harry Wong: *The First Days of School How to be an Effective Teacher*	K-3 Teachers & Building Leadership/ Allison Glass	✓	✓	✓	✓	✓	✓
Ongoing 2023-24	Book Study: Lindsay Kemeny: *7 Mighty Moves: Research-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success (The Science of Reading in Practice)*	K-3 Teachers & Building Leadership/ Allison Glass	✓	✓	✓	✓	✓	✓
Oct 23	RIMP Requirements – writing and implementing effective interventions	K-3 Teachers & Building Leadership/ Jessica Hahn	✓	✓	✓	✓	✓	✓
1/26/24	Training Module 1-Understanding Unconscious Bias & Cultural Blind Spots	K-3 Teachers & Building Leadership/ Dr. Wright	✓	✓	✓	✓	✓	✓

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

1/26/24	Training Module 2- Unconscious Bias & School Discipline	K-3 Teachers & Building Leadership/ Dr. Wright	✓	✓	✓	✓	✓	✓
1/26/24	Training Module 3- Creating Inclusive, Diverse, and Equitable School Cultures and Classrooms	K-3 Teachers & Building Leadership/ Dr. Wright	✓	✓	✓	✓	✓	✓
2/10/23 3/31/23 5/12/23	18 Hours DEW Dyslexia training through OHID LMS/facilitation by ESC Lake Erie West – ongoing for new staff	K-3 Teachers & Building Leaders/ OHID & ESC of Lake Erie West	✓	✓	✓	✓	✓	✓
5/31/23 6/12/23 6/13/23 6/20/23	Literacy Pathways	Building Leaders/ ODE Literacy Leads: Michelle Elia & Carolyn Turner	✓	✓	✓	✓	✓	✓
Dec 23- May 24	LETRS Vol 1	K-3 Teachers / LETRS facilitators	✓	✓	✓	✓	✓	✓
Dec 23– May 24	LETRS Vol 2	K-3 Teachers / LETRS facilitators	✓	✓	✓	✓	✓	✓
Aug 23- Jan 24	Structured Literacy Certification	Building Leaders/ AIMS Pathways to Proficient Reading	✓	✓	✓	✓	✓	✓

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

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

Curriculum Materials:

Morphemes for Little Ones K-3 provides systematic, structured literacy lessons to help teachers teach morphological awareness appropriately to young students in grades K-3.

- The lessons are grouped into three levels and are intended to supplement current core reading programs.
- Informal criterion assessments help teachers gain a basic understanding of students' knowledge of morphological elements included in the lessons.
- Language Stimulation Cards are built into each lesson to enhance oral and receptive language experiences.
- Colorful photos convey the meanings of target morphemes.
- Language Stimulation Cards can be used to create morpheme walls in classrooms.
  https://morphememagic.com/morphemes-for-little-ones/

Imagine Learning EL Education is comprehensive, digital-first, core language arts program for grades K–8, in which students focus on mastery of knowledge and skills and demonstrate high-quality work while building habits of character. Rated All-Green on Ed Reports. Each unit and lesson is planned with the 4T's framework in mind. The 4T's ensure that students are able to comprehend the requirements and goals of each lesson, so they spend more time learning and less time figuring out what to do. Our scaffolded approach ensures students build knowledge as they progress culminating in mastery of the unit concept. https://www.imaginelearning.com/products/ela/el-education/

95 Phonics Core Program: The Tier 1 structured literacy solution that supports meaningful and effective literacy progress linked across grades, grounded in the science of reading and supporting the critical K-5 years. Classroom-ready, evidence-based phonics instruction for your literacy block. In 30 minutes a day, 95 PCP Phonics Core Program™ builds critical phonics skills through explicit instruction to develop strong readers, K-5. Build a strong foundation for reading in your whole-classroom (Tier 1) instruction. Prepared lessons make it easy to begin your phonics program and advance your students' literacy. Overwhelming scientific evidence supports the program's effectiveness. Explicit, systematic, and cumulative instruction will get children reading at grade level and reduce intervention needs.
https://www.95percentgroup.com/products/95-phonics-core-program/

