March 22, 2024

Dear Superintendent Wheeler:

Thank you for submitting the Summit Academy Community Schools for Alternative Learners - Middletown 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 school 's focus on professional learning this past year has been a massive effort. Administrators are included in the training.
- Making the RIMP a document is more than just paperwork, but part of the overall effort will help this school with long-term gains.
- The school is making solid efforts to continue to improve the screening process and data-based decision making.

This plan will benefit from:
- Continue to work on a sustainability plan beyond the LETRS training.
- Continue to drill down on understanding the growth needs of high achievers as well as students with disabilities.
- Continue to consider what other structures are needed to extend the comprehensive MTSS in the school.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Summit Academy Community Schools for Alternative Learners - Middletown 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

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Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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hearing, please call Relay Ohio first at 711.

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

all your efforts to increase literacy achievement for your students.

Sincerely,

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

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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 for Alternative Learners - Middletown

DISTRICT IRN: 132746

DISTRICT ADDRESS:

4700 Central Ave. Middletown, OH 45044

PLAN COMPLETION DATE:

December 20th, 2023

LEAD WRITERS: Kristen Parkes, Principal; Jessica Hahn, literacy lead

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
Kristen Parkes	Principal	Middletown	kristen.parkes@summitacademies.org
Cari Ruminski	Assistant Principal	Middletown	cari.ruminski@summitacademies.org

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

Name	Title/Role	Location	Email
Brandi Ruscher	IEP Coordinator	Middletown	brandi.ruscher@summitacademies.org
Michaela Durst	Kindergarten General Education Teacher	Middletown	michaela.durst@summitacademies.org
Sarah Doller	Kindergarten through 2nd Grade Intervention Specialist	Middletown	sarah.doller@summitacademies.org
Jessica Hahn	Curriculum Team Literacy Lead	multiple	jessica.hahn@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.

The leadership team became aware of the requirement to complete the Reading Achievement Plan (RAP) through an email from our sponsor, the Educational Service Center of Lake Erie West (ESCLEW). We discussed the best potential team to complete this plan. Initially, we decided the current Building Leadership Team (BLT) would be a good fit, but determined that its current meeting schedule would not support the creation of a detailed RAP in the short time frame allotted. The leadership team recognized the need for a team specifically dedicated to the creation of a RAP. Summit Academy Community School for Alternative Learners - Middletown has a small staff of about 20. The principal, knowing each individual staff member's strengths, surveyed interest and requested participation from several members with differing roles within the organization, to ensure unique perspectives were represented. This included: the principal, the assistant principal, the IEP coordinator, the curriculum team literacy lead, the kindergarten general education teacher, and the kindergarten through second grade intervention specialist. In addition to work done by the team members, the principal and curriculum team literacy lead conducted surveys and interviews with individuals and the teacher-based teams (TBTs) to ensure teacher voices were represented.

The team began work on this plan starting with the analysis done for the One Needs Assessment, and then used additional data from the current school year. The school regularly utilizes the 5 steps of the Ohio Improvement Process (OIP). We therefore began by identifying critical needs by working through several data collections. The team analyzed both current student and adult performance data to ensure accurate evaluation of the reading program. This includes state testing, Kindergarten Readiness Assessment data, universal reading screener data, progress monitoring data, and student attendance data, This analysis also included data on staff implementation of both the new core curriculum and the school-wide positive behavioral interventions and supports (PBIS).

Summit Academy Middletown previously had an in-house literacy coach who would lead initiatives such as this. That role has remained unfilled this school year while the literacy coach moved into the district-wide curriculum team to lead literacy

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efforts. While the lit coach role remains unfilled, the curriculum literacy lead joined the Summit Academy Middletown RAP team.

The curriculum literacy lead and assistant principal attended a RAP training webinar held by our sponsor agency, Educational Service Center of Lake Erie West, to gain a better understanding of the requirements.

Members of the RAP team took the lead in areas of their strengths: data organization and analysis, root cause analysis, knowledge of implementation science, narrative writing. They worked together throughout the process, facilitated by the principal and literacy lead through email, conversations, shared documents, and work sessions.

The RAP is aligned to the work of the Reading Improvement Plan (RIP), which is monitored by teams through the OIP teams. The RIP outlined three major areas of action: Improved implementation of core curriculum, training staff in the Science of Reading (SoR), and improved reading interventions based on SoR.The RAP goals and monitoring will mirror that. The Teacher-Based Team (TBT) and building leadership team (BLT) will monitor progress on this plan at regularly scheduled meetings. Summit Academy Middletown has the direct support one day a week of the district's curriculum team literacy lead, who will be conducting additional check-ins with the principal and teachers twice a month. This will happen during the literacy lead's regular meetings with the principal, and attendance at multiple TBT meetings. With a focus on teacher collective efficacy, Summit Academy Middletown strives to ensure all teachers recognize their important roles, and feel they can create positive change together. The creation and monitoring of this plan will support this change.

This plan will be shared out in multiple ways to ensure all members of the Summit Academy Middletown community understand the work that is planned, the reason behind it, and what is at stake. This plan will be shared at staff meetings, TBTs, BLTs, etc. It will also be condensed into bullet points for ease of reading and given to parents and guardians at conferences and school events. It will be presented to the school board at a regularly scheduled meeting and will be shared via email with the Summit Academy Management company. The plan will be explained to students by their teachers during regular class sessions.

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.

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 the how and why of teaching 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 (SoR), 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 for Alternative Learners - Middletown has adopted the Reading Framework from SAM and worked to implement it over the last three school years. This Reading Achievement Plan (RAP) is aligned with the Reading Framework of the district.

In the 2022-2023 school year, the district 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 school. The principal and literacy lead served as representatives from the school in this cohort. 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 were: understanding the Simple View of reading, understanding and delivery of structured literacy instruction, and providing effective reading interventions, along with the formative assessments that help guide increasing and fading intensity of interventions. Those are all components that will be addressed in the RAP as well.

In the summer of 2023, Summit Academy Community School for Alternative Learners - Middletown school leadership completed Ohio's Literacy Pathways to build leadership capacity. The principal, having completed this training, is ensuring the work prioritized in the RAP aligns to other previous plans, and, ultimately, Ohio's Plan to Raise Literacy Achievement, by promoting effective teaching in the science of reading. The principal also will ensure all stakeholders understand the school vision to reach the school's goals in regard to literacy growth, which includes MTSS and walk throughs at the building levels as well as bridging the gap between home and school to focus on the whole child to ensure success.

Summit Academy Middletown has also revisited their One Needs Assessment (ONA) to ensure alignment between the ONA and RAP. The ONA revealed a need for a curriculum that directly and explicitly taught phonics with a scope and sequence. As a result, the school purchased Core Knowledge Language Arts (CKLA). When the school completed the Lead for Literacy Framework Navigator, after purchasing CKLA, they scored 87% in the tier 1 core instruction component of the rubric. This score represents the school's move to increase ELA core instruction time to 120 minutes for all, plus additional intervention time, the purchase of a culturally responsive reading program aligned to the science of reading,

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and the use of evidence-based practices. While the program itself is a great investment in gap closing by providing effective reading materials and instruction, it is only as good as its implementation. In this RAP, the school continues the work began with the ONA and the resulting purchase of a new reading curriculum, and further explores the level of implementation of that curriculum and the supports needed to implement it with fidelity.

Recognizing the critical role that literacy plays in shaping a student's future, Summit Academy continues to engage in efforts to ensure that every student, regardless of background or circumstance, has equal access to quality reading resources and opportunities. The school purchased Amplify's Core Knowledge Language Arts (CKLA) as a core ELA program, whose "materials align with the expectations outlined in the New York City Department of Education Definition of Culturally Responsive-Sustaining Education and the New York State Culturally Responsive-Sustaining Education Framework" (Amplify, 2023)

Summit Academy realizes that equity in a reading program is not just about access to materials but also about creating environments that celebrate diversity and empowering every child to thrive. Teachers have received training to recognize implicit biases, ensuring that their instructional practices are equitable and responsive to the unique needs of each student. The school is exploring options to update our implicit bias training for new staff and includes refresher training in this plan.

According to data from the Local Equitable Access Tool, teacher inexperience at Summit Academy Middletown is a concern. In the 2022-2023 school year 40% of our teachers were inexperienced. Summit Academy Middletown 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, SAM runs a cohort to train staff in LETRS. By the end of the 2023 school year, 83% of general education teachers at Summit Academy Middletown will have begun LETRS training. 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 in the 2022-2023 school year.

Another consideration when creating the RAP is the school's continuing focus on climate and culture, as well as PBIS. For the last three years, Summit Academy Middletown has trained all staff - teachers and administrators - in Behavioral Leadership. This approach teaches the adults how to build relationships, share control and teach positive behaviors. It eliminates any adult behavior that results in shame, punishment, or power struggles. Instead, this approach relies heavily on preventing negative behaviors, guiding positive behaviors, and responding logically to negative behaviors when necessary. It's at the heart of the school's culture, and influences all interactions in the school, not just in the classroom. When looking at potential impediments to reading achievement, lost instructional time resulting from negative behaviors is an area the school wants to continue to address. Combing the work the school has done and continues to do with Behavioral Leadership with the efforts planned out in the RAP is essential to the success of school improvement efforts at Summit Academy Middletown. Behavioral Leadership will be taken into account throughout this plan.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- ***The Kindergarten Readiness Assessment,***

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

- *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 for Alternative Learners - Middletown is a one school district serving approximately 100 students in Kindergarten through 6th grade. Our focus is to provide a therapeutic educational environment for students. Currently, approximately 61 of our 100 students have an Individualized Education Plan. Our enrollment trend data for the last five years has stayed between the low 70s and high 90s. In the 2022-2023 school year, 66% of students were identified as students with disabilities. In 2021-2022 that number was 74.2%. In 2020-2021 it was 80.3%. As a result, we provide two teachers per classroom and cap rooms at 18 students or less to lower our student to teacher ratio. According to Census data estimates from July of 2022, 19.2% of residents in Middletown city live in poverty. In contrast, our Local Equitable Access Tool reveals a 100% Economic Disadvantage rate of our students for the 2018-2019, 2019-2020, and 2022-2023 school years. In 2020-2021 the number was 99.3%. While we recognize that individual experiences may vary, there are common challenges associated with high poverty that can negatively impact educational outcomes.

