March 4, 2024

Dear Superintendent Tashfeen:

Thank you for submitting the Zenith Academy West 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:
- Plan references the Ohio Improvement Process for data driven decision making.
- Progress monitoring includes adult fidelity alongside student benchmarking.
- Goals may benefit from more aggressive achievement targets in attempt to close gaps presented prior in data sets.
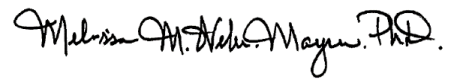
This plan will benefit from:
- This plan was written on an outdated template. The reviewer used their due diligence to locate the necessary information. The updated Reading Achievement Plan information can be found here: Reading Achievement Plans | Ohio Department of Education and Workforce
- The professional development section/plan could benefit from a more explicit professional learning plan that includes job embedded supports.
- This plan's headers do not include a section 3 part C. Reviewer was unable to locate a formal root cause analysis.

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

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

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all your efforts to increase literacy achievement for your students.

Sincerely,

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

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Department of
Education &
Workforce

READING ACHIEVEMENT PLAN

DISTRICT NAME: Zenith Academy West

DISTRICT IRN: 051234

DISTRICT ADDRESS: 3385 South Blvd, Columbus, OH 43204

PLAN COMPLETION DATE: 11/20/23

LEAD WRITERS: Christina Jay, Tisha Coles and Tina Bennett

CONTENTS

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, 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
Mary Kay Grove	3rd Grade Lead Teacher	3385 South Blvd, Columbus, OH 43204	mgrove @zenithacademy.org
Tina Bennett	Curriculum Coordinator	3385 South Blvd, Columbus, OH 43204	tbennett@zenithacademy.org
Kimberly Hughes	Principal	3385 South Blvd, Columbus, OH 43204	khughes @zenithacademy.org
Christina Jay	Asst. Principal	3385 South Blvd, Columbus, OH 43204	cjay@zenithacademy.org
Carol Parron	Reading Specialist	3385 South Blvd, Columbus, OH 43204	cparron @zenithacademy.org
Ashfaq Tashfeen	Superintendant	4606 Heaton Rd. Columbus, Ohio 43229	ashfaqtashfeen@ zenithacademy.org

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

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

The leadership team developed the the reading plan from using the data provided on the Iready assessment student scores. The team will monitor the growth of the students through future testing and instruct the teaching staff to implement this plan. The staff will need to readjust small groups, reading pull out groups, and centers. The staff will also use Heggerty 10 minutes a day to build and reinforce phonemic awareness and word fluency.

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

This Reading Achievement Plan is the work of the district leadership team in an effort to improve language and literacy outcomes for all students. It's basis is the historical data of student performance on multiple assessments administered by the district and classroom teachers.

Literacy plan will be delivered to the district for approval November 20. The plan will then be distributed to the building leadership team to review and release to the building staff by December 7 for implementation with fidelity.

Literacy plan and data will be revised yearly in the spring for the following year based on Ohio State Testing Data. (AIR Test)

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)** and benchmark assessments, as applicable.*

K Overall Placement:
Students Assessed/Total: 34/34
Mid or Above Grade Level-1 Student 0%
Early On Grade Level-7 Students 21%
One Grade Level Below-26 Students 76%
Two Grade Levels Below-0 Students
Three or More Grade Levels Below-0 Students

1st Overall Placement
Students Assessed/Total: 17/17
Mid or Above Grade Level-0 Students 0%
Early On Grade Level-0 Students 0%
One Grade Level Below-12 Students 71%
Two Grade Levels Below-5 Students 29%
Three or More Grade Levels Below-0 Students 0%

2nd Overall Placement
Students Assessed/Total: 29/29
Mid or Above Grade Level-1 Student 3%
Early On Grade Level-2 Students 7%
One Grade Level Below-17 Students 59%
Two Grade Levels Below-7 Students 24%
Three or More Grade Levels Below-2 Students 7%

3rd Overall Placement
Students Assessed/Total: 30/31
Mid or Above Grade Level- 2 Students 7%
Early On Grade Level- 4 Students 13%
One Grade Level Below- 8 Students 27%
Two Grade Levels Below-10 Students 33%
Three or More Grade Levels Below-6 Students 20%

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Factors that have contributed to low reading achievement:

- 100% free and reduced lunch.
- Lack of family engagement and poor home literacy environment.
- Less than 5% attended Preschool.
- High teacher turnover rate.
- 73% of student population are ELL learners.

Student performance data: Based on the most current i-ready data the table below shows the percentage of students on track.

