



March 4, 2024

Dear Superintendent Decesare:

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

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

**Strengths of the Reading Achievement Plan:**

- The plan includes an analysis of factors other than learner performance.
- Professional development plan includes job-imbedded instructional coaching.
- The plan has a focus on implementation of the 5-step continuous improvement cycle.

**This plan will benefit from:**

- Considering expanding the collaborative team created to design and monitor the plan to include family and community engagement team members who represent parents, businesses, health and human services and other community organizations.
- Expanding student data obtained/reported to include sub scores in the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension) and data for students with disabilities.
- Inclusion of a detailed root cause analysis.

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

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

Sincerely,



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

# READING ACHIEVEMENT PLAN

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

1. The district or community school received 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:**The Edge Academy

**DISTRICT IRN:**133538

**DISTRICT ADDRESS:**92 North Union St. Akron, OH 44304

**PLAN COMPLETION DATE:**December 20,2023

**LEAD WRITERS:**Kadie Ramsey, Josh Rogers, Holly Piskula, Jennifer Ricker, Stephanie Gray

## 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 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 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
Faith Decesare	Superintendent	The Edge Academy	fdecesare@edge4kids.org
Josh Rogers	Principal	The Edge Academy	jrogers@edge4kids.org
Holly Piskula	Special Education Director	The Edge Academy	hpiskula@edge4kids.org
Kadie Ramsey	Academic Coach	The Edge Academy	kramsey@edge4kids.org
Stephanie Gray	Literacy Specialist and Special Education Teacher	The Edge Academy	sgray@edge4kids.org
Jennifer Ricker	Literacy Specialist	The Edge Academy	jricker@edge4kids.org

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

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

The team analyzed School Report Card data from the 2021-2023 school years and current literacy practices to determine areas of need and improvement. Based on this data the district team developed a new literacy vision and mission. Additionally, a district literacy team was created to put into place practices and frameworks to increase literacy success throughout the elementary, middle, and high schools.

This team will create the decision rules for all grades around the core reading strands. This work will start the Fall of 2023 and continue until summer of 2024. This plan will be communicated with all stakeholders by Spring of 2024 and fully implemented by Fall of 2024.

The plan will be monitored by the literacy team quarterly.

## 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.*

The vision for Edge Academy is that every student at Edge and Akros will be inspired to become leaders of the future through collaboration, compassion, and excellence.

The Local Literacy Plan is aligned to the above vision by focusing on each student's reading and writing achievement with a lens of collaboration, compassion, and excellence.

The local literacy plan is aligned to the overall continuous improvement efforts by following our Ohio Improvement Process Goals and Implementation steps.

## 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:

- Ohio's State Test for **English language arts assessment 2022-2023 school year:**

Grade	% Proficient in Reading
3	27.3
4	23.4
5	28.1
6	30.8
7	46.7
8	37.5

- **K-3 Reading iReady diagnostics for 2023-2024 school year:**

Grade Level	% Not on Track
Kindergarten	36%
1	59.5%
2	64.7%
3	72.7%

- **The Kindergarten Readiness Assessment**-current data shows that 36% of our Kindergarten students are not on track

## 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.*

The following are external factors that we believe to be contributing factors to low reading achievement:

- lack of pre-K instruction
- lack of print rich home environment
- socioeconomic factors
- lack of parental involvement
- habitual truancy

The following are internal factors that we believe to be contributing factors to low reading achievement:

- poor consistent implementation of curriculum
- poor implementation of high yield instructional strategies
- lack of high quality instructional coaching
- lack of professional development in the Science of Reading
- lack of clear protected reading instructional time
- lack of high quality teachers in all grade levels
- lack of common assessments
- inadequate TBT structure
- lack of phonics and writing curriculum
- misaligned classroom grading to state assessment proficiency
- lack of consistent report card structure K-5
- cross curricular integration of reading skills and strategies
- clear list of Science of Reading based websites and supplemental resources

### 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.*

A root cause analysis shows the underlying cause of low reading performance is due to a lack of district knowledge and implementation of the literacy improvement process.

### 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.*

By Spring of 2025 the Edge Academy will improve our K-2 Literacy Report Card Score to 3 or more stars.

- Adult Implementation Goals:

- 100% of TBTs will complete the 5 step process with fidelity with emphasis on agreed upon high yield strategies indicated in step 3

- 100% of teachers will align the school provided curriculum with their lesson plans using the Ohio Learning Standards

- 100% of teachers will follow the Decision Rules created by the literacy team

- 100% of K-2 teachers will participate in Science of Reading Professional Development

By Spring of 2025 the Edge Academy will improve the percentage of Reading Proficiency for all students in grades 3-5 to 80% or higher as measured by the OST.