Summit academy began data analysis with last year's Ohio State Test (OST) scores in reading. Summit Academy uses Renaissance's Star Reading Assessment as a universal reading screener, given three times a year to all students K-6. 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.
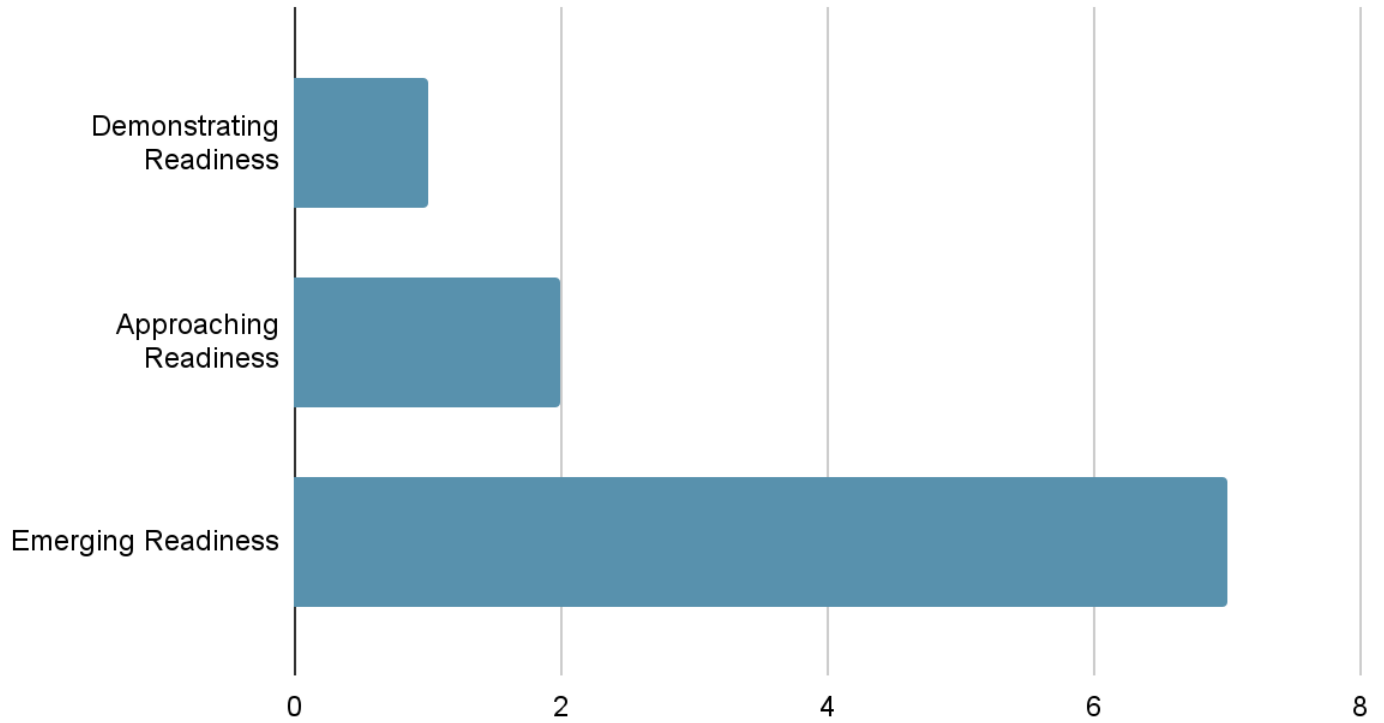
Kindergarten

KRA

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.

KRA 2023
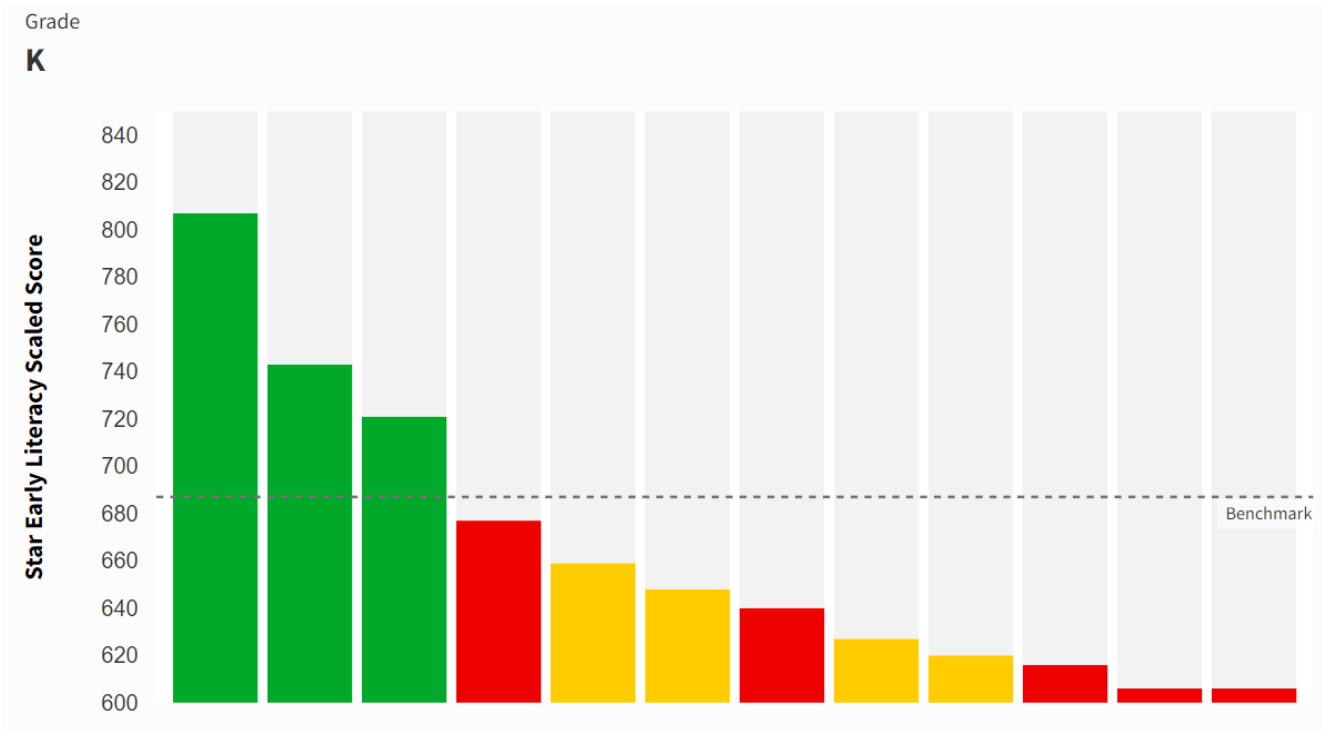

Kindergarten Fall 2023 Renaissance Early Literacy Screener
Red = Urgent Intervention
Yellow = Intervention
Blue = On Watch
Green = At or Above Intervention
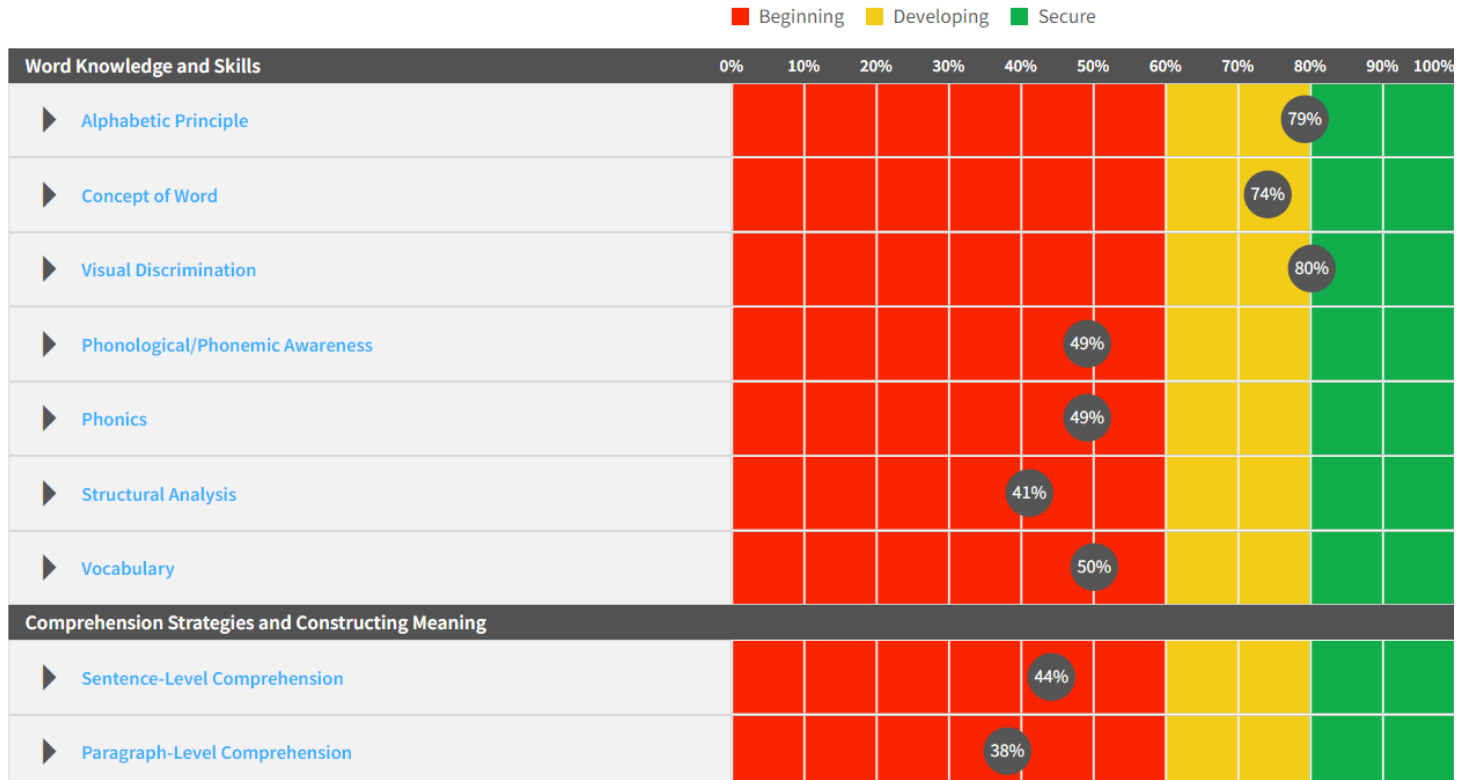
Section headings marked with an asterisk are required by state law.

