



March 22, 2024

Dear Superintendent Stevens:

Thank you for submitting the West Park 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's goals are SMART
- Each goal has an Action Plan Map with action steps

This plan will benefit from:

- A narrative analysis of the plan's student achievement data
- The plan needs a description of Describe how the district will ensure the proposed evidence-based strategies will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school years.
- More information is needed about how the professional development aligns with the plan's strategies and goals.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If West Park 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. 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:

West Park Academy

DISTRICT IRN:

014189

DISTRICT ADDRESS:

12913 Bennington Ave.
Cleveland, OH 44135

PLAN COMPLETION DATE:

12/7/2023

LEAD WRITERS:

Bradley Stokes, Principal

Leah Fetz, Director of Academics

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
Heather Stevens	RVP	ACCEL Schools	hmstevens@accelschools.com
Bradley Stokes	Principal	West Park Academy	Bstokes1@acawestpark.com

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

Name	Title/Role	Location	Email
Leah Fetz	Director of Academics	West Park Academy	Lfet1@acawestpark.com
Laurie McGraw	Title I Teacher	West Park Academy	Lmcgraw001@acawestpark.com

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

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

The leadership met at the beginning of the school year and each week since to review and analyze reading data. The data that has been reviewed and analyzed includes Ohio State Test data, iReady Diagnostic data, iReady Pathway data, short cycle assessment data Restart Readiness data, and Heggerty's Assessments. The team is committed to meeting weekly to review instruction within reading content areas and deep diving into the assessment data that will continue to be compiled throughout the school year. The leadership team communicated the reading achievement plan with the instructional staff during professional development as well as in individual instructional coaching meetings. The R.A.P. will continue to be reviewed throughout the course of the school year. The Director of Academics and the School Principal also provide observational feedback regarding reading instruction to ensure instructional approaches remain aligned with the goals to increase reading achievement.

K-2 progress monitor – foundational skills (phonemic awareness, phonics, letter-sound recognition)

3-5 progress monitor – fluency, comprehension, vocabulary

6-8 progress monitor – comprehension and vocabulary

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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 mission and vision is to create a learning environment that will challenge each student to become life-long learners and critical thinkers, inside and outside the classroom. Creating these skills will equip all students to become effective members of society and be able to advocate for themselves throughout their lives. The Reading Achievement Plan is in alignment with the One Needs Assessment and the One Plan. The action steps and strategies were developed to address areas of deficiency in student learning and teacher instruction, to lead to an increase of the overall reading achievement.

West Park Academy's local literacy plan is in alignment with ACCEL Schools Literacy Plan. Our teachers carefully follow the academic framework for literacy instruction daily. We have and will continue to implement researched and evidence-based curricula and strategies that utilize various modalities for learning.

The leadership team will monitor the implementation of the various components of the academic framework using the Daily Power Walks, as well as teacher observations, formal and informal. The Principal and Director of Academics will follow up with coaching conversations with teachers about observed success and opportunities for improvement in direct instruction and small groups. The Director of Academics also models lessons on the various stages of the framework for teachers when needed. She also offers co-teaching opportunities during literacy. Our Title I teacher works with students who score below grade level on reading assessments. She is also key in assisting with kindergarten readiness assessments and progress monitoring efforts.

During Back-to-School professional development, the Principal and Director of Academics provide training to all teachers who deliver literacy instruction. Once a month, teachers participate in professional development. Literacy training is offered to teachers and aides who assist with academic content.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**

KRA 2022 Data	
Level	Students
Demonstrating Readiness	1
Approaching Readiness	9
Emerging Readiness	29

- **Ohio's State Test for English language arts assessment for grades 3-8: Spring 2023**

Grade Level	Limited	Basic	Proficient	Accomplished	Advanced
3	69%	13%	9%	6%	3%
4	52%	26%	13%	9%	0%
5	52%	19%	14%	14%	0%
6	53%	29%	12%	6%	0%
7	42%	33%	17%	4%	4%

- **K-3 Reading diagnostics: Off Track Students Spring 2023 iReady (End of Year)**

Grade Level	On Track Score for iReady Diagnostic	Percentage of Students Off Track
K	362	47% 17/36
1	434	95% 18/26
2	489	84% 21/25
3	511	81% 21/26

- **The Ohio English Language Proficiency Assessment (OELPA): End of Year 2023**

Grade	Emerging	Progressing	Proficient
K	25%	75%	0%
1	30%	70%	0%
2	20%	80%	0%
3	33%	67%	0%
4	0%	100%	0%
5	33%	67%	0%

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6	0%	100%	0%
7	25%	75%	0%
8	N/A	N/A	N/A

- *benchmark assessments, as applicable: iReady Spring 2023 (End of Year)*

Grade	Mid/Above GL	Early on GL	One Grade Below	Two Grades Below	Three Grades Below
K	14%	39%	47%	N/A	N/A
1	8%	23%	69%	0%	N/A
2	12%	4%	44%	40%	0%
3	0%	19%	23%	42%	15%
4	5%	5%	59%	14%	18%
5	0%	10%	20%	40%	30%
6	5%	5%	29%	24%	38%
7	6%	19%	19%	19%	44%
8	5%	5%	32%	5%	53%

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.

