



March 22, 2024

Dear Superintendent Singer:

Thank you for submitting the Summit Academy - Youngstown 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:

- Last year DLT completed Lead for Literacy Framework Navigator; this led to decisions in professional learning.
- BLT completed Ohio's Literacy Pathways to enhance leadership capacity.
- Equity efforts have been a priority.
- Addressing COVID impact with targeted interventions and support for families.


This plan will benefit from:

- Continue considering how your data collection and analysis can become part of a strong MTSS.
- Consider what will be the scope and sequence of your multiyear professional development plan based on evidence-based practices. Consider how this plan will help you retain teachers.
- As noted, continue to strengthen tier 1 core instruction through PD opportunities and consider increased step to strengthen your TBTs.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Summit Academy - Youngstown revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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 Youngstown

DISTRICT IRN:000623

DISTRICT ADDRESS: 144 North Schenley Ave. Youngstown, Ohio 44401

PLAN COMPLETION DATE:

LEAD WRITERS: Jessica Davis, Rebecca Ellis, Natasha Walski

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

Name	Title/Role	Location	Email
Rebecca Ellis	Principal	Youngstown	Rebecca.ellis@summitacademies.org
Jessica Davis	Literacy Coach	Youngstown	Jessica.davis@summitacademies.org
Nicole McGrath	Math Coach	Youngstown	nicole.mcgrath@summitacademies.org
Natasha Walski	Curriculum Administrator	Summit Academy Management	natasha.walski@summitacademies.org
Gina McAllister	Lead Intervention Specialist	Youngstown	gina.mcallister@summitacademies.org
Ariana Deal	Kindergarten Teacher	Youngstown	ariana.deal@summitacademies.org
Brienne Prendergast	1st Grade Teacher	Youngstown	brienne.prendergast@summitacademies.org
Jillian Ronci	2nd Grade Teacher	Youngstown	jillian.ronci@summitacademies.org
Addonnis Harden	Teacher	Youngstown	addonnis.harden@summitacademies.org
Laurie Lamancusa	Teacher	Youngstown	laurie.lamancusa@summitacademies.org
Amanda Addicott	3rd Grade Teacher	Youngstown	amanda.addicott@summitacademies.org
Melissa Anzalone	Intervention Specialist	Youngstown	melissa.anzalone@summitacademies.org

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

The District Leadership Team (DLT)) and Building Leadership Team (BLT) was made aware of the Reading Achievement Plan (RAP) requirement via email communication. The DLT 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 Rebecca Ellis, Jessica Davis, and Natasha Walski. The information and requirements from the RAP webinar was shared with the BLT during their weekly meeting on December 7, 2023, and a plan and writing team was created to accomplish the completion of the RAP. The writing team includes: Rebecca Ellis, Jessica Davis, and Natasha Walski.

On Friday, December 8, 2023, a “teacher work day” where students did not have school, was already scheduled on the school calendar and the team was able to use this opportunity for the DLT/BLT to look closely at the data and share agreed upon goals. The writing team would then be able to begin using the information from this meeting to complete the writing of this plan. The BLT/ DLT first looked at K-3 Literacy Data including KRA, state testing data, Local Report Card Data, Renaissance Star Data, and RIMP Data. The DLT/BLT also reviewed other plans that were already in place: One Plan/One Needs Assessment, Reading Improvement Plan, Reading Framework, MTSS Framework, and Ohio Improvement Process goals. Reviewing our comprehensive One Needs Assessment from spring of 2023 and our most recent 3rd Grade Fall OST Scores, we are beginning to see improvements as we have increased the number of students scoring proficient when compared to last year’s scores, but we need to continue and strengthen our current plans and initiatives to close the achievement gap: strengthening and ensuring core/tier 1 instruction is systematic, explicit, aligned to the science of reading, and is evidence based, and using screener and diagnostic assessment data to plan and provide effective, evidence based interventions that are aligned to the science of reading practices.

The RAP template was placed in a Google Doc so the writing team and the BLT/DLT were able to work collaboratively. Each member of the BLT reviewed the plan individually between Dec 11 - 14, 2023, and provided feedback. This feedback on adjustments or edits was discussed at our BLT meeting on Dec 14 2023, and the plan was agreed upon, finalized, and submitted to the department.

The finalized plan will be emailed to all staff in January and discussed with staff during TBT meetings. The goals and strategies will also be shared with the members of our Governing Board via email and can be discussed, if requested, at any upcoming board meeting, and progress of this plan will be shared out in the Director’s Report during board meetings. Summit Academy-Youngstown employs a Community Resource Coordinator to continue to foster a strong partnership with parents and the local community. We will communicate RAP goals, strategies, and progress through newsletters, social media, family nights, and regular updates through our one call system with consideration of the communication preferences of our school community.

Summit Academy Youngstown’s OIP provides a system that communicates and monitors progress of all of our aligned school improvement goals and plans. Using Ohio’s 5 Step Process allows us to use a systematic approach to monitor the effectiveness of Tier 1 instruction, identify students who are not responding to Tier 1 instruction, use data to make instructional/intervention decisions, provide evidence-based interventions, and monitor progress of students and effectiveness of the interventions. Aligning all of our plans with the Ohio Improvement Process (OIP), allows district, building and teacher-based teams (DLT, BLT, TBT) to share responsibility for improving student achievement as part of a system-wide improvement focus. To ensure every

student's success, TBT, BLT, and DLT review, analyze and use data to assess improvement and identify implementation issues and academic successes and gaps. The literacy coach is the internal facilitator for literacy data of the TBT and assists the building principal and BLT with the OIP process, instructional leadership duties; teacher professional development and support; as well as teacher induction, mentoring, and coaching. This plan will be monitored at least monthly by TBT and BLT and three times a year by the DLT.

Developing, monitoring, and communicating a Reading Achievement Plan (RAP) at Summit Academy-Youngstown involves a collaborative and strategic process tailored to the specific needs and context of the school. Here's a tailored plan for Summit Academy-Youngstown:

1. Needs Assessment:

- A thorough needs assessment at Summit Academy-Youngstown was conducted to identify specific areas of improvement in reading achievement .
- Utilize data from standardized tests, teacher evaluations, and any school-specific assessments to pinpoint strengths and weaknesses.

2. Formation of a Reading Leadership Team at Summit Academy-Youngstown:

- Establish a Reading Leadership Team (RLT) comprising administrators, teachers, and literacy specialists at Summit Academy-Youngstown.
- Ensure representation from various grade levels and subject areas to bring diverse perspectives to the team.

3. Setting Clear Goals for Summit Academy-Youngstown:

- Define clear, measurable, and achievable goals for improving reading achievement that align with Summit Academy-Youngstown's mission and objectives.

4. Development of the Reading Achievement Plan (RAP) for Summit Academy-Youngstown:

- Collaboratively create a detailed RAP tailored to the unique needs and challenges of Summit Academy-Youngstown.
- Integrate research-based practices and instructional approaches that resonate with the school's student demographic.

5. Resource Allocation at Summit Academy-Youngstown:

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- Ensure accessibility to instructional materials, professional development opportunities, and technology resources.

6. Professional Development for Summit Academy-Youngstown:

- Provide targeted professional development opportunities for teachers at Summit Academy-Youngstown to enhance their skills in teaching reading.
- Focus on the latest research, instructional strategies, and technology tools relevant to the school's context.

7. Data Monitoring and Analysis at Summit Academy-Youngstown:

- Implement a systematic approach for data collection to monitor student progress in reading at Summit Academy-Youngstown.
- Regularly analyze assessment data to track trends, identify areas for improvement, and inform instructional decisions.

8. Intervention Strategies for Summit Academy-Youngstown:

- Develop and implement targeted intervention strategies at Summit Academy-Youngstown for students who are struggling with reading.
- Consider personalized approaches such as small-group instruction, one-on-one tutoring, and other evidence-based interventions.

9. Parent and Community Engagement at Summit Academy-Youngstown:

- Foster a strong partnership with parents and the local community at Summit Academy-Youngstown.
- Communicate RAP goals, strategies, and progress through newsletters, workshops, and regular updates, considering the specific communication preferences of the school community.

10. Regular Progress Reports for Summit Academy-Youngstown:

- Establish a system for providing regular progress reports to parents, teachers, and administrators at Summit Academy-Youngstown.

- Share both individual student progress and overall achievements related to the RAP goals.

11. Adjustments and Continuous Improvement for Summit Academy-Youngstown:

- Regularly review the effectiveness of the RAP through ongoing assessments and feedback specific to Summit Academy-Youngstown.

- Make adjustments to the plan as needed, based on data and observations, to ensure continuous improvement.

12. Celebration of Achievements at Summit Academy-Youngstown:

- Celebrate successes and achievements related to reading improvement at Summit Academy-Youngstown.
- Recognize the efforts of teachers, students, and parents who contribute to the success of the RAP.

13. Communication Channels for Summit Academy-Youngstown:

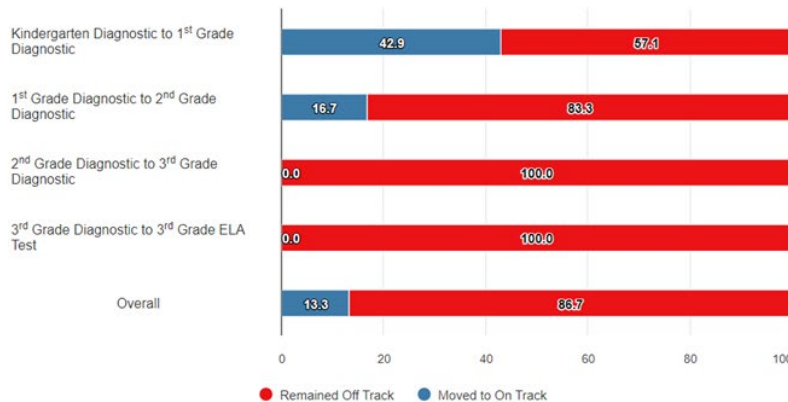
- Establish clear communication channels at Summit Academy-Youngstown to disseminate information about the RAP to all stakeholders.
- Utilize meetings, newsletters, emails, and the school website, ensuring that communication is accessible and inclusive.

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 Youngstown Elementary is a community school designed to educate all students using a therapeutic approach to allow all students the greatest opportunities for success. We currently educate 117 students in grades K-7 with a variety of abilities; 100% are economically disadvantaged and 71% are identified as students with disabilities and receive special education services. Kindergarten through third grade consists of 41 students; 83% are identified as students with disabilities and receive special education services.

Percentage of Previously Off Track Students That Moved to On Track



OHIO DEPARTMENT OF EDUCATION AND WORKFORCE

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

Our Reading Achievement Plan (RAP) goal states that by May 2024, we will increase the number of students in grades K-3 that are “on-track” from 13.3% to 20% measured by the K-3 Literacy component on the state report card. This goal is aligned to all of our improvement initiatives including Ed Steps - One Needs Assessment and One Plan, Reading Improvement Plan, and Sponsor goals. . The strategies we have implemented to monitor progress towards the goal include both student and adult indicators and have been aligned to our Reading Achievement Plan (RAP). The first OIP strategy is to implement RTI through the Multi-tiered System of Supports (MTSS) framework focusing on overall improvement in tier 1 instruction in accordance to Ohio Learning Standards. All students receive 90 minutes of explicit, systematic reading instruction based on the science of reading and at least 20 minutes of intervention daily. All students participate in Renaissance Early Literacy or Reading, and math diagnostic assessments three times a year (fall, winter, spring). Assessment results allow teachers to make data-driven instructional decisions based on student needs.