Kindergarten early literacy skills according to fall 2023 Star Renaissance Universal Screening

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

Mastery for Early Literacy Subdomains

Beginning **Developing** **Secure**

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Alphabetic Principle									79%		
Concept of Word								74%			
Visual Discrimination									80%		
Phonological/Phemic Awareness					49%						
Phonics					49%						
Structural Analysis				41%							
Vocabulary					50%						

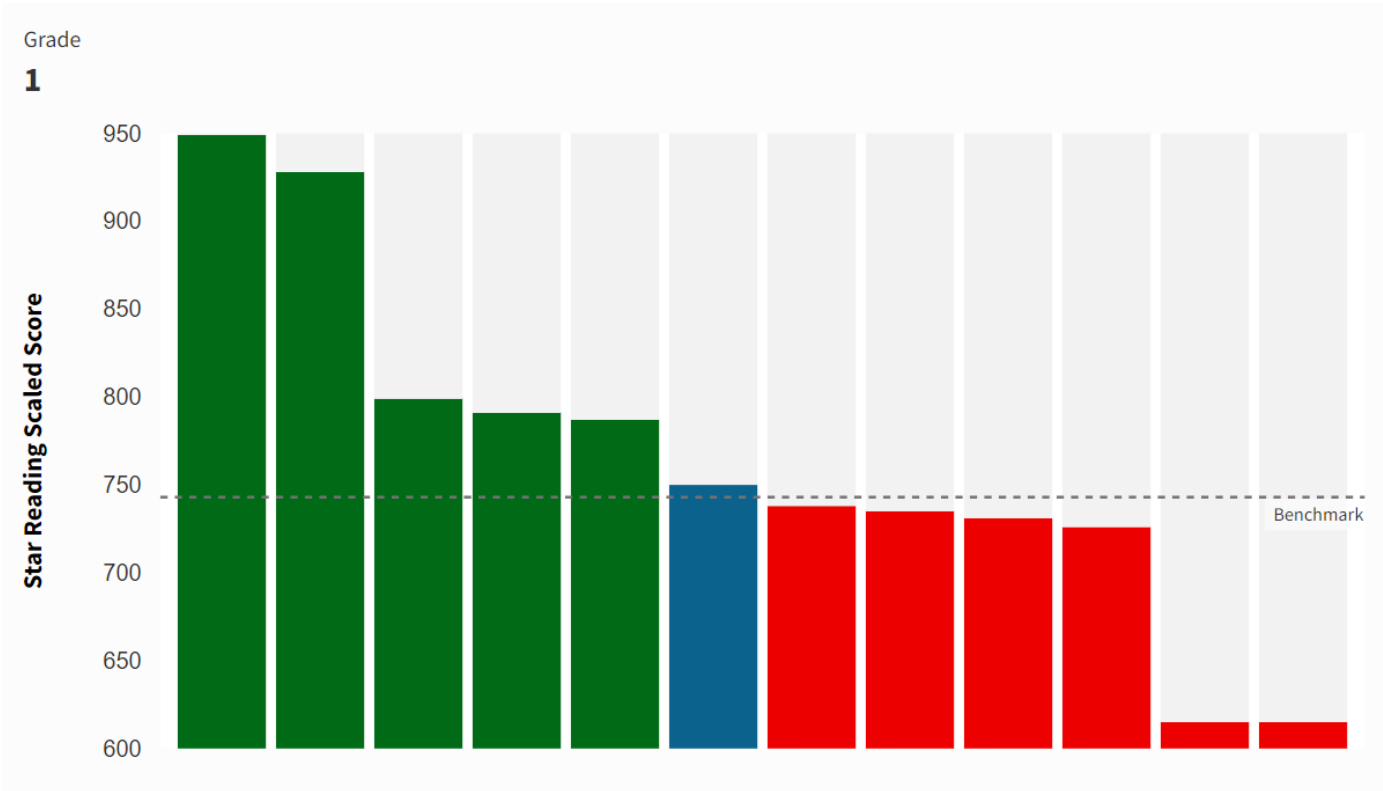| Comprehension Strategies and Constructing Meaning											
Sentence-Level Comprehension					44%						
Paragraph-Level Comprehension				38%							

1st Grade

1st Grade Fall 2023 Renaissance Reading Screener

Red = Urgent Intervention

Yellow = Intervention

Blue = On Watch

Green = At or Above Intervention

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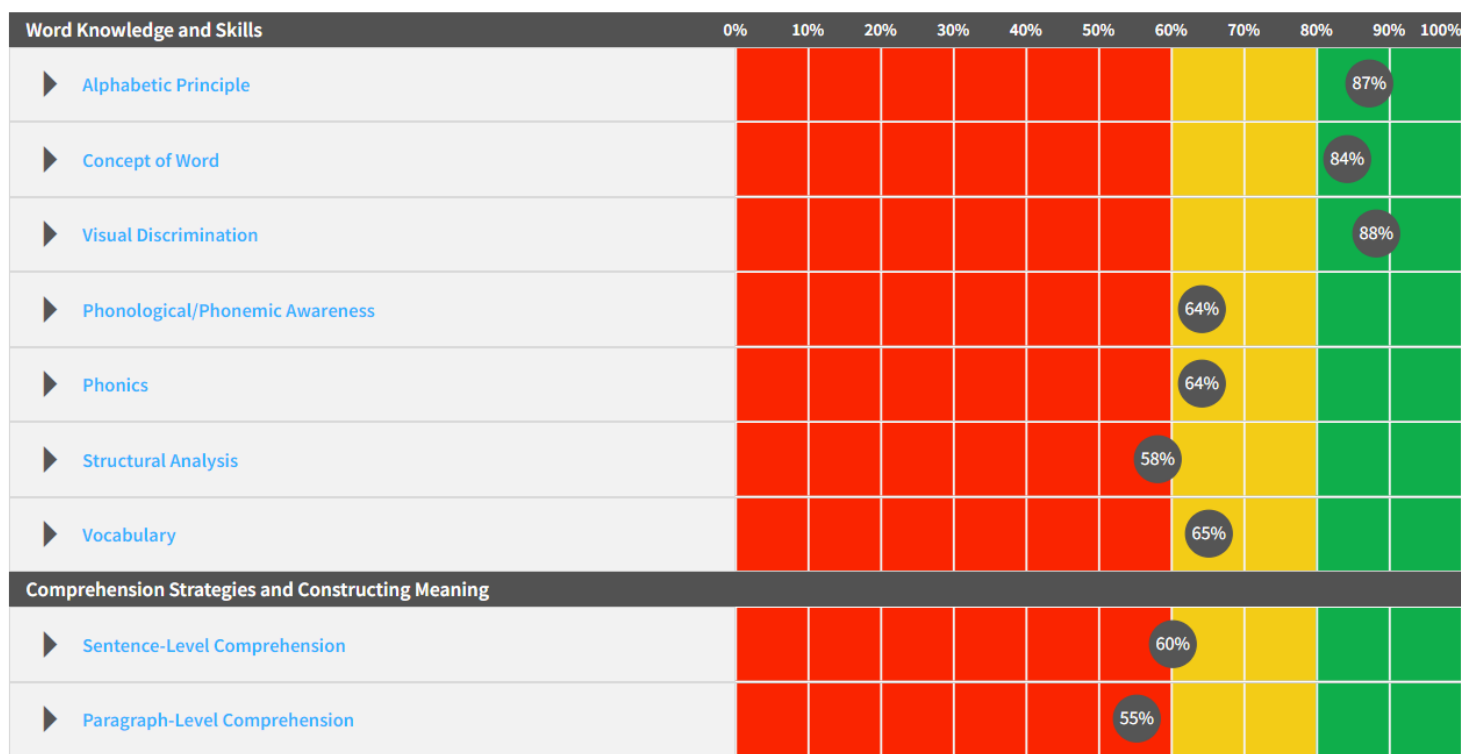*Section headings marked with an asterisk are required by state law.*

1st grade early literacy skills according to fall 2023 Star Renaissance Universal Screening

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

Mastery for Early Literacy Subdomains

Legend: 🟥 Beginning 🟨 Developing 🟩 Secure

Word Knowledge and Skills	Mastery %
▶ Alphabetic Principle	87%
▶ Concept of Word	84%
▶ Visual Discrimination	88%
▶ Phonological/Phonemic Awareness	64%
▶ Phonics	64%
▶ Structural Analysis	58%
▶ Vocabulary	65%

Comprehension Strategies and Constructing Meaning	Mastery %
▶ Sentence-Level Comprehension	60%
▶ Paragraph-Level Comprehension	55%

1st Grade Renaissance Star Fall/Winter 2023 CBMs

1st Grade	Letter Sounds	Phoneme Segmentation	Expressive Nonsense Words	Oral Reading Fluency
At or Above Benchmark	17%	42%	59%	33%
On Watch	33%	25%	8%	25%
Intervention	50%	33%	33%	42%

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

2nd Grade

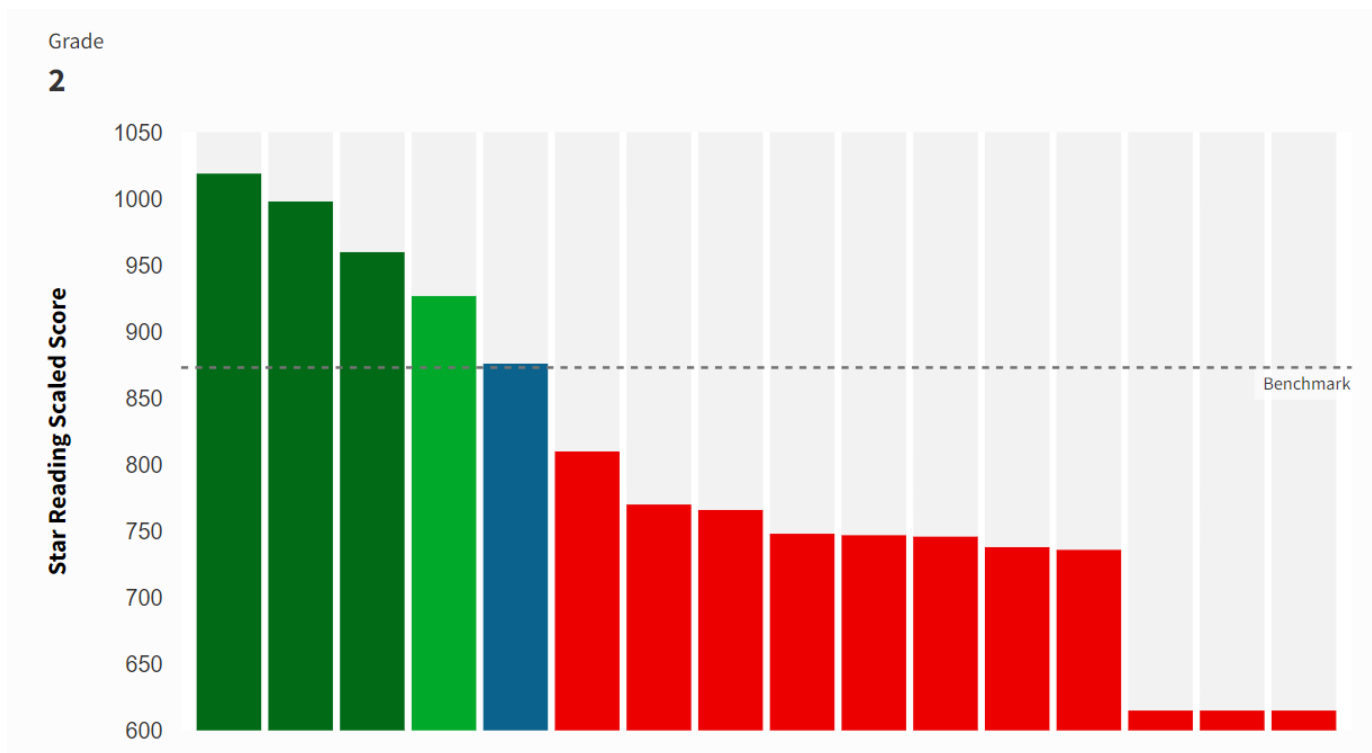2nd Grade Fall 2023 Renaissance Reading Screener
<mark>Red</mark> = Urgent Intervention
<mark>Yellow</mark> = Intervention
<mark>Blue</mark> = On Watch
<mark>Green</mark> = At or Above Intervention