West Park Academy is located on the far west side of Cleveland. We are a Title I school with 100% percent of our students receiving free and reduced lunches. Many, if not all, of our students live in poverty. With this has come the reality that some homes are living with the realities of parents who are active drug users or are in prison. As a result, some students live in homes where their care giver is not a biological parent. There is also a lack of parents' access to educational materials and resources. These community factors must be noted because they, in addition to others mentioned later in this narrative, impact our students' academic outcomes. They are out of the control of school personnel; our goal is to focus on what we can control and where we can make instruction more effective. West Park is still seeing the effects of the Covid Shut down and the aftereffects. There is also a large population of English Second Language Learners.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Root causes include staff that lack experience and training in a classroom setting; staff returning to fulltime in-school instruction (post-pandemic); shortage of staff that reduces proper supervision; and turn over in key leadership positions that address classroom management and behavioral support. WPA experienced a high turnover between August and December in many of our grade levels K-4, in addition to having many inexperienced and non-HQT instructors throughout the school. The root causes of the ELA deficiency is utilization rate of our research-based resources/evidence-

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based practices, turnover in DOAs mid-year which left gaps in follow up and in coaching, as well as overall teacher inequity. The underlying issue for why staff inequity exists runs deeper. According to the Equitable Access Analysis Tool, West Park's primary gap in educators lies within inexperienced teachers. Root cause analysis by the planning team has identified a teacher shortage and relatively low teacher salaries as the cause for West Park having to bring on new teachers' mid-year that are often new to the profession or certified outside of the appropriate content area. To address this need/issue, West Park has increased it's teacher salary scale, increased recruiting efforts, are attempting to hire to peak enrollment earlier in the year and working on modifying the new student enrollment cadence to allow for additional time to hire and train new teachers. The increase in salary, we are hopeful, will attract more experienced teachers. The extra time to hire new teachers provides the school with time to increase training past the traditional 1-week period. West Park is also working to increase job satisfaction and teacher retention by decreasing our supervisor to teacher ratios and bringing on additional Directors of Academics and Special Education Supervisors to provide more intense coaching for our teachers to support staff in and out of the classroom. Our management company has been crucial in supporting our efforts to recruit and retain properly certified and experienced teachers.

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.

Learner Performance Goals:

Goal 1: By 06/30/2025 we will improve the performance of All Students, All Grades students at/in West Park Academy to increase 1.00 level as measured by the state performance index in English Language Arts using State Report Card - Performance Index.

Goal 2: By 06/30/2023 Seventy-five percent of students K-8, will show at least 1 years' worth of growth overall on the iReady Diagnostic.

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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 06/30/2025 we will improve the performance of All Students, All Grades students at/in West Park Academy to increase 1.00 level as measured by the state performance index in English Language Arts using State Report Card - Performance Index.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning while addressing the needs of all subgroups of students including students with disabilities, students who are gifted, and students who are English Language learners.	Conduct a curriculum and assessment gap analysis in ELA and identify any necessary supplemental resources needed to address gaps found in the standard alignment.	Analyze texts used in literacy and ELA instruction to ensure high complexity, grade level rigor and use of text sets to build background knowledge.
Timeline	Start Action Step: 2023, End Action Step: 07/01/2023	Start Action Step: 2023, End Action Step: 07/01/2023	Start Action Step: 2023, End Action Step: 07/01/2023
Lead Person(s)	Teachers Aides Intervention Team Principal	Teachers Aides Intervention Team Principal	Teachers Aides Intervention Team Principal

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

	Action Step 1	Action Step 2	Action Step 3
	Building Leadership	Building Leadership	Building Leadership
Resources Needed	MTSS (RTI) Implementation Guide MTSS (RTI) Schedule	Mastery Connect iReady Reading	Ready Reading District Created Novel Study
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development Meeting- Schedule will be followed.	During coaching and professional development teacher will review data and use data for reteaching, small group instruction, and intervention blocks.	During instruction teachers will follow the Ready Reading Curriculum. Teachers will also follow the District Created Novel Study Plans.
Measure of Success	Staff will hold all meetings during scheduled dates and times. Teachers/Staff will bring valid data that support the interventions in the classroom. Team will make decisions based on student need.	The teacher will run successful small groups and students will show growth in their iReady Diagnostics and Short Cycle Assessments.	The teacher will implement curriculum in classroom and deliver instruction consistently. Building Leadership and Intervention team will support teacher with curriculum and instruction. The teacher will follow the pacing for the curriculum to make sure all materials/standards are covered.
Description of Funding	Title I-A Improving Basic Programs	Title I-A Improving Basic Programs	Title I-A Improving Basic Programs
Check-in/Review Date	Monthly	Weekly/Monthly/Quarterly	Daily

Goal # 2 Action Map

Goal Statement:

By 06/30/2023 Seventy-five percent of students K-8, will show at least 1 years' worth of growth overall on the iReady Diagnostic.