Students who are placed in the “intervention” category are progress monitored bi-weekly and students who are placed in the “urgent intervention” category are progress monitored bi-weekly allowing teachers to determine the effectiveness of the interventions and make timely data-driven decisions. Our Tier 1 curriculum, Amplify Core Knowledge Language Arts, (CKLA) is research-based from the science of reading and The Simple View of Reading. The three major dimensions of CKLA include: 1) the two-strand approach to instruction in K–2, (2) the language-based and knowledge driven approach to building children’s capacity with complex text and vocabulary, (3) the importance of explicit and systematic phonics instruction to build automaticity with the written code.

Students who are successful working at the Tier 1 level receive enrichment activities during the intervention time to challenge their needs. Teachers are required to teach Tier 1 curriculum for at least 120 minutes daily. Fidelity of implementation is monitored through TBT, observations, and lesson planning by the literacy coach and administrators.

Students who struggle within Tier 1 instruction receive Tier 2 interventions in addition to the core instruction. An intervention block is built into the daily schedule, with a minimum of 20 minutes for each day of school. Tier 2 interventions include: mCLASS, Lexia Core 5, or Lexia Power-Up which provides differentiated literacy instruction for students of all abilities in grades K-7. Lexia’s research-proven program provides explicit,

systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Teachers will use this program daily in their classrooms with weekly monitoring by the Literacy coach. Students that need even more intensive remediation will receive Tier 1 instruction, Tier 2, and Tier 3 interventions that include more intense, individualized instruction within their two-hour ELA block and/or they are pulled for extra assistance outside the two-hour block. Tier 3 interventions include: mCLASS, Lexia Core 5, and Lexia Power Up individualized targeted lessons and skill builders and/or CKLA's assessment and remediation guide, based on student needs and deficits in code knowledge. Tier 3 interventions are monitored by the literacy coach and Lead Intervention Specialist.

The second OIP strategy is to improve teacher quality through the deployment and implementation of learning derived from professional development opportunities . Our teaching staff has varying degrees of experience and licensure. The breakdown of our current staff is 15% are in year 1, 45% are in years 2-4, 15% are in years 5-9, and 10% have over 10 years' experience at Summit Academy Youngstown. In addition, 15% are Instructional Assistants, 10% are in the ODE Resident Educator program, 35% have a professional license, and 65% have a substitute or alternative license.

With a relatively new staff, it is imperative to build teacher capacity and understand the needs of adult learners. Summit Academy Youngstown has two academic coaches that use this understanding to engage their colleagues in individual and collective reflective dialogue using evidence (e.g., observations, student work, assessment data) to help make connections to research-based effective practices through lesson planning and TBT meetings. Academic coaches use this information to develop and implement job-embedded ongoing professional development that is pertinent and aligned to the school improvement initiatives. Through the OIP process, we monitor student growth and adult implementation to provide shared leadership opportunities. 100% of teachers participate in the TBT meetings every other week, but this year we are monitoring the effectiveness and consistency of teacher participation in the TBT process more closely.

The third OIP strategy is to improve collective efficacy to attract and retain teachers. Summit Academy Youngstown is dedicated to creating and fostering an environment of trust and positive collaborative culture to increase teacher collaboration and build collective responsibility and efficacy. The OIP process allows us to seek out current research, share it with colleagues, and apply the research to improve teaching practices, content knowledge, and student learning. Summit Academy Youngstown also believes in the shared leadership model and that teams should share decision-making responsibilities. We are empowering all staff to

participate in Action Teams, where teachers take on a leadership role and make schoolwide decisions. Our TBT, BLT, and DLT will monitor the Reading Achievement Plan goals in relation to the OIP goals and strategies, as we analyze building-wide data. According to our FY23 One Needs Assessment/One Plan, it was determined that ELA proficiency was an urgent concern. We will focus on analyzing assessment data from mCLASS, Renaissance Star, curriculum-based assessments, and Lexia Core 5 to make data-informed instructional decisions, implementing effective evidence-based instructional practices based on the Science of Reading and evidence-based classroom management strategies that fit our growing population in order to increase ELA proficiency. Progress monitoring and formative assessment data will be analyzed to determine the effectiveness of the interventions and/or instructional strategies. The communication between TBT's, BLT's, and DLT's is a crucial component to ensure for the alignment of goals to the Reading Achievement Plan the goals and plans in place to the reading improvement plan. This collaboration is needed to ensure best instructional practices are implemented with fidelity. In compliance with the Third Grade Reading Guarantee (TGRG) and improvement of the reading capabilities in our school, students who are "not on track" after the fall screener and/or diagnostic assessments are identified and placed on a Reading Improvement and Monitoring Plan (RIMP). The RIMP allows teachers and parents to work together to understand the student's reading deficiencies and ensure students are receiving intensive, systematic, and explicit reading interventions that are targeted to the student's identified reading deficiencies. Tier 2 students are placed on an optional RIMP as a proactive measure to address their reading deficiencies and monitor progress, to ensure that these students do not fall further behind. Currently, we have 77% of our K-3 students on a Reading Improvement and Monitoring Plan. The TGRG team meets quarterly to monitor and analyze progress, reflect on the effectiveness of the interventions, and make changes as needed. Adding a reading achievement plan has offered our school the opportunity to reflect on and adjust systems we have had in place to implement a more focused and streamlined instructional plan to ensure success for all students.

Summit Academy Youngstown's MTSS framework provides a system to identify students who are not responding to Tier 1 instruction. Aligning this MTSS framework with the Ohio Improvement Process (OIP), allows district, building and teacher-based teams (DLT, BLT, TBT) to share responsibility for improving student achievement as part of a system-wide improvement focus. To ensure every student's success, TBT, BLT, and DLT review, analyze and use data to assess improvement and identify implementation

issues and academic successes and gaps. The math and literacy coaches are the internal facilitators of the TBT and assist the building principals with the OIP process, instructional leadership duties; teacher professional development and support; as well as teacher induction, mentoring, and coaching. All students are administered Renaissance Star in Early Literacy or Reading three times a year as a universal screener (fall, winter, spring). Renaissance Star uses the students' Scaled Score to place students into categories: at/above benchmark, on watch, intervention, or urgent intervention. During TBT meetings, screening data is analyzed to determine student strengths and weaknesses. Sub-domain scores of students who fall into on-watch, intervention, or urgent intervention categories are analyzed closer to target specific skill deficits (phonics, word recognition, fluency, math sub-domains). Following the guidelines of the decision rules, students are administered diagnostic assessments for each Star Reading subdomain of weakness to fully understand the big picture of the student's reading deficiency. Using this data, Tier 2 Interventions are then planned to target these areas of weakness. Tier 2 interventions are implemented one at a time in small groups, for 6-8 weeks, and progress monitored bi-weekly. At the end of the 6-8 week intervention plan, TBT analyzes student mastery and efficacy of the intervention. Then the next steps are determined: end, continue, or adjust the tier 2 interventions or determine if the student needs to be recommended to the Intervention Assistance Team (IAT) to plan Tier 3 interventions. Tier 3 interventions are implemented one-on-one for 6-8 weeks, and progress monitored bi-weekly. Through IAT meetings, students that are not responding to Tier 3 interventions may be recommended to further testing to determine if special education services are needed. The literacy and math coach communicates the work of the TBT's, the analyzed assessment data, intervention plans, and adult indicator data, with the Building Leadership Team (BLT). For students that do not need Tier 2 interventions but are not in the at/above benchmark category, individualized goals are set in Renaissance Star Early Literacy, Reading and/or math and progress monitored monthly or bi-weekly depending on student needs. Teachers also use classroom based assessments in their classroom to include: daily formative assessments, curriculum summative assessments at the end of each unit, CKLA beginning, middle, and end of year assessment, and progress data from daily Lexia Core 5 interventions. While collecting the progress monitoring data at the right frequency provides us the data, it is critical that it is analyzed and acted upon. The TBT continuously reviews progress monitoring and classroom based assessment data to adjust instruction and prescribe Tier 2 interventions as needed to ensure success for all students. Data from Renaissance Star Reading, Renaissance Star Early Literacy, and state assessments (Kindergarten Readiness Assessment KRA, or screener) is analyzed to determine which students are on track or not on track in grades K-3.

Students that fall into the category of “not on track” are placed on a Reading Improvement & Monitoring Plan (RIMP) that is developed by the K-3 teachers, with support from the Lead Intervention Specialist, Principal, and Literacy Coach. The plans are based on the students' deficiencies and interventions that will support them in closing their achievement gaps to meet the third grade guarantee. Student progress towards RIMP goals is measured and monitored by progress monitoring, classroom based assessment data, and work samples. This progress is analyzed by teachers at least monthly during TBT.

Our instructional and assessment practices provide the opportunity for all students across grades to meet the expectations of the Ohio Learning standards. To ensure equity and achievement for all students, our instructional practices in all subjects are aligned to an MTSS framework that includes Universal Design Strategies to support all students in Tier 1 instruction. Summit Academy Youngstown consists of a total of 10 classrooms: 8 classrooms (one per grade level K-7) include a maximum student to teacher ratio of 18:2 in grades K-2; 18:1 in grades 3-7, and 2 multigrade cross-categorical classrooms with a maximum ratio of 10:2. The smaller class size, and in some classrooms co-teaching model, creates a collaborative environment where both teachers can work together in the following ways: anticipating possible barriers, setting up flexible goals, adopting diverse instructional methods, using a consistent classroom management system, integrating a range of low- and high-tech technological solutions and media sources, providing positive teacher-teacher and teacher-student communication, creating an empathetic classroom climate, and providing multiple means of representation, expression, and engagement to create challenging curriculum goals and support the achievement of these goals by all learners. Title I Services: Summit Academy Youngstown currently has a Title 1 Teacher position opened that would provide all students with support and interventions within our school setting, by incorporating whole group push-in support services, small group tier 2 interventions, and tier 3 one-on-one interventions. To provide opportunities for reinforcement and enrichment, the following supplemental resources are available for all students to support Tier 1 instruction that are currently being utilized by the classroom teachers: Heggerty: A research-based curriculum that focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition and language awareness that is used in each classroom K-5. Lexia Core 5: provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia Power Up Literacy: designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp empowers secondary teachers—regardless of their background or expertise in reading—to deliver the exact instruction each student needs to become a proficient reader. This results in a rigorous, evidence-based curriculum that supports the growth of all students when used as a primary or supplementary classroom resource. ELO We have offered Extended Learning Opportunities (ELO) to all

students for the past few years from funding from Elementary and Secondary School Emergency Relief (ESSER) funds. Students receive remediation or enrichment, depending on student needs and assessment data, on Tuesday and Thursday, afterschool, throughout the school year and during the month of June provided by licensed school staff. The goals of ELO include: 1) Use assessment data to identify student strengths and weaknesses, and to inform targeted instruction and interventions to hone in on student skill deficits in ELA & Mathematics 2) Provide small group, explicit reading and math instruction to students K-7 based on student needs to help close the achievement gap 3) Use progress monitoring data to track student growth and adjust instruction as needed. ELO is aligned to the MTSS framework. According to the Department of Education and Workforce (DEW): "A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. The MTSS framework utilizes a 3-tier approach to provide ALL students with the best opportunities to succeed academically and behaviorally in school" (<http://www.sst11.org/school-improvement/multi-tiered-systems-of-support-mtss/>). The ELO ELA instructional practices are aligned to Ohio's Plan to Raise Literacy Achievement and the Science of Reading. Assessment data for both subjects is analyzed to identify where the student's strengths and deficits lie- for ELA, decoding or language comprehension. Once student need is determined, students are grouped appropriately to close their achievement gap. Students receive targeted, explicit, and systematic instruction and interventions in ELA based on individual student needs. Students are pre-assessed at the beginning of the program and then post-assessed at the end of the program using Renaissance STAR in Reading or Early Literacy. Assessment results are analyzed to plan targeted instruction to address gaps in instruction. The pre and post data is analyzed to determine overall student growth at the conclusion of the program and to make adjustments to improve ELO for the following school year. Teachers monitor student progress with formative assessments after each lesson and instruction adjusted as needed.