- Adult Implementation Goals:

- 100% of TBTs will complete the 5 step process with fidelity with emphasis on agreed upon high yield strategies indicated in step 3 and use state test blueprints for focus areas in formative assessments

- 100% of 3-5 teachers will use common assessments to include the Ohio Readiness Assessments

- 100% of teachers will align the school provided curriculum with their lesson plans using the Ohio Learning Standards

- 100% of teachers will follow the Decision Rules created by the literacy team

- 100% of 3-5 teachers will participate in Science of Reading Professional Development

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

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

### Goal # 1 Action Map

Goal Statement: By Spring of 2025 the Edge Academy will improve our K-3 Literacy Report Card Score to 3 or more stars.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	K-2 teachers, intervention specialists, and literacy support staff will be offered high quality professional development about the Science of Reading.	K-2 teachers, intervention specialists and literacy support staff will participate in bi-weekly Tbt meetings.	The Literacy team will create the Decision Rules for grades K-5.
Timeline	Spring 2024-Fall 2024	Fall 2023-Spring 2024	Fall 2023-Fall 2024
Lead Person(s)	Kadie Ramsey	Josh Rogers	Literacy Team Leaders
Resources Needed	-High quality SOR Professional Development -Financial Resources -Designated PD time	ODE 5-Step Team Meeting Template  Common meeting times  High Quality Data	-Scheduled Literacy Team meetings with substitute coverage  -Financial Resources  -Decision Rules Template
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	-Science of Reading webinar  -Literacy coaches modeling high yield literacy instructional strategies  -Lesson plans aligned to the Science of Reading	-Teacher teams will learn about the OIP process  -Data coach will support staff in analyzing data to identify critical needs  -Common meeting times	-Wilson course  -Foundations online training: Classroom and Small group  -Foundations curriculum and PD K-2  -Heggerty and Heggerty 2

	Action Step 1	Action Step 2	Action Step 3
	-Academic Coach oversight of literacy instruction	-Common assessments -Lesson plans formulated around data	-Wonders curriculum and PD
Measure of Success	-teacher self-assessment -certificate of completion -walkthroughs with feedback about implementation	-Review of Tbt 5 step process notes -walkthroughs with focus on Instructional Strategies -SLO growth	-Walkthroughs and Formal observations focused on Decision Rule implementation -Formative Assessments
Description of Funding	-General fund and title funds will be used	-General fund and title funds will be used	-General fund and title funds will be used -SPED funds
Check-in/Review Date	Quarterly check in's Summative Review Fall 2024	-Monthly CSLT team meetings -Summative Review May 2024	-Check in August 2024 -Summative Review May 2025

## Goal # 2 Action Map

Goal Statement: By Spring of 2025 the Edge Academy will improve the percentage of Reading Proficiency for all students in grades 3-5 to 80% or higher as measured by the OST.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	3-5 teachers, intervention specialists, and literacy support staff will be offered high quality professional development about the Science of Reading.	3-5 teachers, intervention specialists and literacy support staff will participate in bi-weekly Tbt meetings.	The Literacy team will create the Decision Rules for grades K-5.
Timeline	Spring 2024-Fall 2024	Fall 2023-Spring 2024	Fall 2023-Fall 2024
Lead Person(s)	Kadie Ramsey	Josh Rogers	Literacy Team Leaders
Resources Needed	<ul style="list-style-type: none"> <li>-High quality SOR Professional Development</li> <li>-Financial Resources</li> <li>-Designated PD time</li> </ul>	<ul style="list-style-type: none"> <li>ODE 5-Step Team Meeting Template</li> <li>Common meeting times</li> <li>High Quality Data</li> </ul>	<ul style="list-style-type: none"> <li>-Scheduled Literacy Team meetings with substitute coverage</li> <li>-Financial Resources</li> <li>-Decision Rules Template</li> </ul>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>-Science of Reading webinar</li> <li>-Literacy coaches modeling high yield literacy instructional strategies</li> <li>-Lesson plans aligned to the Science of Reading</li> <li>-Academic Coach oversight of literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher teams will learn about the OIP process</li> <li>-Data coach will support staff in analyzing data to identify critical needs</li> <li>-Common meeting times</li> <li>-Ohio Readiness assessments</li> <li>-Lesson plans formulated around testing blueprints</li> </ul>	<ul style="list-style-type: none"> <li>-Wilson course Level 1</li> <li>-Foundations online training: Classroom and Small group implementation</li> <li>-Heggerty 2 training</li> <li>-Wonders curriculum and PD</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	<ul style="list-style-type: none"> <li>-teacher self-assessment</li> <li>-certificate of completion</li> <li>-walkthroughs with feedback about implementation</li> <li>-OST scores</li> </ul>	<ul style="list-style-type: none"> <li>-Review of Tbt 5 step process notes</li> <li>-walkthroughs with focus on Instructional Strategies</li> <li>-SLO growth</li> <li>-OST scores</li> </ul>	<ul style="list-style-type: none"> <li>-Walkthroughs and Formal observations focused on Decision Rule implementation</li> <li>-Formative Assessments</li> </ul>
Description of Funding	<ul style="list-style-type: none"> <li>-General fund and title funds will be used</li> </ul>	<ul style="list-style-type: none"> <li>-General fund and title funds will be used</li> </ul>	<ul style="list-style-type: none"> <li>-General fund and title funds will be used</li> <li>-SPED funds</li> </ul>
Check-in/Review Date	<ul style="list-style-type: none"> <li>Quarterly check in's</li> <li>Summative Review Fall 2024</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly CSLT team meetings</li> <li>-Summative Review May 2024</li> </ul>	<ul style="list-style-type: none"> <li>-Check in August 2024</li> <li>-Summative Review May 2025</li> </ul>