Evidence-Based Strategy or Strategies:

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	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers and staff will participate in Summer Professional Development.	Teachers and Staff will provide on grade-level instruction and student level small group instruction, based on Fall Diagnostic Assessments.	Teachers and Staff will provide on grade-level instruction and student level small group instruction, based on Fall Diagnostic Assessments.
Timeline	August 2023	December 2023	May 2024
Lead Person(s)	Teachers Aides Intervention Team Principal Building Leadership	Teachers Aides Intervention Team Principal Building Leadership	Teachers Aides Intervention Team Principal Building Leadership
Resources Needed	Literacy Plan	iReady Reading Curriculum Materials	iReady Reading Curriculum Materials
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Work time with DoA and K-8 teachers to organize resources for reading instruction. Small group. explicit vocabulary instruction, Ready Reading, iReady, SCA, Data Analysis (previous year), Heggertys, Foundations, Writing By Design, and Writing on Demand.	Teachers will implement the programs: Ready Reading, iReady, Writing By Design, Writing On Demand, Foundations, and Heggertys. Teachers will use iReady Data to plan small groups and data driven instruction. 4-8 Read180 K-8 iReady 2-3 Waggle.	Teachers will implement the programs: Ready Reading, iReady, Writing By Design, Writing On Demand, Foundations, and Heggertys. Teachers will use iReady Data to plan small groups and data driven instruction. 4-8 Read180 K-8 iReady 2-3 Waggle.
Measure of Success	Deliverables from PD will be: <ul style="list-style-type: none"> Completion of PDs. Organization and Analysis of Data 	75% of students will show a half years' worth of growth	75% of students will show a years' worth of growth on the

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	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> Lesson Plan: Small groups based off iReady Data. Pacing Guides 	on the Winter iReady Reading Diagnostic.	Spring iReady reading Diagnostic.
Description of Funding	Title II-A Supporting Effective Instruction	Title II-A Supporting Effective Instruction	Title II-A Supporting Effective Instruction
Check-in/Review Date	Completion of Summer PD and Fall iReady Diagnostics	Completion of Winter iReady Diagnostics	Completion of Spring iReady Diagnostics

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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.

We will monitor and measure our progress toward our goals using Short Cycle Assessments, Standard's Mastery and Growth Monitoring Assessments from iReady, Sight Word Assessment (beginning, middle, and end of the year).

The leadership team will communicate with staff at biweekly TBT meetings, coaching sessions, and data checks. We will communicate our goals to family members at the start of the school year. Teachers will also communicate with students their iReady Reading Goals (mid-year and end of year) Teachers will work within grade bands and with the leadership team to develop re-teaching and small group strategies. We will also meet regularly with grand bands and the Response to Intervention Team, to discuss students' progress, their needs in the classroom, and interventions needed for success.

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.*

To improve instruction, we have provided students with evidence-based grade level curriculum, such as Ready Reading, Heggertys, Foundations, Read180, Waggle, Reading A-Z. Teachers use student diagnostic data from iReady (Ready Reading) to formulate small group instruction that is based on student need. Students also use iReady Software that is leveled to meet their specific needs in specific areas (student learning path). Their iReady Diagnostics is what is used to determine if students are on track or off track. Our Title I teacher also pulls small groups to address student needs. Our curriculum is chosen from the Departments approved list.

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

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

- 1. Be effective;*
- 2. Show progress; and*
- 3. Improve upon strategies utilized during the two prior consecutive school years.*

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.

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****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.**

West Park Academy's Professional Development:

- 18 Hours Ohio Department of Education Dyslexia Course- The Science of Reading
- 8 Hours Foundations Training Kindergarten- 3rd Grade
- 2 Week Summer Professional Development- All Staff (Includes but not limited to):
 - Explicit Vocabulary Instruction
 - Small Group Instruction
 - iReady Data Analysis
 - Mastery Connect and Short Cycle Assessments
 - Teach Like a Champion
 - Classroom Management/Relationship Building
 - iReady and Ready Reading
- Monthly Staff Professional Development Meetings- All Staff

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APPENDICES

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

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