Summit Academy Youngstown can improve curriculum and instruction to provide well-rounded educational opportunities for all students by increasing teacher efficacy and capacity as well as installing a monitoring system to ensure fidelity of implementation. We need to ensure all staff are trained on the science of reading and how to implement the curriculum with fidelity and how to effectively administer all screening and

diagnostic assessments to implement effective interventions. Instructional Coaches provide ongoing, embedded professional development and support to staff as needed. The instructional coaches complete student-centered coaching cycles with classroom teachers. Student-Centered Coaching is an evidence-based instructional coaching model that shifts the focus from ‘fixing’ teachers to collaborating with them to design instruction that targets student outcomes. Taking a data-driven approach increases the learning and efficacy of teachers, coaches, and most importantly our students.

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 (MTSS). Summit’s 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 Youngstown has adopted the Reading Framework and worked to implement it over the past 8 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.

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 Youngstown 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 Youngstown 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 Youngstown 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.

Summit Academy Youngstown 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.. 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 last two years, Summit Academy Youngstown 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

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 deescalate 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 Meetings: 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 nonpunitively 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.

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 Youngstown. The principles of Responsive Classroom will be consistently considered and applied 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*

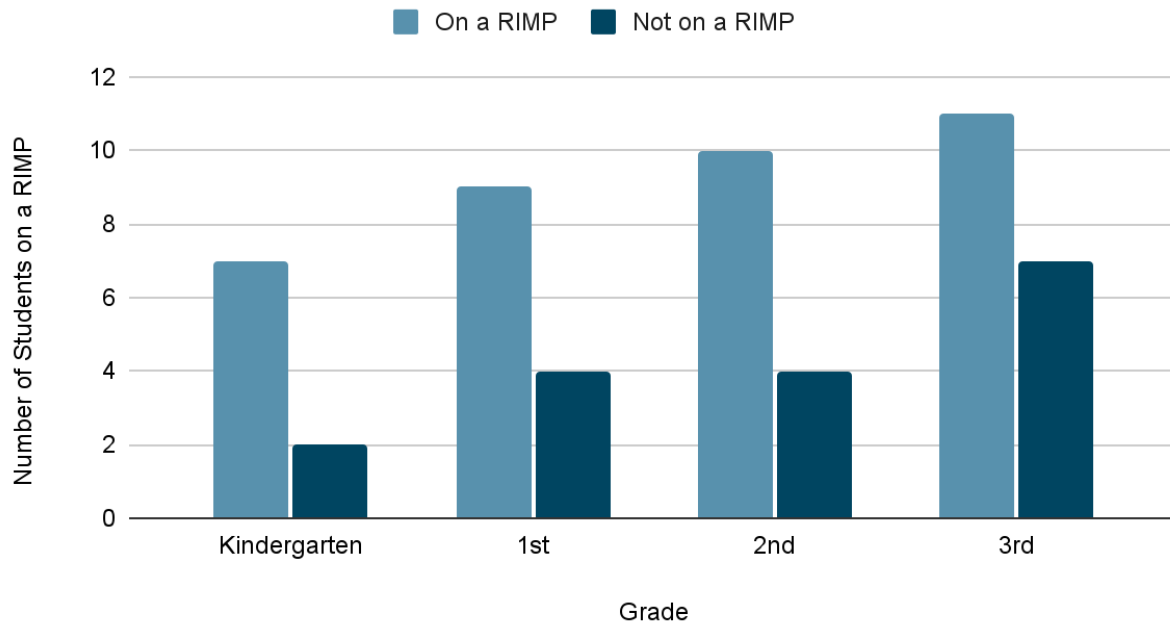
Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

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

- **RIMP DATA**

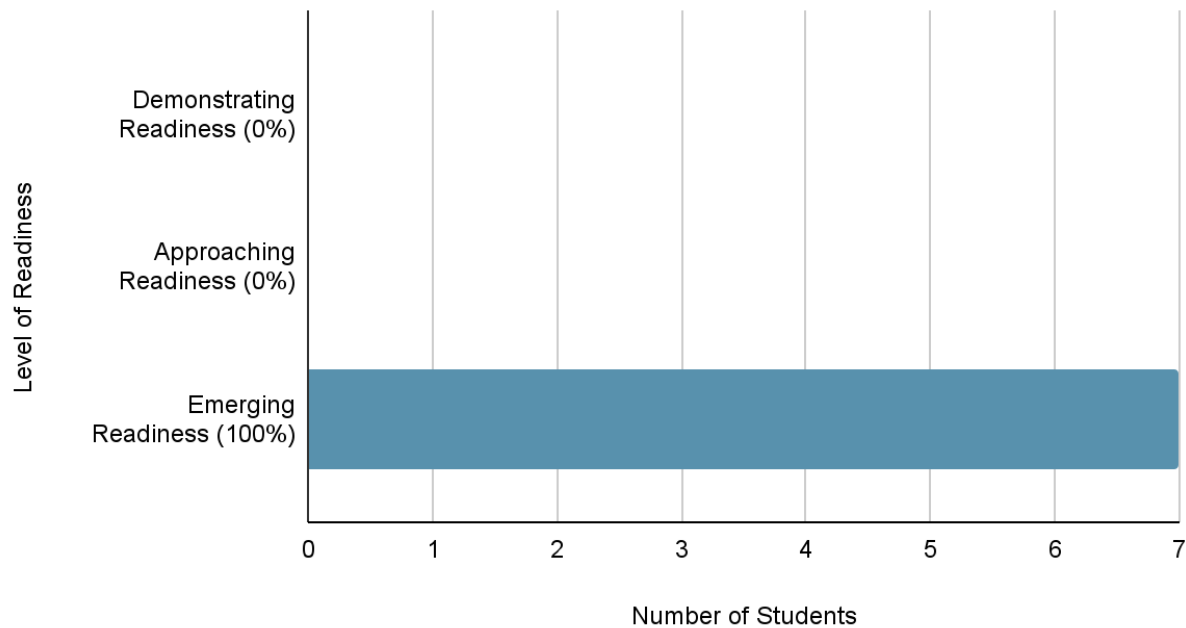
Currently there are 52 students (46%) enrolled in grades K-3; 40 students (77%) are identified as having a disability that receive special education and related services; 38 (73%) are not on track to meet the TGRG requirements and have been placed on Reading Improvement and Monitoring Plans (RIMP) to ensure structured reading instruction. RIMP data is listed below. Students are determined to need a Reading Improvement and Monitoring Plan (RIMP), in kindergarten, if their KRA (Kindergarten Readiness Assessment) in the area of Language and Literacy is scored as "not on track". Students in grade 1-3 are determined to need a Reading Improvement and Monitoring Plan (RIMP), if they score not on grade level in the Reading or Early Literacy subtest of the Renaissance STAR Benchmark in the fall. In grades K-3, 40 students (77%) were placed on a Reading Improvement and Monitoring Plan. A breakdown, by grade level, of the Reading Improvement and Monitoring Plan (RIMP) data is listed below.

RIMP Data



Kindergarten Readiness Assessment For the 22-23 school year, 7 students were administered the KRA; 0 students scored in the “on track” range and were ready to begin Kindergarten instruction. Retained Kindergarteners (2 students) were administered the STAR Early Literacy Screener in the fall- results indicate that those 2 students scored in the “on track” range. Therefore, 2 students (29%) were on track and were equipped with the necessary preschool skills to begin Kindergarten skills instruction according to the STAR Early Literacy and Kindergarten Readiness Assessment.

Overall 2023 KRA Rating



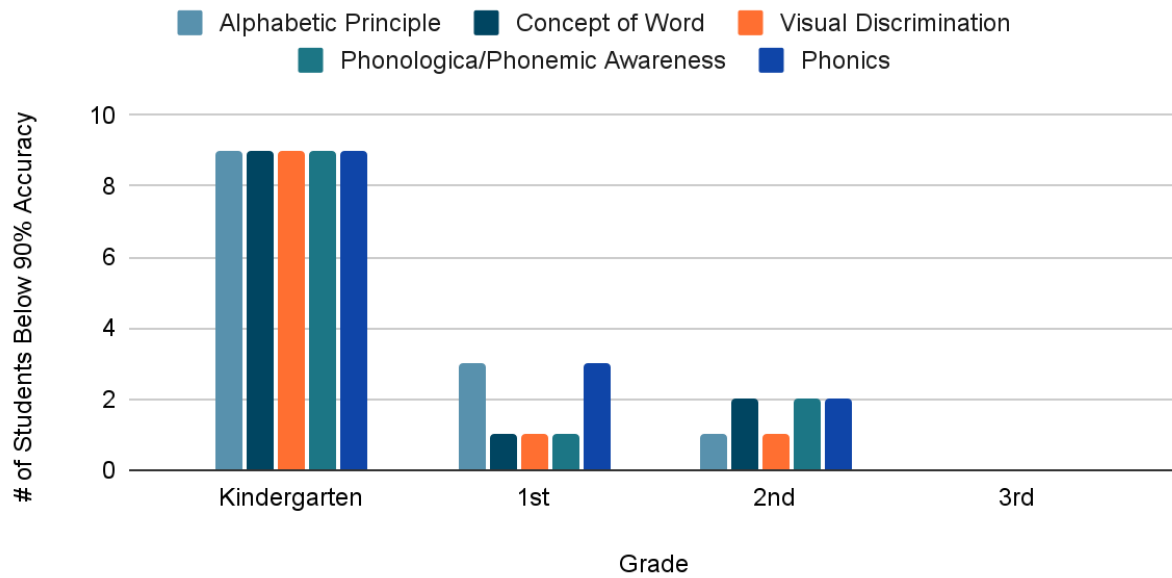
In grades K-3, 40 students (77%) were placed on a Reading Improvement and Monitoring Plan because they were not on track to meet the Third Grade Reading Guarantee. Ohio's State Tests for English Language Arts- 2022 3rd grade State Testing results are summarized as follows: In Fall 2022, of the 16 students who took the 3rd grade Reading Test 1 (6%) was proficient, 4 (25%) scored in the basic range, while 11 (69%) scored in the limited range. In Spring 2022, of the 17 students who took the 3rd grade Reading Test 2 (12%) were proficient, 5 (29%) scored in the basic range, while 10 (59%) scored in the limited range. For the Fall of 2023, of the 19 students who took the 3rd grade Ohio State Reading Test 2 (11%) scored accomplished, 2 (11%) scored proficient, 6 (32%) scored basic, and 9 (47%) scored in the limited range.

K-3 Renaissance Star Data K-3 Star Fall 2023 Benchmark Assessment Results PR (Percentile Rank) for Early Literacy and Reading indicates: 17 out of 52 students (33%) are within the 40th percentile ranking compared to students nationally in their same grade and 35 out of 52 students (67%) have PR below

40%ile. Early Literacy and Reading Fall Screening Grade Equivalency results indicate: 36 students (69%) are reading below grade level, 11 students (21%) are reading on grade level, and 5 students (10%) are reading above grade level. Star Early Literacy and Reading Screening results also shows instructional reading levels: Early Emergent-6 students (12%), Late Emergent-3 students (6%), Transitional Readers- 0 students (0%) , Probable Readers-0 students (0%), Pre-Primer-27 students (52%), Primer-1 student (2%), 1st Grade IRL-2 students (4%), 2nd Grade IRL-6 students (12%), and 3rd Grade IRL-6 students (12%). Deeper analysis of Renaissance Early Literacy Star Data indicates that 6 students (12%) are participating in the Early Literacy Assessment instead of Reading. The Early Literacy assessment analyzes foundational reading skills into domains. According to the Department of Education and Workforce (DEW) Literacy Pathway Training Mastery is 95%. We analyzed the number of students (15 total) identified that needed intensive intervention in the following domains of the core Early Literacy progression: Alphabetic Principle -13 students (87%); Concept of Word-14 students (93%); Visual discrimination-13 students (87%); Phonological/ Phonemic Awareness - 15 students (100%), and Phonics- 15 students (100%). This indicates that 29 % of our K-3 students lack the foundational skills needed in order to become proficient readers, and all students participating in the Early Literacy Assessment need intervention in Phonemic Awareness and Phonics. The graph below breaks down the data by grade level. 41 students in grades K-3 (79%) are participating in the Star Reading Assessment and have met the requirement of earning a scaled score of 775 on the Early Literacy Assessment and are able to demonstrate proficiency on foundational reading skills. The Reading assessment measures student progress in literacy, informational text, and language domains. The Reading assessment also measures student progress on Ohio Learning Standards for ELA. After analyzing both of these areas, it is determined that students are struggling with vocabulary acquisition, informational text complexity (reading and comprehending grade level texts), using evidence to support particular points in a text, making connections within informational text and comparing and contrasting.