## 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.*

Goal 1: The adult implementation strategies will be monitored by the building principal and academic coach. Using the following tools:

- TBT 5 step process data sheets
- Weekly review of lesson plans using rubric
- Informal and Formal walkthrough forms
- Professional Development Certificates of Attendance and Feedback Surveys
- Weekly Gradebook review by principal

Goal 2: The adult implementation strategies will be monitored by the building principal and academic coach. Using the following tools:

- Adult Implementation Goals:
  - The TBT 5 step process data sheets
  - Walkthrough forms
  - Professional Development certificates of attendance and feedback surveys
  - Ohio Readiness Assessments results

## 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).*

The District Team used EdReports and Clearinghouse to select high quality curriculum materials.

#### Evidence Based Strategies Used:

- Foundations Classroom and Small Group: Supports instruction on phonological awareness and phonemes along with decoding strategies
- Heggerty and Heggerty 2: Supports instruction on phonemic awareness
- iReady personalized instruction, Teacher Toolbox, Magnetic Reading: Provides scaffolding and tools for instruction to meet each student's specific learning needs
- Wilson Course: A systematic process of teaching decoding and spelling in a sequential manner
- UFLI: Provides differentiated reading instructional materials
- Wonders: The core high quality reading program with built in instructional routines, rich texts, and access to vocabulary with Tiered Levels of support
- UDL: The variety of teaching methods utilized by teachers to provide an equitable learning environment for all students
- Small group instruction: Grouping students based on common skill deficits to promote mastery of learning goals and more frequent, specific feedback
- K-8 Writing Program to be implemented by the 2024-2025 school year
- Using Ohio Readiness Assessments
- High quality formative/summative assessments implemented bi-weekly
- Grade Level specific typing program

### SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\*

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

1. Conduct classroom walkthroughs using a google form to provide immediate feedback to teachers along with post conferences
2. Review formative/summative assessments monthly
3. Weekly lesson plans that provide alignment to the Decision Rules and Science of Reading strategies

**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.*

PD Description	Begin/ End Date	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
1. Wonders differentiated instruction and small group focus	August PD	x		x	x	x	x
2. Curriculum Mapping Alignment	Year Long	x	x	x		x	x
3. Foundations classroom and small group	August PD	x	x	x	x	x	x
4. Instructional Coaching	Year Long	x	x	x	x	x	x
5. Training on programs such as iReady and Heggerty 2	August PD January PD	x	x	x	x	x	x



6. OIP and TBTs, BLTs, and DLTs	August PD Monitored monthly	x	x	x	x	x	x
7. Local formative assessments and progress monitoring tools	August PD Monitored monthly	x	x	x	x	x	x

The school has selected Culturally Responsive Curriculum Materials, Wonders and Scholastic News, that focus on our diverse learners and fostering a clear vision for academic and future career success. These materials shed light on a variety of topics and practices that students are able to relate with, while demonstrating ways students can reach their potential. Additionally, these materials provide a variety of methods for students to demonstrate their learning abilities.

## APPENDICES

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