2nd grade early literacy skills according to fall 2023 Star Renaissance Universal Screening
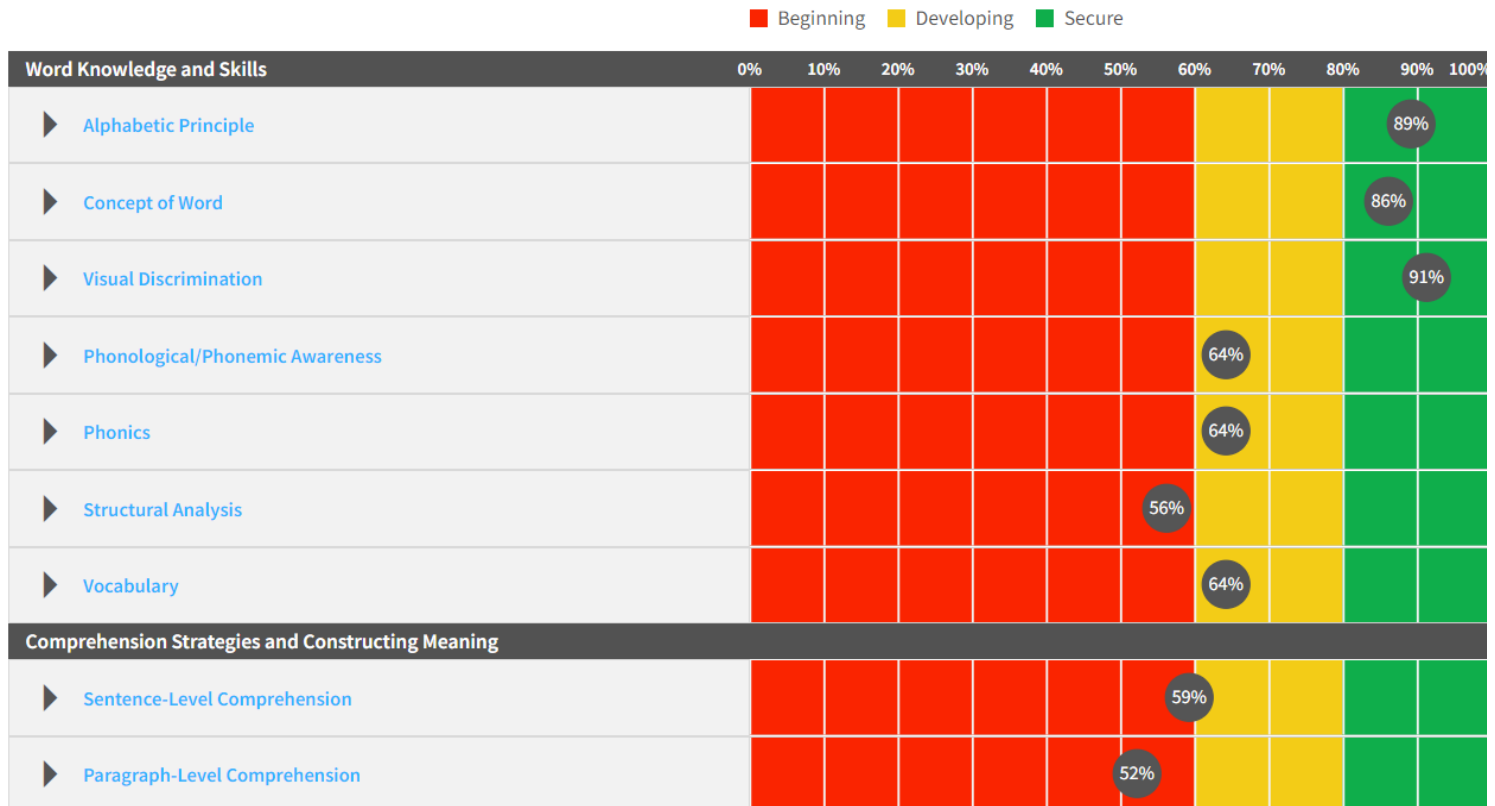
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Mastery for Early Literacy Subdomains

Legend: 🟥 Beginning 🟨 Developing 🟩 Secure

Word Knowledge and Skills

Subdomain	Mastery
▶ Alphabetic Principle	89%
▶ Concept of Word	86%
▶ Visual Discrimination	91%
▶ Phonological/Phonemic Awareness	66%
▶ Phonics	66%
▶ Structural Analysis	59%
▶ Vocabulary	66%

Comprehension Strategies and Constructing Meaning

Subdomain	Mastery
▶ Sentence-Level Comprehension	61%
▶ Paragraph-Level Comprehension	55%

2nd Grade Renaissance Star CBMs Fall/Winter 2023

2nd Grade	Expressive Nonsense Words	Sight and High Frequency Words	Oral Reading Fluency
Not Assessed	0%	6%	6%
At or Above Benchmark	25%	19%	19%
On Watch	6%	12%	19%
Intervention	69%	63%	56%

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

3rd Grade

3rd grade early literacy skills according to fall 2023 Star Renaissance Universal Screening

Mastery for Early Literacy Subdomains

Legend: ■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills	Mastery %
Alphabetic Principle	89%
Concept of Word	86%
Visual Discrimination	91%
Phonological/Phonemic Awareness	64%
Phonics	64%
Structural Analysis	56%
Vocabulary	64%

Comprehension Strategies and Constructing Meaning	Mastery %
Sentence-Level Comprehension	59%
Paragraph-Level Comprehension	52%

3rd Grade Renaissance Star CBMs Fall/Winter 2023

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3rd Grade	Sight and High Frequency Words	Oral Reading Fluency
At or Above Benchmark	0%	0%
On Watch	14%	14%
Intervention	86%	50%

3rd Grade OST

	Grade 3 English Language Arts	∨	Ohio's State Tests	3	Spring 2022 (OST)	14	680 ⓘ	Percent 36% 36% 7% 14% 7% Count 5 5 1 2 1	03/13/2022
	Grade 3 English Language Arts	∨	Ohio's State Tests	3	Fall 2021 (OST)	12	650 ⓘ	Percent 75% 8% 17% Count 9 1 2	10/17/2021

	Grade 3 English Language Arts	∨	Ohio's State Tests	3	Spring 2023 (OST)	13	675 ⓘ	Percent 62% 8% 8% 23% Count 8 1 1 3	04/10/2023
	Grade 3 English Language Arts	∨	Ohio's State Tests	3	Fall 2022 (OST)	12	668 ⓘ	Percent 50% 33% 8% 8% Count 6 4 1 1	10/19/2022

Rows per page: 10   5 Items: ‹ 1 of 1 ›

Ohio Department of Education and Workforce Fall Reading Diagnostics

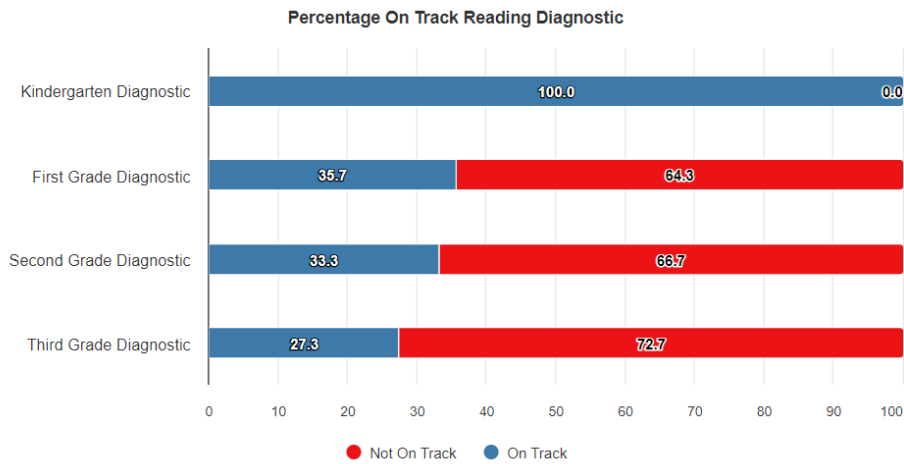*Section headings marked with an asterisk are required by state law.*

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

Grade	On Track	Not On Track
Kindergarten Diagnostic	46.2	53.8
First Grade Diagnostic	75.0	25.0
Second Grade Diagnostic	33.3	66.7
Third Grade Diagnostic	0.0	100.0

● Not On Track ● On Track
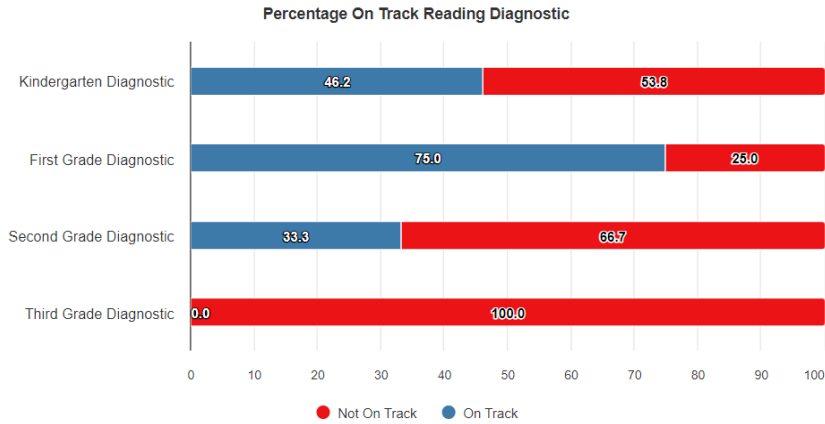
Fall 2022 Reading Diagnostics

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

Grade	On Track	Not On Track
Kindergarten Diagnostic	100.0	0.0
First Grade Diagnostic	35.7	64.3
Second Grade Diagnostic	33.3	66.7
Third Grade Diagnostic	27.3	72.7