Renaissance STAR Early Literacy Diagnostic Report

Sub-Domain and Skill Set Scores



2023 Fall Renaissance STAR Kindergarten Early Literacy

Out of 9 students, 3 are on track and 6 are not on track.

2023 Fall Renaissance STAR Reading Benchmark

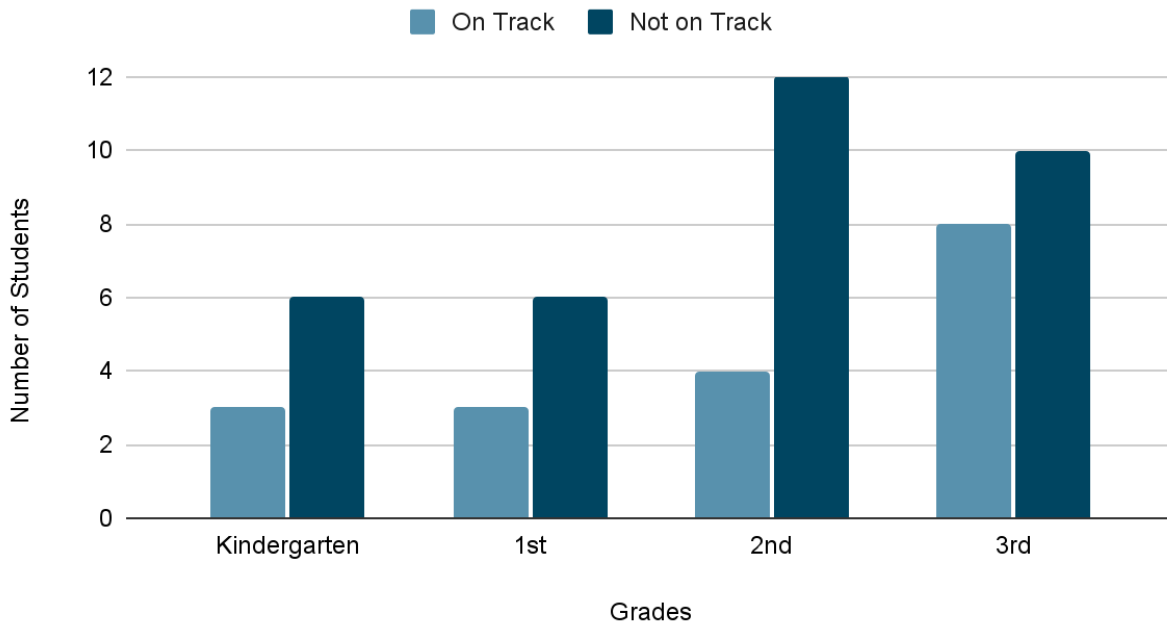
1st- Out of 9 students who took the assessment, 3 are on track and 6 are not on track.

2nd- Out of 16 students who took the assessment, 4 are on track and 12 are not on track.

3rd- Out of 18 students, 8 are on track and 10 are not on track.

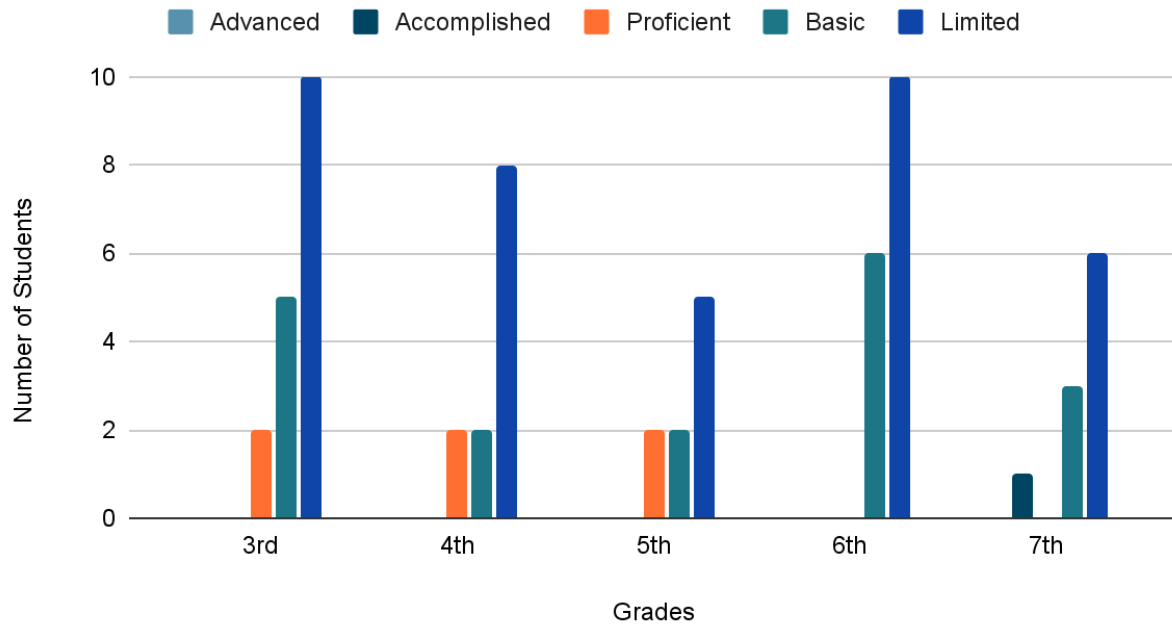
The breakdown is listed below in the chart.

Renaissance STAR Fall Benchmarking



2023 Spring Ohio Reading State Test Results indicated that 8 out of 80 students, in grades 3-7, who took the Reading Ohio State Spring Test passed. 1 out of 80 students were accomplished, 7 out of 80 students were proficient, 23 out of 80 students were basic, and 49 out of 80 students were limited. This indicates an area of need in our school. The breakdown is listed below in the chart.

2023 Spring Ohio State Test



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.

Internal and external factors that were analyzed include: students are not reading on grade level, high population of “at-risk” students, low parental involvement, students are not starting school with the necessary skills to be prepared for grade-level of instruction, students in grades K-7 have major foundational phonemic and phonological skill deficits that need urgent intervention and remediation, teachers are not implementing effective instructional, assessment, and intervention practices with fidelity, and finally, high teacher turn over with large percentage of teachers brand new to the field of education or to our school.

This year we have had a 6% staff turnover rate due to staff relocating. Currently, we have 13/20 or 65% of our instructional staff teaching on a substitute license due to the shortage of educators in the field. Three of the Summit Academy-Youngstown staff are working on substitute licenses, but are licensed outside of the state of Ohio. Due to the requirements needed to pursue a license in the state of Ohio (finances of taking additional coursework), the 3 teachers continue to work on a substitute license. Staff teaching on substitute license (with no education background) need individualized and intensive training with the science of reading, explicit and systematic instruction, fidelity of implementation of our Tier 1 curriculum, purposeful planning, curriculum mapping and pacing, evidence-based interventions, the MTSS/RTI process, the roles of teachers and intervention specialists related to addressing skill deficits, PBIS implementation, and using the curriculum.

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.

Unlocking the keys to educational success requires a meticulous exploration of learner performance data, particularly in the realm of reading achievement. Our analysis delves deep into the intricate web of factors influencing student outcomes, aiming to identify the underlying issues that contribute to low reading proficiency. Addressing low reading achievement in such schools requires a comprehensive, multi-faceted approach that goes beyond the classroom.

The root of the provided learner performance data and factors that contribute to low reading achievement extends beyond traditional classroom dynamics. Factors contributing to low reading achievement are multifaceted, encompassing both academic and non-academic dimensions. One significant reason for low reading achievement is that we are an inner city, urban school where 100% of our families are of low socioeconomic status. We have 100% of our students on a free breakfast and lunch program. Currently we have six homeless families, where we have funds, via the McKinney-Vento Homeless Assistance Act, to purchase necessities to help the students get to school. The following are other reasons that we have determined to be contributing factors to our low reading achievement.

1. Home Environment Challenges: The socio-economic challenges prevalent in the community result in home environments that are not conducive to fostering a culture of reading. Factors such as limited

parental involvement, a lack of literacy-rich resources at home, and a focus on basic survival needs can create an environment where consistent reading support may be lacking and just doesn't exist.

Education/reading is not as important as taking care of family members/siblings while the parents work.

2. **High Mobility Rates:** Our school experiences a high rate of student mobility due to economic instability, housing issues, and other social factors. Frequent changes in schools can disrupt the continuity of instruction, making it challenging for students to build a strong foundation in reading skills. We often get students who have been kicked out of other schools due to behaviors or a lot of movement from place to place. We have several families that move from relative to relative and/or are homeless therefore they have a high absenteeism from school. Student behaviors and disabilities play into why our students don't achieve proficiency in reading. In K-3, we currently have 40 out of 52 students (77%) who are identified as having a disability that receive special education and related services. Oftentimes, our students are medicated and whether they receive their daily medication or not factors in if a student is able to focus and pay attention. We have students who need medication, but parents aren't knowledgeable about resources available to them. We have students who take multiple variations of different medications and/or are on medication they shouldn't be which impedes their learning.
3. **Limited Access to Early Childhood Education:** Many of our students have limited access to quality early childhood education programs, they don't attend preschool. The absence of a strong foundation in pre-literacy skills can set students at a disadvantage when they enter school. The kindergarten teachers are then struggling to teach the students basic preschool skills in addition to the kindergarten curriculum. So, students are coming into kindergarten without foundational skills.
4. **Community Stressors:** Urban environments with high poverty rates experience higher levels of community stressors, including crime, violence, and other social issues. Our school is no different. Several students in our school have parents or relatives that are incarcerated therefore they are living with other relatives or caretakers. They face other social issues and outside factors that we may not be aware of. Of what we do know, our students have been abused, neglected, wardens of the state, runaways and face many other issues. These external stressors impact students' ability to focus on academics and contribute to emotional and behavioral challenges that affect learning.
5. **COVID-19:** The COVID-19 pandemic has exacerbated the root causes of the lack of literacy in socio-economically disadvantaged schools, primarily due to its impact on both educational institutions and families. In such schools, where economic resources are already limited, the closure of schools during the pandemic has disrupted traditional learning environments. Within days, teachers had to implement

learning online. The shift to remote or online learning has unveiled a digital divide, as many families lack the necessary resources such as computers, internet connectivity, and essential software for effective virtual education. Moreover, socio-economic challenges have intensified during the pandemic, with families facing financial strains, unemployment, and housing insecurities. These hardships contribute to an environment where educational priorities take a backseat, making it difficult for parents to provide the necessary support and encouragement for their children's literacy development. In the absence of a conducive learning environment and resources, students in these disadvantaged schools are disproportionately affected, hindering their ability to acquire essential literacy skills.

Addressing the root cause of the lack of literacy in these schools requires targeted interventions that bridge the digital divide, provide additional educational resources, and support families facing socio-economic challenges. Community-based initiatives, increased government assistance, and collaboration between schools and local organizations are essential to creating an inclusive educational environment that ensures literacy development for all students, even in the face of challenges posed by the COVID-19 pandemic.