Book Studies

7 Mighty Moves: Research-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success (The Science of Reading in Practice)

by Lindsay Kemeny

In this no-nonsense guide, primary reading expert and classroom teacher Lindsay Kemeny shares seven ways K–3 teachers can modify what they are currently doing to transform their reading instruction. Each chapter focuses on a critical area of foundational reading–from the most efficient ways to teach phonemic awareness and phonics to the most effective ways to boost comprehension. Kemeny clears up confusing terms and concepts and offers up "do-tomorrow" strategies to help kids acquire reading skills efficiently and successfully transfer those skills to their reading. Readers will find the literacy routines and lessons Kemeny uses every day with her students detailed in the book, along with links to video demonstrations showing how she puts them into practice. https://shop.scholastic.com/teachers-ecommerce/teacher/books/7-mighty-moves-9781339012087.html

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THE First Days of School, 5th Edition By Harry Wong & Rosemary T Wong

Unit A Basic Understandings—The Teacher
The successful teacher must know and practice the three characteristics of an effective teacher.

1. What Is an Effective Teacher?
2. How to Succeed on the First Days of School
3. How the First Year Can Be Successful
4. How to Close the Student Achievement Gap
5. How Proven, Research-Based Practices Help

Unit B First Characteristic—Positive Expectations
The effective teacher has positive expectations for student success.

6. Why Positive Expectations Are Important
7. How to Invite Students to Learning
8. How to Dress for Success
9. How to Create a Culture of Courtesy and Cooperation

Unit C Second Characteristic—Classroom Management
The effective teacher is an extremely good classroom manager.

10. Why You Want a Well-Managed Classroom
11. How to Have Your Classroom Ready
12. How to Introduce Yourself to Students
13. How to Arrange and Assign Seating
14. How to Start a Class Effectively Each Day
15. How to Teach Classroom Procedures
16. How to Create Consistency in the Classroom
17. How to Have an Effective Discipline Plan

Unit D Third Characteristic—Lesson Mastery
The effective teacher knows how to design lessons to help students achieve.

18. How to Create an Effective Lesson
19. How to Assess for Student Learning
20. How to Evaluate for Student Learning
21. How to Enhance Student Learning

Unit E Future Understandings—The Professional
The teacher who constantly learns and grows becomes a professional educator.

22. How to Be an Effective Teacher
23. How to Maximize Your Potential

https://www.effectiveteaching.com/store/products/books/the-first-days-of-school-5th-edition

Professional Development:

LETRS https://www.lexialearning.com/letrs
The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy,

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Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

Literacy Improvement Pathways: Literacy Leadership in Community Schools - The series is designed for literacy leaders in all facets of education - special education, central office / management company, building coaches, building leadership, and teacher leaders. Participants are expected to complete required prerequisites before each session. The prerequisite work involves watching videos for each stop on the Literacy Improvement Pathway. In the live sessions, participants will dig deeper into the content, reading additional resources, engaging in conversation, and asking questions about application to their unique school situations. All necessary materials for the sessions are available on the Literacy Improvement Pathway Google Site.
https://www.smore.com/app/reporting/out/06718?u=https%3A%2F%2Fsites.google.com%2Fview%2Fohioliteracypathway%2Fhome&t=Literacy%20Improvement%20Pathway%20Google%20Site&w=w-5780947352&i=&l=l-9010198298

Structured Literacy Certification: AIMS Pathways to Proficient Reading https://institute.aimpa.org/aim-pathways/aim-pathways-individual-cohort/ppr
Pathways to Proficient Reading is designed as a blended learning professional development opportunity introducing the Science of Reading to educators, special educators and reading specialists looking to incorporate evidence-based practices for language and literacy instruction.

Course Details

- Asynchronous Orientation and Pre-Course Knowledge Inventory Assessment
- 17 Section Pathways to Proficient Reading Course (Click for Detailed Syllabus)
- 6 live Virtual Community of Practice Sessions (VCoPs)
- Pacing Guide/Schedule for Coursework
- 12 Month Access to the AIM Pathways platform to access, review, and apply materials in the classroom when needed
- 55 hours available for CEUs

IDA-Accreditation and KPEERI Exam
Pathways to Proficient Reading is IDA-Accredited with coursework aligned to the Knowledge and Practice Standards for Teachers of Reading. Course completion prepares participants to take the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) through the Center for Effective Reading Instruction and receive Structured Literacy Classroom Teacher certification when they pass the exam.

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