● Not On Track ● On Track

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

School Improving At-Risk K-3 Readers - Overview

Choose a School Year

Multiple selections ⌄

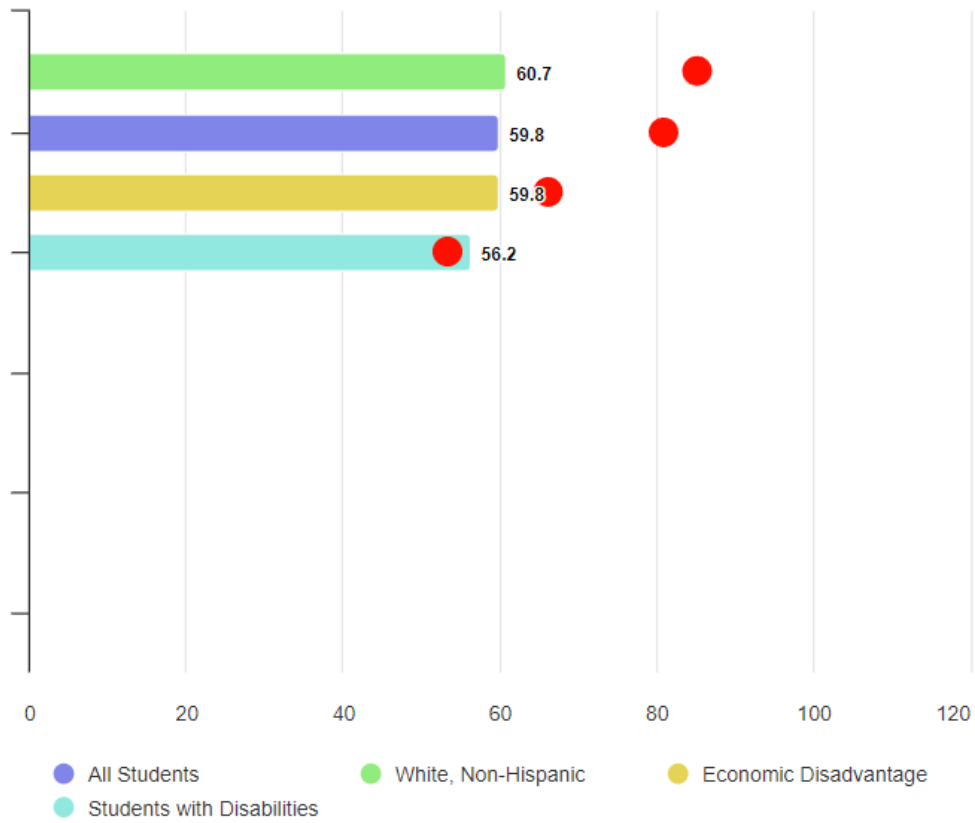**Choose a School**

Summit Acdy Comm Schl for Alternative Learners of Middletown - 132746 (Butler) ⌄

School Year	2020-2021 School Year				2021-2022 School Year				2022-2023 School Year			
K3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %
Kindergarten Diagnostic to 1st Grade Diagnostic	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
1st Grade Diagnostic to 2nd Grade Diagnostic	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
2nd Grade Diagnostic to 3rd Grade Diagnostic	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
3rd Grade Diagnostic to 3rd Grade ELA Test	<10	<10	<10	<10	12	4	33.3%	66.7%	<10	<10	<10	<10
Total	15	6	40.0%	60.0%	27	8	29.6%	70.4%	20	3	15.0%	85.0%

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

English Language Arts Achievement

Performance Index by Subgroup

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

Bar values: 60.7 (White, Non-Hispanic), 59.8 (All Students), 59.8 (Economic Disadvantage), 56.2 (Students with Disabilities)

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

School Absenteeism - Overview

Choose a School Year

| All | ∨ |

Choose a School

| All | ∨ |

Chronic Absenteeism Category	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Satisfactory	31.15	36.69	36.82	17.67	19.00
At-Risk	38.16	26.42	14.62	26.29	31.23
Moderate	23.30	12.04	10.74	25.67	33.30
Severe	4.92	2.84	11.23	18.13	5.86
Total Base FTE	97.52	77.99	73.41	87.76	89.40

Chronic Absenteeism Rate for Summit Acdy Comm Schl for Alternative Learners of Middletown - 132746 (Butler)

● Chronic Absenteeism FTE   ● Chronic Absenteeism Rate

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Discipline Trend for Selected Discipline Types By Selected Discipline Reasons

Discipline Trend for Selected Discipline Types By Selected Discipline Reasons For Gender

Subgroup ● Female ● Male

| Overview | School Disaggregate | Trend | SSID |
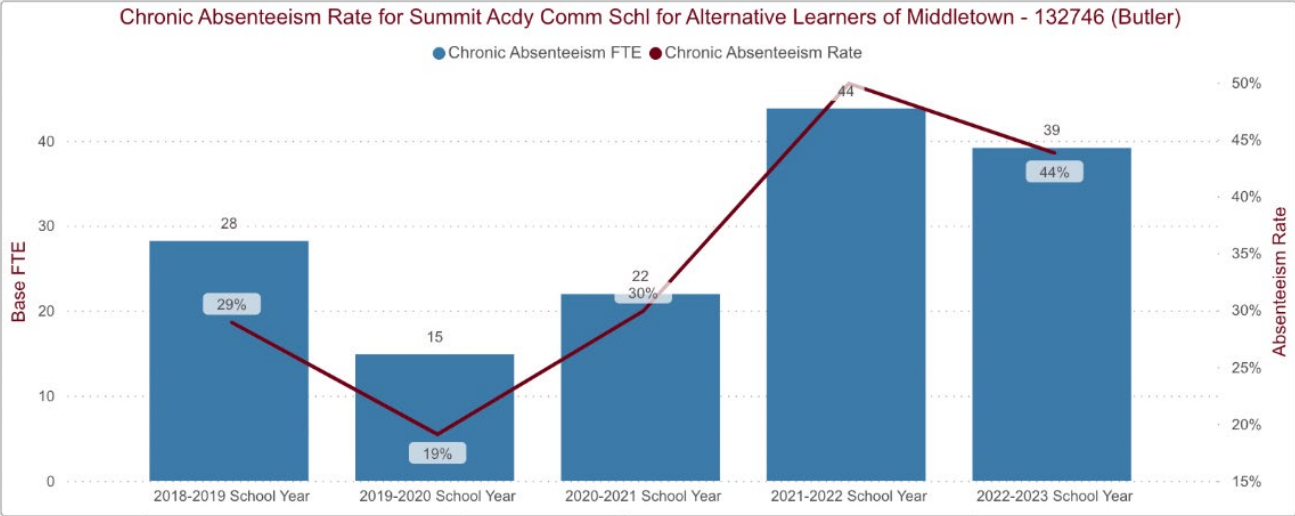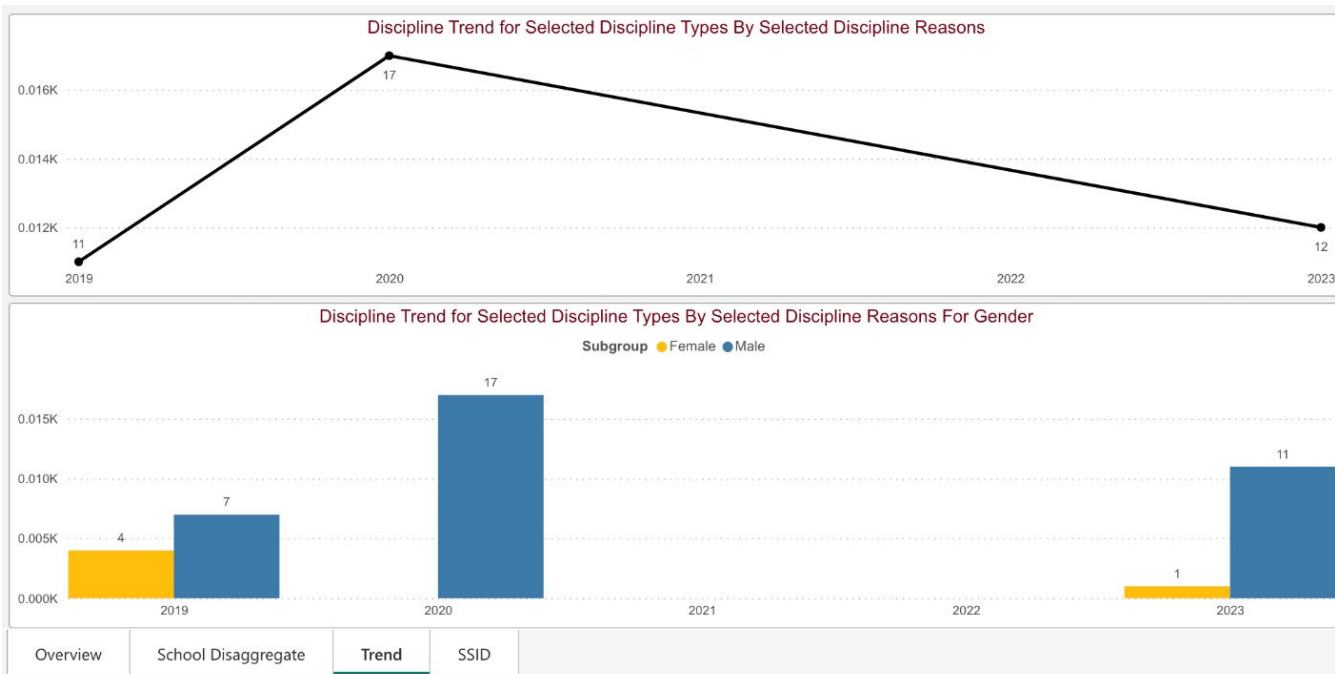
In analyzing this data, several trends became apparent. The first thing we looked at, being a school that prioritizes instruction for students with disabilities, is the state testing Performance Index by Subgroup. The one indicator met was the Students with Disabilities subgroup. This can, we recognize, be greatly improved upon. The other indicators fell far short. State testing data for 3rd graders 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 improvements in gap closing for our at-risk readers, with 60% of students in 2020-2021, 70.4% in 2021-2022, and 85% in 2022-2023 school years remaining off track in reading. 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. In reviewing our in-house Reading Improvement Plan from the 2022-2023 school year,, we only completed 75% of our action steps. 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. 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

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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. It lowered insignificantly between the 2021-2022 and 2022-2023 school years, remaining in the mid-40%. Out of school suspensions were at a 5-year high in 2020-2021 with 17 suspensions. In the 2022-2023 school year, they were down to 12. The school has implemented a program called Behavioral Leadership to 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.

External Factors:

- Poverty:
  - Limited Resources: Students from low-income families may lack access to essential resources such as books, educational technology, and supplementary materials, hindering their ability to practice and reinforce reading skills at home. Our school has had 99-100% of students identified as Economically Disadvantaged in the last five years.
- Trauma:
  - Cognitive and Emotional Impacts: Children who have experienced trauma may struggle with concentration, memory, and emotional regulation. These cognitive and emotional challenges can impede the development of foundational reading skills.
  - Disruptions in Learning: Trauma can lead to disruptions in a student's learning trajectory, potentially resulting in gaps in literacy development. Addressing trauma-informed practices is essential to creating a safe and supportive learning environment (Jensen, 2009)
- Chronic Absenteeism:
  - Missed Instructional Time: Students who are frequently absent from school miss critical instructional time. Consistent attendance is vital for the continuous development of reading skills, and chronic absenteeism can result in significant learning gaps. Summit Academy has struggled with chronic absenteeism, and the problem has increased in the last three years.
  - Limited Practice: Reading is a skill that requires regular practice. Chronic absenteeism not only hampers exposure to reading materials in the classroom but also limits opportunities for independent reading at home.
- School Readiness:

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

- - Early Literacy Foundations: Without access to quality preschool programs, many of our students enter kindergarten with fewer language and literacy skills, according to KRA data, putting them at a disadvantage in the early stages of learning to read.
  - Ho and Funk (2018) express the importance of early social and emotional health.
  - Social and Emotional Readiness: Preschool fosters social and emotional development, which is integral to a child's readiness to engage in the literacy-rich environment of formal schooling. Student behavior data reveals a lack of social skills that impede student learning time.