After careful analysis, we identified two underlying root causes, for teachers, that if addressed, would result in a positive impact in Literacy: a) teachers are implementing explicit and systematic Tier 1 ELA Instruction at varying degrees of effectiveness b) a MTSS framework is not fully installed and implemented effectively. Summit Academy Youngstown implemented a systematic and explicit core reading curriculum (CKLA and Amplify ELA) for Tier 1 instruction based on the science of reading/simple view of reading during the 2015-2016 school year, but each classroom is implementing at varying degrees of effectiveness. In order to address this root cause we need to increase teacher capacity and improve teacher quality through ongoing, embedded, and differentiated professional development opportunities.

A systematic, differentiated PD plan needs to be implemented to ensure all staff are trained in the Science of Reading/Simple View of Reading, CKLA/Amplify ELA (our Tier 1 curriculum), Renaissance Star Assessments, and MTSS framework. We also need to create and implement a monitoring system to ensure quality instruction is occurring in each classroom and hold staff accountable. An outlying factor that also hinders our progress is the high teacher turnover rate. Every year, there is a large percentage of teachers brand new to the field of

education or new to Summit Academy. Having a high percentage of inexperienced teachers hinders our ability to make student progress, advance the skill set of our teachers, and build collective efficacy. Since low teacher salary is the main reason teachers leave Summit Academy Youngstown, we need to provide opportunities for staff to receive additional stipends and/or bonuses to stay competitive with other public school districts and surrounding community schools. Since staffing is unpredictable every year, we need to ensure the building administration is equipped with the skills needed to structure and lead these processes to improve teaching and learning by allowing time for collaboration and through professional development to strengthen teams and leadership. In order to ensure explicit and systematic Tier 1 instruction is occurring, we need to provide professional development opportunities, professional development supplies, embedded instructional coaching, time for collaboration, support from SAM (Summit Academy Management) Curriculum Team, funding for bonuses and stipends, instructional supplies, and teaching supplies (teacher manuals). In order to address the root cause of ensuring our MTSS framework is fully installed and implemented effectively, we will need to refine, streamline, and operationalize our MTSS framework in order to meet the varying needs of all students. Our main focus has been strengthening Tier 1 instruction to ensure that it is aligned to the Ohio Learning Standards, based on the science of reading, includes explicit and systematic instruction, follows a scope and sequence, and other evidence based instructional strategies. We need to continue to strengthen our Tier 1 instruction through PD opportunities and embedded instructional coaching. However, we also need to shift our focus and strengthen our Tier 2 and Tier 3 interventions to address the foundational skill gaps. Beginning January 2024, we will implement mClass and Dibels which will aid in the implementation of strengthening Tier 2 and Tier 3. We will need to implement additional diagnostic assessments to identify students with reading difficulties, diagnose skill deficits, provide evidence-based interventions aligned to screening and diagnostic assessment results and monitor progress of intervention. This will be done by implementing mClass and Dibels. To accomplish full implementation of the MTSS framework, we will need continued professional development, embedded instructional coaching, support from SAM Curriculum Team, and instructional supplies.

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.

Student Goal #1 (number 3 on the Action Map): Summit Academy- Youngstown K-3 students will increase the percentage of students that are "on track" in reading from 23% to 38% using STAR Renaissance benchmarking.

The summary of students' on-track and not on-track in reading, in grades K-3, is as follows:

- Kindergarten (K):
 - Not on track: 7 out of 9 students (77.78%)
 - On track: 2 out of 9 students (22.22%)
- 1st Grade (1):
 - Not on track: 10 out of 13 students (76.92%)
 - On track: 3 out of 13 students (23.08%)
- 2nd Grade (2):
 - Not on track: 7 out of 10 students (70%)
 - On track: 3 out of 10 students (30%)
- 3rd Grade (3):
 - Not on track: 5 out of 13 students (38.46%)
 - On track: 8 out of 13 students (61.54%)
- Combined Grades (CC1):
 - Not on track: All 7 students (100%)
 - On track: None

In summary, the overall percentage of students not on track across grades K-3 is 77%, while the percentage of students on track is 23%. Notably, 3rd-grade students show a higher on-track percentage compared to the other grades. The data suggests varying levels of readiness and progress across different grade levels, emphasizing the need for targeted interventions and support, particularly in the early grades.

To increase the percentage of K-3 students who are "on track" in reading from 23% to 38% using STAR Renaissance benchmarking, Summit Academy-Youngstown can implement a targeted Reading Achievement

Plan. The plan should be designed to support progress toward specific student performance goals within each grade band (K-3). Here's a comprehensive approach:

1. Data Analysis and Goal Setting:

- Data Analysis: Begin by analyzing current STAR Renaissance benchmarking data to identify specific areas of strength and weakness among K-3 students.
- Set SMART Goals: Establish Specific, Measurable, Achievable, Relevant, and Time-bound goals for each grade band. For example, set a goal to increase the percentage of students on track from 23% to 38% within the next school year.

2. Individualized Learning Plans:

- Assessment and Diagnostics: Conduct diagnostic assessments to identify individual student needs and learning gaps.
- Personalized Learning Plans: Develop individualized learning plans for students based on assessment results, focusing on addressing specific areas of weakness identified by the STAR Renaissance benchmarking tool.

3. Targeted Instructional Strategies:

- Differentiated Instruction: Implement differentiated instructional strategies to address the diverse needs of students in each grade band.
- Evidence-Based Practices: Utilize evidence-based strategies, such as explicit phonics instruction, guided reading, and comprehension strategies, to enhance overall reading skills.

4. Professional Development for Educators:

- Training on Data Interpretation: Provide professional development for teachers to enhance their ability to interpret and use STAR Renaissance benchmarking data effectively.
- Instructional Strategies: Offer training on evidence-based instructional strategies, ensuring that educators have the tools and knowledge needed to support student growth.

5. Progress Monitoring and Adjustments:

- Regular Assessments: Conduct regular formative assessments to monitor student progress throughout the school year.
- Data Review Meetings: Schedule regular data review meetings to analyze progress, identify trends, and make timely adjustments to instructional plans based on student needs.

6. Parental Engagement:

- Communication: Establish regular communication channels with parents to update them on their child's progress and provide resources for supporting literacy at home.
- Workshops and Resources: Conduct workshops or provide resources for parents to reinforce reading skills with their children outside of school.

7. Technology Integration:

- Adaptive Learning Platforms: Integrate adaptive learning platforms that align with the STAR Renaissance benchmarking tool to provide personalized learning experiences for students.
- Data-Driven Technology Use: Use technology to track and analyze student performance, allowing for targeted interventions and adjustments.

8. Intervention Strategies:

- Tiered Interventions: Implement tiered interventions based on the Response to Intervention (RTI) framework, providing additional support for students who are not making adequate progress.
- Specialized Support: Offer targeted support through specialized programs, interventionists, or additional instructional time for students with the greatest needs.

9. Culturally Responsive Materials:

- Diverse Reading Materials: Ensure that reading materials are culturally responsive and reflect the diversity of the student population.
- Engaging Content: Select materials that engage students and connect with their cultural backgrounds to foster a positive attitude towards reading.

10. Celebrating Success and Recognizing Effort:

- Positive Reinforcement: Implement a system for positive reinforcement and recognition of students' reading achievements.
- Celebration Events: Organize events or activities to celebrate individual and collective successes, creating a positive reading culture within the school.

11. Continuous Evaluation and Improvement:

- Regular Evaluation: Continuously evaluate the effectiveness of the Reading Achievement Plan through ongoing data analysis and feedback.
- Adjustments: Make adjustments to instructional strategies, interventions, and support mechanisms based on the insights gained from the continuous evaluation process.

By implementing these strategies in a coordinated and systematic manner, Summit Academy-Youngstown can work towards increasing the percentage of K-3 students on track in reading, as measured by the STAR Renaissance benchmarking tool. Regular monitoring, data-driven decision-making, and a commitment to ongoing improvement will be key components of the success of this Reading Achievement Plan.

Student Goal #2 (number 4 on the Action Map): Summit Academy- Youngstown 3rd grade students will increase the percentage of students that are proficient on the Ohio State Tests (OSTs) in Reading from 12% to 35% or more.

To increase the percentage of 3rd-grade students at Summit Academy-Youngstown who are proficient on the Ohio State Tests (OSTs) in Reading from 12% to 35% or more, a targeted and comprehensive Reading Achievement Plan must be implemented. Here's a detailed approach:

1. Data Analysis and Goal Setting:

- Data Analysis: Analyze historical OST data to identify specific areas of weakness and patterns among 3rd-grade students.

- Set SMART Goals: Establish Specific, Measurable, Achievable, Relevant, and Time-bound goals. For example, set a goal to increase proficiency from 12% to 35% on the OSTs within the next academic year.

2. Curriculum Alignment:

- Review and Align Curriculum: Ensure that the curriculum aligns with the Ohio State Standards for Reading.
- Identify Gaps: Identify any gaps in the current curriculum that may be contributing to low proficiency rates.

3. Instructional Strategies:

- Differentiated Instruction: Implement differentiated instructional strategies to address diverse learning needs within the 3rd-grade cohort.
- Evidence-Based Practices: Utilize evidence-based instructional strategies, such as explicit instruction, guided reading, and collaborative learning, to enhance overall reading skills.

4. Small Group and Individualized Instruction:

- Small Group Sessions: Conduct small group reading sessions to provide targeted instruction based on individual needs for at least 20 minutes each school day..
- Intervention Plans: Develop intervention plans for students identified as needing additional support, with a focus on personalized learning through Lexia Core 5, Lexia Powerup..

5. Professional Development for Educators:

- Training on Ohio State Standards: Provide professional development to teachers on the Ohio State Standards for Reading.
- Effective Instructional Practices: Equip teachers with effective instructional practices that align with the state standards.

6. Assessment and Progress Monitoring:

- Formative and Summative Assessments: Implement regular formative assessments to gauge ongoing progress and summative assessments to measure proficiency (STAR Renaissance benchmarking, mCLASS, Lexia Core 5, Lexia Powerup).
- Data-Driven Decision Making: Utilize assessment data to inform instructional decisions and identify areas for improvement.

7. Parental Involvement:

- Communication with Parents: Establish clear communication channels with parents to keep them informed about their child's progress and provide resources for at-home support.
- Parent Workshops: Conduct workshops or informational sessions to educate parents on ways they can support their child's reading development during Family Literacy Nights.

8. Technology Integration:

- Digital Learning Platforms: Integrate digital learning platforms that align with the Ohio State Standards, providing additional resources and practice opportunities with released test questions and Ohio State Practice Tests..
- Data-Driven Technology Use: Leverage technology for progress tracking and targeted interventions.

9. Intervention Strategies:

- Tiered Interventions: Implement tiered interventions based on student needs and Multi Tiered System of Supports (MTSS).
- Specialized Support: Provide specialized support through interventionists or additional instructional time for students requiring intensive interventions.

10. Culturally Responsive Materials:

- Diverse Reading Materials: Ensure reading materials are culturally responsive and reflect the diversity of the student population through Amplify CKLA.
- Engaging Content: Select materials that are relevant and engaging to foster a positive attitude towards reading.

11. Regular Evaluation and Adjustment:

- Continuous Evaluation: Regularly evaluate the effectiveness of the Reading Achievement Plan through ongoing data analysis and feedback through MTSS monitoring and RIMPs.
- Adjustment of Strategies: Make adjustments to instructional strategies, interventions, and support mechanisms based on continuous evaluation and the evolving needs of the students.

12. Positive Reinforcement and Recognition:

- Celebrating Progress: Implement a system for recognizing and celebrating individual and collective progress.
- Acknowledging Effort: Recognize and celebrate the effort and achievements of both students and teachers.

13. Collaboration and Teacher Based Teams Meetings (TBTs):

- TBT Meetings: Facilitate regular TBT (bi-weekly) meetings for teachers to collaborate, share best practices, and discuss student progress.
- Cross-Grade Collaboration: Encourage collaboration between 3rd-grade teachers and those in other grades to ensure continuity and alignment in reading instruction.

By implementing these strategies in a coordinated and targeted manner, Summit Academy-Youngstown can work towards achieving the goal of increasing the percentage of 3rd-grade students who are proficient on the Ohio State Tests in Reading. Regular monitoring, data-driven decision-making, and a commitment to ongoing improvement will be critical components of the success of this Reading Achievement Plan.

Adult Goal #1 (number 1 on Action Map): 100% of classroom teachers at Summit Academy Youngstown will implement explicit and systematic core ELA instruction aligned to the science of reading to all students monitored by building administrators using BLT created fidelity checklists.

Achieving 100% implementation of explicit and systematic core English Language Arts (ELA) instruction aligned to the science of reading at Summit Academy Youngstown requires a systematic and collaborative approach. The following steps outline a comprehensive plan to ensure fidelity to the instructional framework,

using fidelity checklists based on internal and external factor analyses by grade band (Kindergarten through Grade 3):

1. Internal Factor Analysis:

- Review Current Practices: Conduct an internal analysis of current ELA instructional practices across all grade bands.
- Identify Strengths and Weaknesses: Identify the strengths and weaknesses of existing practices based on the principles of the science of reading.

2. External Factor Analysis:

- Research and Best Practices: Conduct an external analysis of best practices and research in the field of reading instruction, particularly focusing on the science of reading.
- Benchmark against Standards: Align instructional practices with national and state standards, ensuring consistency with evidence-based approaches.

3. Develop Building Leadership Team (BLT):

- Formation of BLT: Establish a Building Leadership Team comprising administrators, instructional coaches, and lead teachers from each grade band.
- Training: Provide training to the BLT members on the science of reading and effective strategies for implementing explicit and systematic ELA instruction.

4. Fidelity Checklists Creation:

- Collaboration with BLT: Work collaboratively with the BLT to utilize fidelity checklists tailored to each grade band, incorporating insights from internal and external factor analyses.
- Align with Science of Reading Principles: Ensure that fidelity checklists align with the key principles of the science of reading, covering components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

5. Professional Development for Teachers:

- Workshops and Training: Conduct workshops and training sessions for all classroom teachers, focusing on the principles of the science of reading and how to implement explicit and systematic ELA instruction.
- Modeling: Provide opportunities for teachers to observe model lessons or participate in demonstration lessons that showcase effective instructional strategies.

6. Collaborative Planning Time:

- Schedule Regular Meetings: Designate regular collaborative planning time for grade-level teams to discuss and plan ELA instruction bi-weekly during TBTs.
- Use of Fidelity Checklists: Integrate the fidelity checklists into collaborative planning sessions, ensuring that teachers have a clear understanding of expectations.

7. Individualized Support:

- Data-Informed Support: Use data from assessments and classroom observations to identify teachers who may need additional support.
- Provide Coaching: Offer individualized coaching and support for teachers, addressing specific areas where improvement is needed.

8. Monitoring and Feedback:

- Regular Classroom Observations: Building administrators conduct regular classroom observations using the fidelity checklists to assess the implementation of explicit and systematic ELA instruction.
- Constructive Feedback: Provide constructive feedback to teachers based on observations, highlighting strengths and areas for improvement.

9. Progress Monitoring:

- Use of Assessment Data: Continuously monitor student progress through formative and summative assessments aligned with ELA standards using STAR Renaissance, mCLASS, and Amplify CKLA.
- Adjustments Based on Data: Analyze assessment data to make informed adjustments to instructional strategies and the fidelity checklists as needed.

10. Communication and Transparency:

- Regular Updates: Maintain open communication channels between administrators and teachers regarding the progress of ELA instruction.
- Transparency in Expectations: Clearly communicate expectations and the rationale behind the science of reading principles, fostering a shared understanding among all stakeholders.

11. Celebrating Success:

- Acknowledge Achievements: Celebrate and acknowledge achievements and improvements in ELA instruction.
- Share Success Stories: Showcase success stories and best practices within the school community to inspire and motivate teachers.

12. Continuous Improvement Cycle:

- Feedback Loop: Establish a continuous improvement cycle where feedback from fidelity checklists, classroom observations, and student performance data informs ongoing adjustments.
- Regular Review Meetings: Schedule regular review meetings with the BLT and teachers to discuss the effectiveness of strategies and make refinements.

13. Parental Involvement:

- Parent Workshops: Organize workshops or informational sessions for parents to understand the science of reading principles and support their child's literacy development at home during Family Literacy Nights.
- Regular Updates: Keep parents informed about the school's commitment to evidence-based ELA instruction and how it benefits student learning.

By implementing these steps, Summit Academy Youngstown can work toward ensuring 100% implementation of explicit and systematic core ELA instruction aligned to the science of reading. The collaboration between the BLT, ongoing professional development, continuous monitoring, and a commitment to improvement will contribute to the success of this initiative.

Adult Goal #2 (number 2 on Action Map): Summit Academy Youngstown will use screener and diagnostic assessment data to implement effective interventions targeting individual skill gaps aligned to the simple view of reading for students at risk for reading difficulties monitored by building administration using BLT-created fidelity checklists

To effectively use screener and diagnostic assessment data for implementing interventions targeting individual skill gaps aligned to the Simple View of Reading for students at risk for reading difficulties at Summit Academy Youngstown, a systematic and data-driven approach is essential. Here's a detailed plan:

1. Data Collection and Analysis:

- **Screener Assessments:** Administer universal screener assessments (STAR Renaissance benchmarking and mCLASS) to all students in Kindergarten through Grade 3 to identify those at risk for reading difficulties.
- **Diagnostic Assessments:** Conduct diagnostic assessments to pinpoint specific skill gaps and determine the factors contributing to reading difficulties.
- **Data Analysis:** Collaborate with the Building Leadership Team (BLT) to analyze the assessment data and identify common patterns and individual skill gaps.

2. Internal and External Factor Analysis:

- **BLT Collaboration:** Work with the BLT to conduct internal and external factor analyses to understand the internal practices and external factors influencing reading difficulties.
- **Fidelity Checklists:** Utilize fidelity checklists based on the analyses, ensuring alignment with the Simple View of Reading and addressing identified skill gaps.

3. Intervention Planning:

- **Individualized Plans:** Develop individualized intervention plans for students based on the specific skill gaps identified in the diagnostic assessments.
- **Tiered Interventions:** Implement tiered interventions based on the Multi Tiered System of Supports (MTSS), targeting interventions at different levels of intensity based on student needs.

4. Professional Development for Teachers:

- Training on Data Analysis: Provide professional development for teachers on analyzing screener and diagnostic assessment data to inform instructional decisions.
- Effective Intervention Strategies: Equip teachers with effective intervention strategies aligned with the Simple View of Reading.

5. Fidelity Checklists Implementation:

- Training for Teachers: Conduct training sessions for teachers on the use of fidelity checklists and their importance in guiding interventions.
- Integration into Instructional Planning: Integrate fidelity checklists into the instructional planning process, ensuring that interventions align with identified skill gaps.

6. Regular Progress Monitoring:

- Implement Progress Monitoring: Utilize ongoing progress monitoring tools and assessments to track the effectiveness of interventions.
- Data-Driven Adjustments: Analyze progress monitoring data to make data-driven adjustments to interventions and instructional strategies.

7. Parental Involvement:

- Communication with Parents: Communicate assessment results and intervention plans to parents, providing resources and guidance for supporting reading development at home.
- Parent Workshops: Offer workshops or information sessions to educate parents on how they can reinforce interventions outside of the school environment.

8. Collaboration within BLT:

- Regular Meetings: Schedule regular BLT meetings to discuss progress, challenges, and adjustments to interventions.
- Collaborative Problem-Solving: Foster a collaborative environment for problem-solving, sharing best practices, and refining strategies.

9. Specialized Support Services:

- Utilize Support Staff: Leverage support staff, such as reading specialists or interventionists, to provide additional support to students with significant skill gaps.
- Individualized Support Plans: Develop individualized support plans for students requiring more intensive interventions.

10. Celebrating Progress:

- Positive Reinforcement: Implement a system for positive reinforcement to celebrate students' progress and efforts.
- Recognition for Teachers: Acknowledge and recognize teachers for their dedication and success in implementing effective interventions.

11. Continuous Evaluation:

- Regular Review Meetings: Conduct regular review meetings to assess the overall effectiveness of interventions and fidelity to the checklists.
- Adjustments to Strategies: Make adjustments to intervention strategies based on continuous evaluation, ensuring they align with the evolving needs of students.

12. Technology Integration:

- Digital Learning Tools: Integrate digital learning tools and platforms that provide targeted interventions aligned with the Simple View of Reading.
- Data Analysis from Technology Tools: Utilize data from technology tools to inform decision-making and track student progress.

13. Research-Informed Practices:

- Stay Updated on Research: Keep teachers and BLT members informed about the latest research on effective reading interventions.
- Adaptation of Strategies: Adapt intervention strategies based on the most current and evidence-based practices in the field.

By implementing these steps, Summit Academy Youngstown can create a comprehensive system for identifying and addressing individual skill gaps related to the Simple View of Reading. This approach,

supported by data-driven decision-making and collaboration among teachers and the BLT, will contribute to effective interventions and improved outcomes for students at risk for reading difficulties in Kindergarten through Grade 3.

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

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

Goal # _1__ Action Map

Goal Statement: 100% of K-3 classroom teachers at Summit Academy Youngstown will implement explicit and systematic core ELA instruction aligned to the science of reading to all students monitored by building administrators using fidelity checklists.

Evidence-Based Strategy or Strategies: CKLA curriculum, provide explicit and systematic core ELA instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Summit Academy-Youngstown will utilize CKLA curriculum, an evidence based curriculum, in grades K-3 that aligns with the science of reading.	Summit Academy-Youngstown will provide ongoing, embedded professional development for K-3 teachers in the science of reading and evidence-based practices.	Summit Academy-Youngstown will ensure that all classrooms, grades K-3, will implement CKLA aligning to the science of reading.
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-2024
Lead Person(s)	Building Leadership Team	Building Leadership Team Professional Development Facilitator	Building Leadership Team Principal Instructional Coaches
Resources Needed	Evidence Based curriculum Fidelity Checklists Professional Development Training on science of reading	Instructional Coaching by the Literacy Coach Professional Development on the Science of Reading	Walk-Through Form Fidelity Checklists Instructional Coaching Resources CKLA curriculum

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	In order to build administration and teacher capacity, all staff need to be trained in evidence-based instructional strategies that align to the science of reading/simple view of reading.	We will need to provide vendor approved professional development, embedded professional development and support provided by instructional coaches and the curriculum team, and outside vendor and embedded professional development opportunities provided to administration to support the shared-leadership model and effective leadership practices.	The BLT will create a schedule to determine the frequency of lesson plan checks and frequency and duration of administrative classroom observations. The BLT will use fidelity checklists during lesson plan checks and observation to include immediate feedback to staff highlighting areas of strength and areas for improvement.
Measure of Success	Evidence Based Curriculum	Professional Development Agendas, Leadership/Teacher Meeting Documentation	Walk-Through Data, Lesson Plan Checks, Classroom Observations
Description of Funding	Federal Funding	Federal Funding	Federal Funding
Check-in/Review Date			

Goal # 2 Action Map

Goal Statement: Summit Academy- Youngstown K-3 teachers will use screener and diagnostic assessment data to implement effective interventions targeting individual skill gaps aligned to the simple view of reading for students at risk for reading difficulties monitored by building administration using fidelity checklists.