Internal Factors:

Teacher Experience and Knowledge:

- Content Expertise: Teachers with a deep understanding of literacy development, instructional strategies, and the curriculum are better equipped to deliver effective reading instruction. A lack of expertise in these areas can result in less impactful teaching, hindering students' ability to acquire crucial reading skills. With our current level of 40% inexperienced teachers teachers, content expertise is somewhat limited.
- Differentiated Instruction: Experienced teachers are often more adept at tailoring their instruction to meet the diverse needs of students. They can identify individual learning styles, adapt teaching methods, and provide targeted support for struggling readers, contributing to improved overall achievement. Our high number of inexperienced teachers makes this difficult.
- Classroom Management: Experienced teachers tend to have well-developed classroom management skills. An orderly and conducive learning environment is essential for effective reading instruction, as it allows students to focus on the material and engage in literacy activities without disruptions. Again, our inexperienced teachers struggle in this area.

Team Collective Efficacy:

- John Hattie has identified collective efficacy as the number one influence on student achievement (Hattie, 2023).
- Collaborative Planning: When teachers collaborate effectively, they can share best practices, analyze student data, and design targeted interventions to address reading challenges. A cohesive team approach ensures that resources are maximized, and strategies are aligned to benefit all students. Although the school has made use of the OIP teams, meetings have not addressed necessary data, and have not been consistent.
- Shared Goals and Beliefs: Collective efficacy involves a shared belief among teachers that they can positively impact student learning. When teachers believe in their collective ability to improve reading achievement, it fosters a positive and supportive school culture that encourages innovation and perseverance in the face of challenges. Recent work with external tutors revealed some lack of shared goals between our teaching staff, despite there being two teachers per classroom.

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

- Consistent Expectations: Teams with high collective efficacy often establish consistent expectations for student performance. This consistency reinforces a culture of high standards and academic achievement, motivating students to excel in their reading endeavors.

Assessment Practices:

- The Lead for Literacy Framework Navigator revealed that our assessment knowledge and practices was one of the lowest scoring areas for us on the entire rubric, at just 28.57%.
- Limited Use of Formative Assessment: Regular formative assessment is essential for identifying student progress and adjusting instruction accordingly. Formative assessment practices are not emphasized in classrooms or team meetings and processes, and skills gaps persist.

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.

When analyzing our literacy achievement data, we recognized low performance in several areas. Recognizing the importance of early literacy skills helped us prioritize which skills deficits to attend to first. Looking at the data, we recognized that early literacy skills are not being mastered by our students. This results in issues later in their literacy development, such as overall reading comprehension struggles, or even vocabulary acquisition. To address overall literacy achievement, we recognized we first had to figure out why our early literacy skills were not being mastered. So, we asked ourselves why our students' early literacy skills were weak.
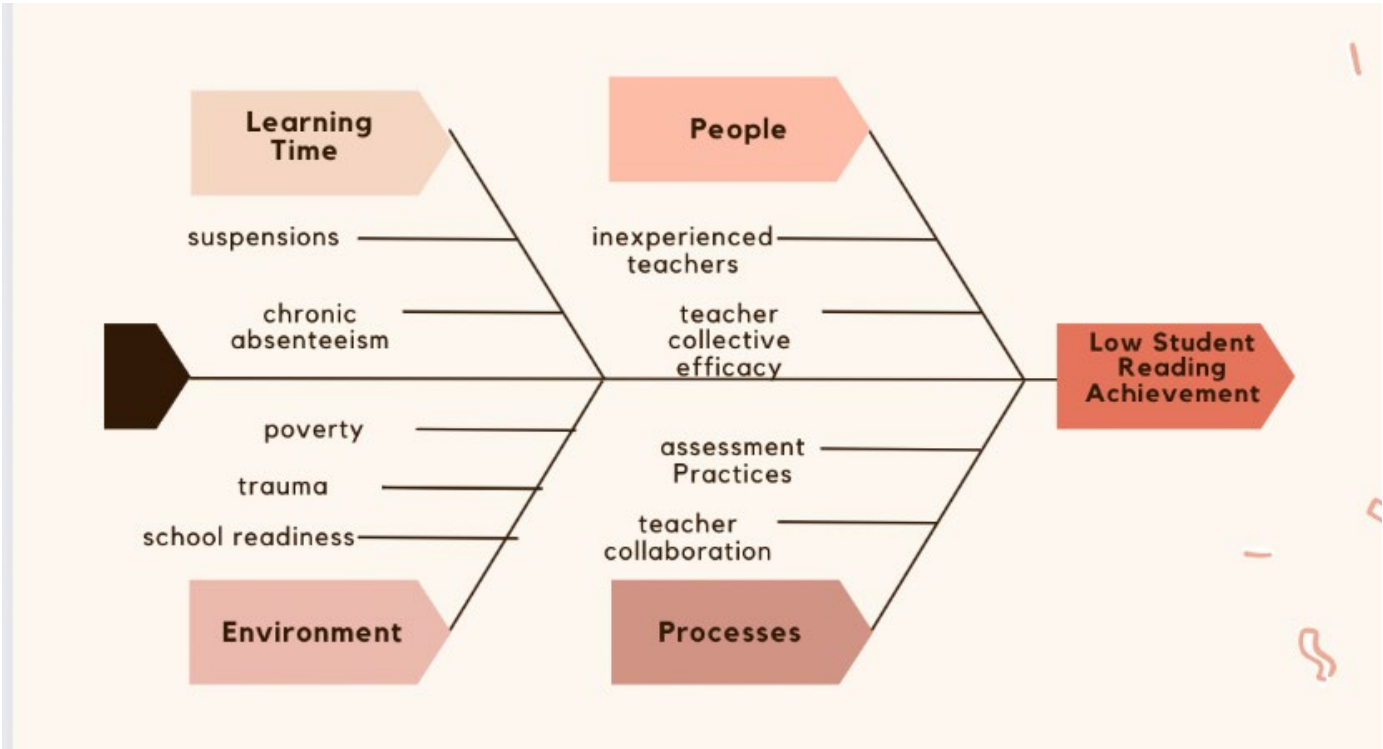
Several answers arose:
- lost learning time due to attendance
- lost learning time due to negative behaviors
- teachers not directly teaching all early literacy skills
- assessment used to address specific learning gaps and response to intervention

We started our root cause analysis by looking at our universal reading screener data, which we know is a good indicator of the effectiveness of our tier one instruction. Our Renaissance Star universal reading screener in the fall of 2023 showed less than 80% of our students were reading proficiently in response to our tier one instruction. As Michelle Elia often says, you cannot intervene your way out of a tier one problem. Our first question was: are students receiving tier one instruction based in the science of reading? We looked at attendance and time spent out of class for negative behaviors, as well as scheduling. In the 2022-2023 school year, we had an 89.9% attendance rate, with 43.8% of students being chronically absent. Although attendance can, and is, supported through staff cultivating relationships with families and communicating the importance of each student's presence, it is ultimately an external factor that we can exercise little control over. After making plans to continue strengthening relationships and support of families and students to improve attendance, we turned our focus to what happens within the school. We then looked at learning loss due to negative behaviors in the classroom, as well as learning loss due to suspension. We have been training staff in Behavioral Leadership to increase positive behaviors as well as student time spent in the classroom and minimize negative behaviors resulting in student time spent away from the classroom. Part of the Behavioral Leadership approach includes the use of Behavioral

Leadership coaches. These are active teachers in the building who have been trained not only in Behavioral Leadership, but also in how to coach others in this approach. Summit Academy Middletown has provided a Behavioral Leadership Coach to each teacher. The coach observes, provides feedback, and supports the teachers in this implementation. In addition, the TBT meets to analyze this implementation data. We recognize that lost instructional time due to negative behaviors does contribute to lower academic achievement. We decided this was a contributing factor and not a root cause. So we dug deeper.

We looked at what was being taught in the classroom. When evaluating our old literacy curriculum during our most recent One Needs Assessment, we saw that it was not aligned to the science of reading. It lacked appropriate direct, explicit instruction in phonics and phonological awareness. We purchased a new curriculum, Core Knowledge Language Arts (CKLA), that meets expectations on EdReports. With the new curriculum in the building, we began observations with the CKLA implementation rubric to get baseline data on fidelity of implementation. We were not surprised that in our first year of implementation that 100% of our teachers were in the "initial implementation" category of the rubric, or level 1 of 4. Supporting effective implementation of the core curriculum will be part of our RAP, but we wanted to dig deeper into the root cause. We wondered, even if we purchased a curriculum that was aligned to the science of reading, and trained our teachers in it, did our teachers still have knowledge gaps when it came to the science of reading.We then looked at our local equitable access planning tool, and saw that 40% of our teachers were inexperienced. In informal interviews and surveys,100% of our teachers indicated that their initial teacher prep programs did not prepare them to teach phonics and phonological awareness. Only two of fifteen teachers indicated that they had received training aligned to the science of reading at the Master's degree level. While we don't have control over the education provided by teacher prep programs, we do have control over the professional development, training, and coaching we provide. Understanding how to teach early literacy skills is one component of our root cause, but we recognize that only 10% of students arrive to our school prepared in early literacy skills, according to the KRA. This means our teachers must be effective and efficient in teaching within an integrated multi-tiered system of support (I-MTSS) to close learning gaps. We looked at our state report card to determine our teachers' ability to close gaps, which we determined to be a significant indicator of and understanding of both the science of reading and I-MTSS combined. In the 2022-2023 school year, we scored 33% in Gap Closing, hitting the English Language Arts Performance Index in only one subgroup: students with disabilities (56.2). In the 2021-2022 school year, we scored 18.8%. Although our Performance Index improved somewhat over the past few school years, we recognized the significant gaps still existing in our student learning, leaving many students still not on track in reading. Information gathered from Intervention Assistance Teams (IAT) revealed gaps in teacher understanding regarding tiered supports for students, in both availability of interventions as well as effective intensive implementation to best support student deficits. This was evidenced by documentation due quarterly. Summit Academy Middletown needs to improve staff knowledge of how and when to intensify or fade literacy interventions aligned to the science of reading.

Our root cause is that many of our teachers do not know how to teach literacy skills to students with literacy gaps within a multi-tiered system of support to ensure reading achievement for all students.