Evidence-Based Strategy or Strategies: Screening all K-3 students for potential reading problems at the beginning of the school year (Fall), middle of school year (Winter), and end of the school year (Spring), Progress Monitoring, and Interventions block built into the school schedule

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Summit Academy- Youngstown K-3 teachers will screen all K-3 students in Early Literacy and/or Reading through STAR Renaissance in Fall 2023, Winter 2024, and Spring 2024.</p> <p>Kindergarten students will be assessed in the Kindergarten Readiness Assessment (KRA) within the first 20 days of enrollment.</p> <p>Third grade students will be assessed in English Language Arts Ohio State Tests (OSTs) in Fall 2023 and Spring 2024.</p>	<p>.Summit Academy- Youngstown K-3 teachers will provide interventions to students based on the results of the screener and diagnostic assessments..</p> <p>Based on the screener and/or diagnostic results, students that are not on track with reading will be given a Reading Improvement Plan (RIMP).</p>	<p>.Summit Academy- Youngstown K-3 teachers will provide students with a minimum of 20 minutes of interventions that is built into the schedule to work on RMIPs or other areas of improvement.</p>
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-2024
Lead Person(s)	<p>Building Leadership Team</p> <p>K-3 Teachers</p> <p>Literacy Coach</p> <p>Lead Intervention Specialist</p>	<p>Building Leadership Team</p> <p>Instructional Coaches</p> <p>Lead Intervention Specialist</p>	<p>Building Leadership Team</p> <p>Principal</p> <p>Instructional Coaches</p>
Resources Needed	<p>STAR Renaissance</p> <p>Chromebooks to administer STAR, OSTs</p>	STAR Renaissance	mCLASS (beginning Jan 2024)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Lead Intervention Specialist received PD on how to administer the KRA.	K=3 teachers were trained on how to write and implement a RIMP for students that are not on track in reading.	The K-3 teachers were trained on how to provide interventions to students and how to track and gather data for the RIMPs.

	Action Step 1	Action Step 2	Action Step 3
	<p>All K-3 teachers received PD on administrerring STAR benchmark assessments.</p> <p>The 3rd grade teacher received training on how to administer the fall 3rd grade state testing.</p>		<p>Training on mCLASS will be implemented in January 2024.</p>
Measure of Success	<p>Student Growth Measure in STAR</p> <p>OST Scores</p> <p>KRA Scores</p>	Quarterly RIMP Progress	<p>Quarterly RIMP Progress</p> <p>Documentation of Interventions</p>
Description of Funding	Federal Funding	Federal Funding	Federal Funding
Check-in/Review Date			

Goal # _3_ Action Map

Goal Statement: Summit Academy- Youngstown K-3 students will increase the percentage of students that are "on track" in reading from 23% to 38% using STAR Renaissance benchmarking.

Evidence-Based Strategy or Strategies: Screening all K-3 students for potential reading problems at the beginning of the school year (Fall), middle of school year (Winter), and end of the school year (Spring), Progress Monitoring, and Interventions block built into the school schedule

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All Summit Academy-Youngstown K-3 students will be administered the Fall 23 benchmark in reading (early literacy) through STAR Renaissance.	Summit Academy-Youngstown K-3 students will receive progress monitoring and/or Curriculum Based Measurements (CBMs) bi-monthly.	Summit Academy-Youngstown K-3 students that are not “on track” in reading will be placed on a Reading Improvement Plan (RIMP) that will be monitored quarterly. K-3 students will be provided with a minimum of 20 minutes of interventions each school day.
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-2024
Lead Person(s)	Building Leadership Team K-3 Teachers Literacy Coach	Building Leadership Team Instructional Coaches Lead Intervention Specialist K-3 Teachers	Building Leadership Team Principal Instructional Coaches Lead Intervention Specialist K-3 Teachers Teacher Based Teams
Resources Needed	STAR Renaissance Chromebooks to take the STAR Renaissance	STAR Renaissance Chromebooks to take the STAR Renaissance	mCLASS
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development will be provided to teachers on how to administer STAR Renaissance and the teachers will model how to take the STAR Renaissance assessment.	Professional Development will be provided to teachers on how to administer CBMs and provide Progress Monitoring.	Professional Development will be provided to teachers on how to write a RIMP and how to gather data to report on the RIMP quarterly.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Student Growth Measure on STAR Renaissance	STAR Renaissance CBMs and Profess Monitoring	Documentation of Interventions Quarterly RIMP Progress
Description of Funding	Federal Funding	Federal Funding	Federal Funding
Check-in/Review Date			

Goal # 4 Action Map

Goal Statement: Summit Academy- Youngstown 3rd grade students will increase the percentage of students that are proficient on the Ohio State Tests (OSTs) in Reading from 12% to 35% or more.

Evidence-Based Strategy or Strategies: All 3rd grade students Ohio State Tests in Reading will be analyzed from the Fall 2023 administration and analyzed to increase the overall scores of proficient. mCLASS will be used during the intervention block to improve areas of need.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	3rd grade students at Summit Academy-Youngstown took the Fall 2023 Reading OSTs. The results showed that 12% of our 3rd grade students were proficient. The data will be analyzed and focus areas will be determined for improving test scores.	3rd grade students at Summit Academy-Youngstown will prepare for the OSTs by breaking down released test questions and utilizing learned test taking strategies during administration of the test.	During intervention, Summit Academy-Youngstown 3rd grade students will focus on areas of improvement based on the results of the Fall 2023 Ohio State Tests in reading.
Timeline	August 2023-May 2024	August 2023-May 2024	August 2023-2024

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Building Leadership Team Teacher Based Team Meetings 3rd Grade Teacher Intervention Specialist Literacy Coach	Building Leadership Team Teacher Based Team Meetings 3rd Grade Teacher Intervention Specialist Literacy Coach	Building Leadership Team Teacher Based Team Meetings 3rd Grade Teacher Intervention Specialist Literacy Coach
Resources Needed	Ohio State Tests Chromebooks to take the OSTs	Ohio State Tests Released Test Questions Chromebooks to take the OSTs OSTs Practice Tests	mCLASS Ohio State Tests Released Test Questions Chromebooks to take the OSTs
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Ohio State Tests will be administered to all 3rd grade students in Fall 2023. Results will be analyzed during TBTs and areas that students need to improve upon will be determined.	Professional Development will be provided to teachers on how to access released test materials and practice tests for the students. Test taking strategies will be provided through TBTs to assist students when taking the OSTs.	Professional Development will be provided to teachers on mCLASS to utilize during the intervention block for improving test scores. Training will be provided to teachers on how to choose areas to focus on for improving test scores.
Measure of Success	Ohio State Tests (OSTs)	Utilization of Test Taking Strategies	Documentation of Interventions Practice Tests
Description of Funding	Federal Funding	Federal Funding	Federal Funding
Check-in/Review Date			

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.

Monitoring the progress and implementation of explicit and systematic core English Language Arts (ELA) instruction aligned to the science of reading in K-3 classrooms at Summit Academy Youngstown involves a systematic and collaborative approach. Here's an outline of the process:

Establish Clear Expectations:

- Clearly define the expectations for explicit and systematic core ELA instruction aligned to the science of reading for K-3 classroom teachers.
- Develop and distribute guidelines, standards, and expectations to all teachers to ensure a common understanding.

Provide Training:

- Conduct professional development sessions to equip teachers with the necessary knowledge and skills related to explicit and systematic core ELA instruction.
- Ensure that teachers understand the science of reading principles and how to implement them effectively in the classroom.

Fidelity Checklists:

- Develop fidelity checklists that outline specific components and indicators of explicit and systematic core ELA instruction aligned to the science of reading.
- Include elements such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, along with instructional strategies.

Observations and Walkthroughs:

- Schedule regular classroom observations and walkthroughs conducted by building administrators.
- Use the fidelity checklists as a guide during observations to assess whether teachers are implementing the recommended strategies and adhering to the science of reading principles.

Feedback and Support:

- Provide timely and constructive feedback to teachers based on the observations and fidelity checklists.
- Offer support and resources to help teachers address any challenges or areas that need improvement.

Data Collection:

- Implement a data collection system to track the progress of students in ELA proficiency.
- Use formative and summative assessments to measure individual student growth and overall class performance.

Regular Meetings (TBTs and IATs):

- Schedule regular meetings between teachers and administrators to discuss progress, share best practices, and address any concerns.
- Collaborate on strategies for continuous improvement in the implementation of explicit and systematic core ELA instruction.

Adjustments and Refinements:

- Be open to feedback from teachers and administrators and be willing to make adjustments to the instructional approach as needed.
- Continuously refine the fidelity checklists and monitoring process based on the evolving needs of the students and teachers.

Parent and Community Engagement:

- Keep parents informed about the instructional approach and provide resources for supporting their child's reading development at home.
- Engage with the community to foster a supportive environment for literacy education.

Assessment of Overall Impact:

- Periodically assess the overall impact of the explicit and systematic core ELA instruction on student outcomes.
- Use quantitative and qualitative data to determine the effectiveness of the implemented strategies and make informed decisions for continuous improvement.

By implementing these steps, Summit Academy Youngstown can systematically monitor and support the effective implementation of explicit and systematic core ELA instruction aligned to the science of reading in K-3 classrooms.

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 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 - Youngstown 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 (Amplify CKLA and Heggerty).
- 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 20 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 (Lexia Core 5/Lexia Power Up).
- 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: Amplify CKLA reading 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 7, 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 meet the specific learner needs and improve instruction, especially for students on Reading Improvement and Monitoring Plans (RIMPs), it's important to integrate evidence-based strategies. Here's a comprehensive approach that considers effectiveness, progress monitoring, and continuous improvement over two prior consecutive school years:

Data-Driven Instruction:

- **Description:** Utilize ongoing assessments to identify specific areas of need for each student. Use this data to tailor instruction to individual learning profiles.
- **Effectiveness:** By regularly assessing student progress, educators can refine instructional strategies based on real-time data, ensuring that interventions are targeted and aligned with student needs.

Differentiated Instruction:

- **Description:** Implement differentiated instruction to address diverse learning needs within the classroom. Provide various instructional methods, materials, and assessments based on individual student needs.
- **Effectiveness:** Differentiated instruction allows educators to cater to various learning styles and levels, ensuring that each student receives personalized support. Regularly adjusting these strategies based on student progress contributes to continuous improvement.

Explicit and Systematic Phonics Instruction:

- **Description:** Deliver explicit and systematic phonics instruction to build foundational decoding skills, focusing on the relationship between letters and sounds.
- **Effectiveness:** This evidence-based strategy is crucial for students on RIMPs as it targets fundamental reading skills. Regular assessments can gauge the effectiveness of phonics instruction, and adjustments can be made based on progress.

Small Group Guided Reading:

- Description: Conduct small group guided reading sessions, allowing for targeted instruction based on students' reading levels and needs, at least 20 minutes daily for each school day.
- Effectiveness: Small group sessions enable educators to closely monitor individual progress, provide immediate feedback, and adjust strategies accordingly. Progress can be tracked through ongoing assessments and observations.

Comprehension Strategies:

- Description: Teach explicit comprehension strategies such as summarization, questioning, and visualization to enhance students' understanding of texts.
- Effectiveness: Regular assessments of students' comprehension skills can inform adjustments to instructional strategies. Monitoring progress in applying comprehension strategies during class activities and assessments contributes to continuous improvement.

Multisensory Approaches:

- Description: Integrate multisensory activities that engage visual, auditory, and kinesthetic modalities to enhance learning.
- Effectiveness: Monitoring student engagement and participation in multisensory activities provides insights into the strategy's effectiveness. Adjustments can be made based on observations and feedback from both students and teachers.

Formative Assessment and Feedback:

- Description: Implement ongoing formative assessments and provide timely, specific feedback to guide student learning.
- Effectiveness: Regularly assessing students' understanding through formative assessments allows for immediate adjustments to instruction. The quality and impact of feedback can be monitored to ensure it aligns with individual learner needs.

Technology Integration:

- Description: Integrate educational technology tools and platforms to support personalized learning and provide additional resources (Lexia Core 5, Lexia Power up)
- Effectiveness: Track student engagement and progress through technology platforms. Analyze data on students' usage and performance to refine the integration of technology and address any emerging needs.

Professional Development for Educators:

- Description: Provide ongoing professional development for educators, focusing on evidence-based instructional strategies and the latest research in literacy education.
- Effectiveness: Regularly assess the impact of professional development on educators' instructional practices and student outcomes. Adjust professional development offerings based on feedback and observed results.

Parental Involvement and Support:

- Description: Foster a strong partnership with parents, providing resources and guidance to support literacy development at home and provide Family Literacy Nights.
- Effectiveness: Evaluate the level of parental involvement and its impact on students' progress. Use feedback from parents to adjust communication strategies and support mechanisms.

Throughout the two prior consecutive school years, continuous monitoring, analysis of student data, and feedback loops should be in place to refine and enhance these evidence-based strategies. Regular review meetings involving educators, administrators, and other relevant stakeholders can facilitate collaborative discussions on progress and areas for improvement. Adjustments made based on data and feedback contribute to a dynamic and responsive instructional approach.

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: Part A

Summit Academy-Youngstown							
IRN: 000623							
Rebecca Ellis Principal (330) 259-0421							
Goal 1: 100% of K-3 classroom teachers at Summit Academy Youngstown will implement explicit and systematic core ELA instruction aligned to the science of reading to all students monitored by building administrators using fidelity checklists.							
Evidence-Based Practice or Intervention: CKLA curriculum, provide explicit and systematic core ELA instruction							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
CKLA	8/15/23 Ongoing	✓	✓	✓	✓	✓	✓
Science of Reading	8/14/2023 Ongoing	✓	✓	✓	✓	✓	✓

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

Dyslexia Laws	2/10/23, 3/31/23, 5/12/23	✓	✓	✓	✓	✓	✓
Literacy Pathways	5/31/23, 6/12/23, 6/13/23, 6/20/23	✓	✓	✓	✓	✓	✓
Resources Required				Outcomes/Evaluation			
Instructional Coach				Coaches provide ongoing professional development to teachers in CKLA curriculum and Science of Reading.			
Professional Development Resources				Teachers participating in ongoing CKLA and Science of Reading professional development. All teachers completed the Dyslexia Laws Training. The Building Leadership Team (BLT) participated in the Literacy Pathways training.			

Professional Development Plan: Part A

Summit Academy-Youngstown							
IRN: 000623							
Rebecca Ellis Principal (330) 259-0421							
Goal 2: Summit Academy- Youngstown K-3 teachers will use screener and diagnostic assessment data to implement effective interventions targeting individual skill gaps aligned to the simple view of reading for students at risk for reading difficulties monitored by building administration using fidelity checklists.							
Evidence-Based Practice or Intervention: Screening all K-3 students for potential reading problems at the beginning of the school year (Fall), middle of school year (Winter), and end of the school year (Spring), Progress Monitoring, and Interventions block built into the school schedule.							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
mCLASS	12/1/23 Ongoing	✓	✓	✓	✓	✓	✓
OSTs	9/29/23 Ongoing	✓	✓	✓	✓	✓	✓

KRA	8/18/23	✓	✓	✓	✓	✓	✓
STAR Renaissance	8/15/23 Ongoing	✓	✓	✓	✓	✓	✓
Science of Reading	8/14/2023 Ongoing	✓	✓	✓	✓	✓	✓
Dyslexia Laws	2/10/23, 3/31/23, 5/12/23	✓	✓	✓	✓	✓	✓
Literacy Pathways	5/31/23, 6/12/23, 6/13/23, 6/20/23	✓	✓	✓	✓	✓	✓
Resources Required				Outcomes/Evaluation			
Instructional Coach				Coaches provide ongoing professional development to teachers in mCLASS, Ohio State Tests, STAR Renaissance, and Science of Reading.			
Professional Development Resources				Teachers participating in ongoing CKLA and Science of Reading professional development. All teachers completed the Dyslexia Laws Training. The Building Leadership Team (BLT) participated in the Literacy Pathways training.			

Professional Development Plan: Part B

Summit Academy-Youngstown							
IRN: 000623							
Rebecca Ellis Principal (330) 259-0421							
<p>Goal 3: Summit Academy- Youngstown K-3 students will increase the percentage of students that are “on track” in reading from 23% to 38% using STAR Renaissance benchmarking.</p> <p>Evidence-Based Practice or Intervention: Screening all K-3 students for potential reading problems at the beginning of the school year (Fall), middle of school year (Winter), and end of the school year (Spring), Progress Monitoring, and Interventions block built into the school schedule.</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
mCLASS	12/1/23 Ongoing	✓	✓	✓	✓	✓	✓
STAR Renaissance	8/15/23 Ongoing	✓	✓	✓	✓	✓	✓

Science of Reading	8/14/2023 Ongoing	✓	✓	✓	✓	✓	✓
Dyslexia Laws	2/10/23, 3/31/23, 5/12/23	✓	✓	✓	✓	✓	✓
Literacy Pathways	5/31/23, 6/12/23, 6/13/23, 6/20/23	✓	✓	✓	✓	✓	✓
Resources Required				Outcomes/Evaluation			
Instructional Coach				Coaches provide ongoing professional development to teachers in STAR Renaissance, mCLASS and Science of Reading.			
Professional Development Resources				Teachers participating in ongoing STAR Renaissance, mCLASS and Science of Reading professional development. All teachers completed the Dyslexia Laws Training. The Building Leadership Team (BLT) participated in the Literacy Pathways training.			

Professional Development Plan: Part B

Summit Academy-Youngstown							
IRN: 000623							
Rebecca Ellis Principal (330) 259-0421							
Goal 4: Summit Academy- Youngstown 3rd grade students will increase the percentage of students that are proficient on the Ohio State Tests (OSTs) in Reading from 12% to 35% or more.							
Evidence-Based Practice or Intervention: All 3rd grade students Ohio State Tests in Reading will be analyzed from the Fall 2023 administration and analyzed to increase the overall scores of proficient. mCLASS will be used during the intervention block to improve areas of need.							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
mCLASS	12/1/23 Ongoing	✓	✓	✓	✓	✓	✓
Test Taking Strategies/Writin	11/14/23, 11/15/23,	✓	✓	✓	✓	✓	✓

g on the Ohio State Tests	11/16/23, 11/17/23						
Ohio State Tests	9/29/23 Ongoing	✓	✓	✓	✓	✓	✓
STAR Renaissance	8/15/23 Ongoing	✓	✓	✓	✓	✓	✓
Science of Reading	8/14/2023 Ongoing	✓	✓	✓	✓	✓	✓
Dyslexia Laws	2/10/23, 3/31/23, 5/12/23	✓	✓	✓	✓	✓	✓
Literacy Pathways	5/31/23, 6/12/23, 6/13/23, 6/20/23	✓	✓	✓	✓	✓	✓
Resources Required				Outcomes/Evaluation			
Instructional Coach				Coaches provide ongoing professional development to teachers in STAR Renaissance, mCLASS, Ohio State Tests and Science of Reading.			
Professional Development Resources				Teachers participating in ongoing STAR Renaissance, mCLASS, Ohio State Tests, and Science of Reading professional development. All teachers completed the Dyslexia Laws Training. The Building Leadership Team (BLT) participated in the Literacy Pathways training.			

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

Glossary of Key Terms

This glossary is designed to assist readers in understanding key terms related to various educational processes and initiatives.

SAM-Summit Academy Management: Summit Academy Schools provide a structured safe-haven for alternative learners. Compassionate teachers deliver highly specialized curriculum designed to engage children where they are developmentally. With a therapeutic approach, Summit Academy Schools are a non-profit that foster belonging and social acceptance for every child.

DEW-Department of Education and Workforce: Educators in Ohio that work to improve education quality. They provide resources to boost student success, connect K-12 and college learning, develop workforce programs, and make sure students are ready to learn every day.

Phonics: The method of teaching reading and spelling that emphasizes the relationship between letters and sounds.

Phonological Awareness: The ability to recognize and manipulate the sounds of spoken language, including recognizing rhymes, segmenting words into syllables, and identifying individual sounds.

Decoding: The process of translating written language into spoken language by recognizing and interpreting the individual sounds of letters.

Dyslexia: A neurological condition characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

Literacy Pathways: Various instructional approaches and methods designed to support and enhance the development of literacy skills, including phonics-based instruction, whole language approaches, and balanced literacy models.

Structured Literacy: An approach to teaching reading that is explicit, systematic, and cumulative, emphasizing the direct teaching of phoneme awareness and phonics.

Multi-sensory Instruction: Teaching methods that engage multiple senses (visual, auditory, and kinesthetic) to enhance learning and memory.

TBTs - Teacher-Based Teams: Collaborative groups of teachers working together to analyze student data, develop instructional strategies, and make data-driven decisions to improve teaching and learning outcomes.

IATs - Intervention Assistance Teams: Multi-disciplinary teams in schools that identify, plan, and monitor interventions for students experiencing academic or behavioral challenges.

OIP - Ohio Improvement Process: A systematic, data-driven approach used by schools in Ohio to identify areas of improvement, develop strategies, and monitor progress to enhance overall school performance.

BLTs - Building Leaders: Groups of educators and administrators within a school who collaborate to provide leadership, support, and decision-making for school-wide improvement initiatives.

DLTs - District Leadership Teams: Teams comprised of district-level administrators, educators, and stakeholders who work collaboratively to guide and coordinate improvement efforts across the entire school district.

RIMP - Reading Improvement and Monitoring Plan: A personalized plan developed for students who are identified as needing additional support in reading. It outlines targeted interventions and progress monitoring strategies.

RAP - Reading Achievement Plan: A comprehensive plan that addresses the specific needs of students struggling with reading, including instructional approaches, resources, and assessment strategies.

RLT - Response to Literacy Teams: Collaborative groups of educators who analyze student responses to literature, discuss instructional strategies, and make adjustments to improve reading comprehension and critical thinking skills.

MTSS - Multi-Tiered System of Support: A framework that provides a comprehensive and integrated system for addressing the academic, behavioral, and social-emotional needs of all students through a tiered approach to intervention and support.

ELO - Extended Learning Opportunities: Educational activities or experiences that extend beyond the traditional school day or year, providing additional learning opportunities for students.

KRA - Kindergarten Readiness Assessment: An assessment tool used to measure the school readiness of incoming kindergarten students, focusing on their early literacy, numeracy, and social-emotional skills.

ESSER - Elementary and Secondary School Emergency Relief: Federal funding provided to schools to address the impact of the COVID-19 pandemic, supporting efforts to reopen schools safely and address learning loss.

RTI - Response to Intervention: A systematic approach to identifying and supporting students with learning and behavioral needs through tiered levels of intervention, assessment, and progress monitoring.

PBIS - Positive Behavioral Interventions and Supports: A proactive framework that promotes positive behavior and prevents the development of problem behavior in schools through the implementation of evidence-based behavioral interventions.

CKLA - Core Knowledge Language Arts: A comprehensive, research-based English language arts program that focuses on building students' background knowledge and language skills.

PD - Professional Development: Ongoing training and learning opportunities for educators to enhance their skills, knowledge, and effectiveness in the classroom.

DIBELS - Dynamic Indicators of Basic Early Literacy Skills: A set of standardized, individually administered measures of early literacy skills designed to identify students who may be at risk for reading difficulties.

SMART - Specific, Measurable, Achievable, Relevant, Time-Bound: A goal-setting framework that ensures objectives are clear, realistic, and time-bound for effective planning and evaluation.

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