The fishbone (Ishikawa) diagram shows causes leading to **Low Student Reading Achievement**, organized into four categories:

- **Learning Time**: suspensions, chronic absenteeism
- **People**: inexperienced teachers, teacher collective efficacy
- **Environment**: poverty, trauma, school readiness
- **Processes**: assessment Practices, teacher collaboration

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.

Summit Academy is dedicated to enhancing the language and literacy proficiency of its students, as evidenced by data indicating that a majority of them are not progressing toward reading proficiency. In pursuit of this objective, the school has established three goals that align with district improvement plans.

Overarching Learner Goal:

 By May of 2024, we will increase the number of students identified as "on-track" in reading from 40% to 75% as measured by the universal reading screener, Renaissance Star Reading Assessment.

Overarching Adult-Implementation Goal:

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

By May of 2024, the percent of teachers effectively implementing reading instruction aligned with the science of reading within an integrated multi-tiered system of support will increase from 0% to 80% as measured by the American Institutes for Research's Center on Multi-Tiered System of Support MTSS rubric.

Adult Implementation Sub Goals

By May of 2024, the percent of teachers fully implementing the Core Knowledge Language Arts (CKLA) program, as measured by the CKLA implementation rubric will increase from 0% to 80%

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

Goal # 1 Action Map

Goal Statement:

Overarching Learner Goal:

By May of 2024, we will increase the number of students identified as "on-track" in reading from 40% to 75% as measured by the universal reading screener, Renaissance Star Reading Assessment.

Evidence-Based Strategy or Strategies:

- Implementation of evidence-based teacher training program.
- Coaching and mentoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers and principal will receive LETRS training.	Teachers will effectively create and implement Reading Improvement and Monitoring Plans (RIMPs) that are aligned to the science of reading.	Teachers will receive mCLASS training to provide effective reading interventions aligned to the Science of Reading and core instruction

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

Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Literacy Coach	Literacy Coach	Literacy Coach
Resources Needed	LETRS online access LETRS manual LETRS facilitation course Classroom coaching for implementation administration walkthrough form	DEW's RIMP intervention videos RIMP template District decision rules Reading Diagnostics	mCLASS online access mCLASS official training from Amplify mCLASS intervention kits manipulatives
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers and principal will be signed up for LETRS training in the winter of 2023. The district will contract with LETRS to get a certified facilitator Staff will complete training independently and then attend facilitated training sessions to deepen their knowledge of the content Literacy coach will provide embedded training to improve application of knowledge	The curriculum literacy lead will update the district's Reading Framework to ensure all DEW RIMP intervention videos are easily accessible and shared with coaching staff, teachers, and leadership The curriculum literacy lead revamped the RIMP template, with feedback from a literacy specialist at DEW to reflect McKenna and Stahl's mental model of reading to better align plans to the science of reading, and will continuously train staff in the creation and use of effective RIMPs through scheduled PD days.	Literacy coach/curriculum literacy lead will ensure online mCLASS access for all staff Literacy coach/curriculum literacy lead will organize and create a system of use for the mCLASS intervention physical kits All staff will be trained by an Amplify representative in their mCLASS intervention program in the winter of 2023. Literacy coach/curriculum literacy lead will plan with teachers, model mCLASS intervention lessons, observe, and provide feedback. School leadership will implement an mCLASS walkthrough schedule to provide feedback to teachers

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

		The curriculum literacy lead will train all staff in appropriate screening and diagnostics, and attend initial Teacher-Based Team meetings to support and facilitate use School leadership will create plans to train staff with RIMP videos School leadership will incorporate the Reading Framework decision rules in all reading Teacher-Based Teams and Building Leadership Teams	
Measure of Success	LETRS completion certificates LETRS walkthrough data	Completed RIMP documentation Completed progress monitoring data Improved student progress monitoring data	mCLASS walkthrough forms
Description of Funding	We will budget and utilize both federal and general funds to ensure funding is prioritized for this.	none	We will budget and utilize both federal and general funds to ensure funding is prioritized for this.
Check-in/Review Date	January 2024 May 2024	December 2023 May 2024	January 2024 May 2024

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

Goal # 2 Action Map

Goal Statement:

Overarching Adult-Implementation Goal:

By May of 2024, the percent of teachers effectively implementing reading instruction aligned with the science of reading within an integrated multi-tiered system of support will increase from 0% to 80% as measured by the American Institutes for Research's Center on Multi-Tiered System of Support MTSS fidelity rubric.

Evidence-Based Strategy or Strategies:

- Use of reading screeners and diagnostics
- data-informed decision making

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement an effective screening and assessment process	Improve data-based decision making	Strengthen school infrastructure and support
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Principal/Assistant Principal	Principal/Assistant Principal	Principal/Assistant Principal
Resources Needed	district-approved screeners	training on data use	The American Institutes for Research's Center on Multi-Tiered Systems of Support

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

	training on use of screeners The American Institutes for Research's Center on Multi-Tiered Systems of Support Fidelity of Implementation Rubric	training on effective implementation of Teacher-Based Teams data team meeting schedule The American Institutes for Research's Center on Multi-Tiered Systems of Support Fidelity of Implementation Rubric Implicit Bias Training for Staff	Fidelity of Implementation Rubric
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The school leadership will: Review current assessment practices and identify gaps. Make plans to improve use of reliable screening tools for academics and behavior. Train staff on the administration and interpretation of screening assessments.	The school leadership will: Provide professional development on data analysis and interpretation. Establish regular data team meetings to review student progress. Integrate data review into existing team and staff meetings. All staff will complete Implicit Bias training	The school leadership will: Assess and address any technological or logistical barriers to MTSS implementation. Allocate resources for professional development and ongoing support. Establish roles and responsibilities for MTSS implementation within the school.
Measure of Success	80% or better on Section 1: MTSS Universal Screening Fidelity Rubric	80% or better on Section 3: MTSS Data-Decision Making Fidelity Rubric	80% or better on Section 5: MTSS School Infrastructure and Support Mechanisms
Description of Funding	none	none	none
Check-in/Review Date	March 2024	March 2024	March 2024

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

	June 2024	June 2024	June 2024

Goal # 3 Action Map

Goal Statement:

Adult-Implementation Overarching Goal:

By May of 2024, the percent of teachers fully implementing the Core Knowledge Language Arts (CKLA) program, as measured by the CKLA implementation rubric will increase from 0% to 80%

Evidence-Based Strategy or Strategies:

- Ongoing professional development in evidence-based literacy practices
- Coaching and Mentoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will receive training, modeling, and co-planning in Core Knowledge Language Arts (CKLA)	Teachers will observe each other using the CKLA implementation rubric and provide feedback	Teacher-based teams (TBTs) will work with the observation data to identify supports needed for improvement and communicate that with the BLT
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Principal/Assistant Principal	Principal/Assistant Principal	School Instructional Coaches
Resources Needed	CKLA materials Teacher CKLA accounts	CKLA implementation fidelity walkthrough form	TBT and BLT schedule

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

	CKLA training Walkthrough form		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	In the fall of 2023, all teachers will be trained in Amplify's CKLA. Throughout the 2023-2024 school year, the curriculum literacy lead will plan with teachers, model new components of the curriculum in classrooms, and reflect with teachers on their instruction. . When a new literacy coach is hired, that person will take over planning with teachers, modeling the lessons, and reflecting with teachers. School leadership will conduct short walkthroughs to collect data and provide feedback	Beginning late fall 2023, teachers observed each other, along with the curriculum team's literacy lead, using CKLA's implementation rubric Teachers will continue to observe each other throughout the 2023-2024 school year using the rubric	The leadership team will revise the TBT- and BLT schedules to ensure adequate meeting times are allotted to the work described in the RAP The TBTs will meet to analyze this data, with the support of the district literacy lead in the winter and spring. The TBT will communicate supports needed for improvement to the BLT The BLT will use the collaborative problem-solving process to develop, implement and evaluate the building improvement plan.
Measure of Success	90% of school leadership will have completed 3 or more walkthroughs using the CKLA implementation rubric.	100% of teachers will have completed 2 or more CKLA observations of colleagues.	90% or more of teachers will attend and participate in a TBT based on the CKLA implementation data
Description of Funding	training purchased with general funds	free	free
Check-in/Review Date	May 2024	May 2024	May 2024

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

Describe the process for monitoring the progress and implementation of the plan's strategies.

Summit Academy utilizes Ohio's Improvement Process (OIP) to assess need, implement, and monitor plans. This includes: identifying critical needs, researching and selecting evidence-based strategies, planning for implementation, implementing and monitoring, and examining, reflecting, and adjusting. These steps are done continuously through teams and individuals in the school.

This plan will be monitored through the Building Leadership Team (BLT), which will rely on several data points from the Teacher-Based Team (TBT). The BLT will be monitored by the District Leadership Team (DLT), and the literacy lead on the district curriculum team. The TBT will meet monthly to analyze data from relevant action steps. Several representatives from the TBT are also members of the BLT. They will be responsible for providing data to the BLT. The BLT will meet quarterly to analyze progress and make plans for improvement and support. The BLT will then share the data with the DLT, which meets in the spring and fall to assess needed supports. In addition to utilizing the OIP, all Summit Academy schools have the support of the Summit curriculum team. A member from the curriculum team dedicates a full day each week to supporting the needs of this building. That curriculum member will conduct bi-monthly check ins with the principal to determine progress and needs. Summit Academy Community School for Alternative Learners - Middletown is directly supported by the literacy lead on the curriculum team. This person will be attending TBTs and BLTs to monitor the progress and implementation of the plan as well.

Summit Academy's principal and literacy lead participated in the 2022-2023 Ohio Lead for Literacy Cohort. As part of that work, they completed the Framework Navigator to initially evaluate the school's literacy instruction, teams, processes, and school support structures. This Framework Navigator will be completed annually to comprehensively assess progress of all literacy initiatives.

Section 7: Expectations and Supports for learners and Schools*

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.

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

Recognizing the critical importance of literacy in shaping students' academic success and future opportunities, this plan outlines evidence-based techniques that Summit Academy will implement to enhance literacy achievement. The strategies outlined here align with Ohio's Plan to Raise Literacy Achievement, emphasizing a comprehensive and research-supported approach.

Early Literacy Intervention:

a. Screening and Assessment:

- Implement regular screenings to identify students at risk of reading difficulties. This happens three times a year. Each student who is identified as at risk is given deeper diagnostics and a Reading Improvement and Monitoring Plan (RIMP) is written to support closing their reading gaps.

- Utilize diagnostic assessments to identify specific areas of need for targeted intervention. These have been selected for teachers and include: Renaissance Star's Reading CBMs, LETRS Phonics Survey, LETRS Spelling Inventory, The Phonological Awareness Screening Test, among others. These diagnostics are used to provide specific skills deficits for teachers to target in RIMPs

b. Tiered Intervention Framework:

- Improve our tiered intervention model, offering differentiated instruction based on students' literacy needs. This will happen through training, support, modeling and observation within improvement teams such as TBT, IAT, and BLT.

- Continue to provide small-group or one-on-one interventions for struggling readers, focusing on foundational skills, and improve teachers' ability to identify when and how to intensify or fade supports, as outlined in student RIMPs

c. Evidence-Based Practices:

- Implement evidence-based literacy programs. This includes Core Knowledge Language Arts (CKLA) and mCLASS by Amplify, which aligns to CKLA.

- Incorporate multisensory activities to engage diverse learning styles and reinforce literacy concepts.This includes ensuring that all students are reading, writing, and speaking in their lessons.

Professional Development:

a. Teacher Training:

- Provide ongoing professional development in evidence-based literacy instruction. This includes LETRS training, Ohio Department of Education and Workforce training on dyslexia, Structured Literacy certification for some, training on implementing MTSS, training on the core literacy curriculum (CKLA), training on evidence-based literacy interventions (mCLASS)

- Focus on strategies for differentiated instruction, incorporating technology, and addressing diverse student needs.

b. Coaching and Mentoring:

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

- Improve coaching and mentoring programs to support teachers in implementing new literacy strategies. This includes hiring a new instructional coach and training them in coaching cycles, as well as all programs used by the school.

- Foster a collaborative environment where educators can share best practices and receive constructive feedback. This is done through Ohio Improvement Process teams: Teacher-based Teams (TBTs) such as the student-level problem solving team, and the Building Leadership Team (BLT).

Technology Integration:

a. Digital Literacy Tools:

- Integrate technology tools that support literacy development, such as educational apps, interactive e-books, and online reading platforms, most of which will be done through the purchased programs: CKLA and mCLASS, as well as an additional program called Lalilo.

- Provide access to digital resources that cater to different reading levels and include culturally responsive literature using Epic Books

Family and Community Engagement:

a. Family Literacy Programs:

- Enhance family literacy programs that promote at-home reading activities.

- Provide resources and workshops to help parents support their children's literacy development.

-Provide culturally responsive materials for families

b. Community Partnerships:

- Increase collaboration with community organizations, libraries, and local businesses to create literacy-rich environments.

- Continue to host community events that promote a love for reading and lifelong learning, and increase the organizations invited to collaborate with the school on these events.

-Continue to collaborate and strengthen the relationship with the local library to provide students with rich opportunities to engage in literacy. Currently, the public library visits regularly to increase reading materials available to students and provide additional learning opportunities.

Assessment and Monitoring:

a. Formative Assessment Practices:

- Emphasize the use of formative assessments to inform instructional decisions. This is embedded in the new reading curriculum, and will be supported through training and monitoring of implementation of the program. It will also be done in intervention sessions.

- Provide teachers with tools and training for ongoing assessment and progress monitoring. This will be Amplify's mCLASS with Dibels and the district's selected assessments and progress monitoring guidance forms.

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

b. Data-Informed Decision Making:

- Establish a data-driven culture where educators regularly analyze literacy data to inform school-wide strategies through TBTs and BLTs.

- Use assessment results to adjust interventions and instructional practices based on individual and collective needs, and implement the district's decision rules and intervention tracking forms.

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.*

Ensuring Effectiveness:

Comprehensive Needs Assessment:
- The school conducted a thorough needs assessment through the One Needs Assessment, then updated data and re-analyzed for the Reading Improvement Plan, and then the Reading Achievement Plan to identify strengths and areas for improvement across school.
- Analyzed student performance data, teacher effectiveness, and the overall learning environment. This included state testing data, attendance data, benchmarking/universal screening data, progress monitoring, report card data, as well as walkthroughs, reviews of lesson plans and intervention progress monitoring forms and teacher surveys and interviews.

Alignment with Research-Based Practices:
- The school has ensured that district-wide strategies and interventions align with the latest research-based educational practices.
- We made plans to regularly review educational literature and stay informed about evidence-based approaches to teaching and learning.

Professional Development:
- We have invested in targeted professional development for educators, administrators, and support staff including LETRS, core curriculum and intervention program training, MTSS training, Structured Literacy Certification.
- We have tailored training sessions to address specific areas of need identified through assessments and data analysis.

Monitoring and Support Systems:
- We have implemented robust monitoring systems to track the implementation of strategies using the Ohio Improvement Process

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

- We established support structures, such as an instructional coach, trained leadership, and improved teams to assist educators in applying effective practices.

Stakeholder Engagement:
- We have worked to foster collaboration and communication among teachers, administrators, students, parents, and community members through various avenues: required positive phone calls homes, regular electronic messages home, newsletters, Class Dojo posts, and family nights that engage the community.
- We regularly solicit feedback through surveys to ensure a collective approach to district improvement.

Demonstrating Progress:

Data-Driven Decision Making:
- We have emphasized a data-driven culture, using assessment results and progress monitoring to inform decision-making.
- We have made plans to regularly communicate progress to stakeholders through transparent reporting mechanisms. This is through newsletters and ClassDojo, which is utilized by both schools. We also have our school website updated with pertinent information. We also hold board meetings every other month and teacher-parent meetings to ensure communication among all stakeholders.

Benchmark Assessments:
- We are improving our implementation of benchmark assessments to track student growth and identify areas needing attention.This happens three times a year through Renaissance's Star Reading Assessment.
- We have made plans to better analyze benchmark data to assess the impact of interventions and adjust strategies accordingly through our teams processes

Student Outcome Indicators:
- We have established clear indicators of student success and progress through our plan goals.
- We will continue to monitor standardized test scores and progress monitoring data to assess the overall effectiveness of our plan.

Formative Evaluation:
- We have made plans for both teaching staff and leadership to conduct formative walkthroughs throughout the school year to assess the implementation of strategies.
- We will also evaluate the effectiveness of the school's literacy practices by revisiting Lead for Literacy's Framework Navigator, which was used to initially evaluate literacy practices and school supports and structures.
- We will use these evaluations to make timely adjustments and improvements through the OIP

Celebrate Successes:
- We will recognize and celebrate achievements, whether they be individual student accomplishments, improvements in school climate, or positive shifts in overall district performance.

Improving Upon Strategies:

Continuous Reflection and Evaluation:
- We will encourage a culture of continuous reflection among educators and administrators by providing support, PD, and emphasizing our district's core value of lifelong learning.

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- We will regularly evaluate the effectiveness of strategies, seeking input from stakeholders to identify areas for improvement through the OIP.

Professional Learning Communities:
- We will foster professional learning communities where educators collaboratively reflect on practices. This will be supported by the district's curriculum team.
- We will share best practices and lessons learned, fostering a culture of continuous improvement in our teams.

Adaptive Leadership:
- We have made plans to enable adaptive leadership that responds to changing circumstances and emerging educational trends through the Literacy Pathways training as well as participation in Ohio's Lead for Literacy Cohort. .
- We will continually adjust strategies based on evolving student needs and shifts in educational policies through use of our teams and the OIP, as well as the Lead for Literacy Framework Navigator, which the school used to evaluate teacher implementation and structural support of evidence-based literacy practices.

Feedback Loops:
- We have established feedback loops at various levels of the district, including teacher feedback on professional development, student feedback on instructional methods, and community input on overall district strategies.We utilize Google Forms to ensure all stakeholders have a voice in the planning and effectiveness of what we are doing. We also open the option for names to be on all forms to allow for further conversations and follow up to make adjustments as needed in regards to what is best for the school community.

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.

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Date	Description/Title	Sustained	Intensive	Collaborative	Instructionally Focused	**Science of Reading SoR**
2022-2024 ongoing	18 Hours DEW Dyslexia training through OHID LMS/facilitation by ESC Lake Erie West	district-supported cohorts run each year	focused on dyslexia tendencies and SoR	smaller cohort completing training together	Classroom application opportunities throughout modules	supports understanding of SoR
June 2023	Literacy Pathways	district-supported cohort will run as needed based on turnover	focused on specific skills of effective literacy leadership	larger cohort of building leadership teams completing training together	Provides leadership the understanding of what instruction should look like	provide leadership with an understanding of SoR
December 2023-May 2024	LETRS Vol 1	training cohorts run each year to address staff turnover	focused on specific word recognition skills	larger cohort completing training together	Classroom application requirements throughout modules	supports understanding of SoR
December 2023-May 2024	LETRS Vol 2	training cohorts run each year to address staff turnover	focused on specific language comprehension skills	larger cohort completing training together	Classroom application requirements throughout modules	supports understanding of SoR
August 2023	CKLA	training cohorts run each year to address staff turnover, and are supported throughout the year through job-	pertaining to the specific ELA curriculum	all teachers trained, collaborative support sessions offered	Instruction-specific training provided	supports understanding of a core reading curriculum aligned to the SoR

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		embedded coaching				
December 2023	mCLASS	training cohorts run each year to address staff turnover, and are supported throughout the year through job-embedded coaching	pertaining to the specific ELA intervention curriculum	all teachers trained, collaborative support sessions offered	Instruction-specific training provided	supports understanding of a intervention reading curriculum aligned to the SoR
October 2023	RIMP Training	training cohorts run each year to address staff turnover	focused specifically on RIMP development and usage	full cohort completing training together	How to implement instruction from RIMPs within the classroom	Supports understanding of how to provide interventions aligned to the SoR.
November 2023	Implementation Science	training cohorts run each year to address staff turnover	a discreet set of skills for implementing change	Focused on collaboration needs within implementation requirements	Implementation of classroom strategies covered	Supports implementation of changes needed to improve SoR

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		training cohorts run each year to address staff turnover, and are supported throughout the year by the curriculum team	focused specifcally on the 5 step process and teams needed to implement the process	focused on team collaborative processes within OIP	Classroom data-analysis included	Supports implement ation improveme nt efforts aligned to SoR
January 2024-February 2024	OIP					
August 2023	Reading Screeners	training cohorts run each year to address staff turnover	specific training in use of district-approved reading screeners	Focused on collaboration of data analyis from screeners	Classroom application of screeners covered	Use of reading screeners are supported by SoR
August 2023-May 2024	Data Use in Teams/TBT	training continues throughout the year to support a team that is adaptive	specific training in data use within a team environmen t	use of data within teams	Classroom data-analysis included	Effective use of data necessary for MTSS aligned to SoR
August 2023-December 2024	Structured Literacy Certification	training cohorts run as funding allows, ideally each year	provides training in specific literacy skills	smaller cohort completing training together	Classroom application requirements throughout modules	trains educators deeply in SoR
Spring 2024	Implicit Bias Training refresher	refresher on previous training to sustain acquired knowledge	specifically addresses implicit bias	all staff complete training and will be encouraged to collaborate to create sustainable implementation of changes through the TBT	Provides immediate skills to apply during teaching	allows for equity of instruction that is aligned to SoR

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APPENDICES

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

References:

Amplify CRSE support resources. Amplify. (2023, February 1). https://amplify.com/amplify-crse-support-resources/#:~:text=Amplify%20CKLA%20(Core%20Knowledge%20Language,Culturally%20Responsive%2DSustaining%20Education%20Framework.

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