- 12% of K are on track
- 20% of 1st grade are on track
- 15% of 2nd grade are on track
- 8% of 3rd grade are on track

Based on our analysis students need to have more direct instruction in the area of reading and phonics. Teachers will utilize Heggary Phonics program daily. That along with leveled readers and decodables we are anticipating a growth in our student achievement by the end of the 2023-2024 school year.

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of Ohio's Plan to Raise Literacy Achievement.

It is our mission to insure that every student is literate by providing high quality, challenging, and accessible literacy education to our students, we can achieve this.

Literacy Vision and Beliefs:

Our vision is that by providing high quality, challenging, and accessible literacy education to all of our students so that each student can read grade level text with comprehension.

- We believe it is our duty to ensure that each student can read, write, speak and listen.
- We believe that every teacher can implement literacy strategies as a pathway to student achievement in the content areas, if given the tools and research based knowledge of the mechanics of reading.
- We believe that students need to be able to read in order to learn.
- We believe that within three-five years, by providing professional development for teachers, each and every student will read at grade level or above. This professional development includes, but is not limited to coaching and modeling best practices, peer observations, and Professional Learning Communities.

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

1. Overarching Goal:

Increase the percentage of learners or exceeding the ELA proficiency standards from 56% to 60% by spring 2024 as measured by Ohio State Tests.

2. Subgoals:
• On the Iready Reading Assessment, students in grades K-3 will grow 1.0 years from the Fall to Spring testing period.
• All subjects in grades K-3 will include a writing component that focuses on elaboration to be assessed monthly using a grade-level rubric.
• Increase the percentage of learners meeting or exceeding targets for phonemic awareness from 55% to 60% by spring 2024 as measured by IReady.
• 40% of our families will attend at least one family literacy engagement event, as measured by sign in sheets and survey/questionnaires.

3. Kindergarten:
Increase the percentage of Kindergarten students meeting or exceeding targets for phonemic awareness from 24% to 28% by spring 2024 as measured by Iready.
Increase the percentage of Kindergarten students meeting or exceeding targets for phonics and word recognition skills from 24% to 28% by spring, 2024 Iready scores.

4. First Grade:
Increase the percentage of First grade students meeting or exceeding targets for phonemic awareness from 18% to 22% by spring 2024 as measured by Iready.
Increase the percentage of First grade students meeting or exceeding targets for phonics and word recognition skills from 6% to 10% by spring, 2024 Iready scores.

5. Second Grade:
Increase the percentage of Second grade students meeting or exceeding targets for phonemic awareness from 14% to 18% by spring 2024 as measured by Iready.
Increase the percentage of Second grade students meeting or exceeding targets for phonics and word recognition skills from 79% to 82% by spring, 2024 Iready scores.

6. Third Grade:
Increase the percentage of Third grade students meeting or exceeding targets for phonemic awareness from 100% to 100% by spring 2024 as measured by Iready.
Increase the percentage of Third grade students meeting or exceeding targets for phonics and word recognition skills from 34% to 38% by spring, 2024 Iready scores.

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.

Goal # _1_ Action Map

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 30% to 32% by spring, 2023 as measured by the Ohio State assessment.

Evidence-Based Strategy or Strategies:

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Schools will have a school-wide reading Plan that outlines activities for implementing phonemic awareness components of the Iready program and Heggerty.	Communication plan will be developed between the BLT and other school teams that are working to support school and district priorities.	Schools will develop teaming structures to oversee intervention supports and to engage in individualized intensive problem-solving for students with reading difficulties.
Timeline	12/7/23 - 1/31/24	12/7/23 - 1/31/24	12/7/23 - 5/24/24
Lead Person(s)	Building Leadership Team	Building Leadership Team	Building Leadership Team
Resources Needed	Building Leadership Team responsibilities and self assessment and start-up packet	Guiding document to assist the principal and teachers in creating 90 minute reading block schedule to include centers.	Provide a sub for teachers, grade level team leaders, and the BLT to access PD. Grade level instructional plan template and worked example.
Specifics of Implementation	Schools will ensure BLT members are equipped to address the responsibilities necessary to install a school-wide reading Model.	Meeting with school principles to discuss BLT membership and to ensure staff selected can meet the responsibilities. School-Wide Reading and worked example.	K-3 grade level meetings will occur after winter screening window. Schools will install the components of am intervention system to ensure students have access to effective reading supports.
Measure of Success	Iready Data Products: Building leadership team roles and responsibilities; meeting agendas, communication plan, 90 minute reading schedule, intervention schedule.	Iready data	Iready data
Check-in/Review Date	Monthly	Monthly Meetings	Bi-weekly fidelity checks and coaching access

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

1. Formative assessments based on the reading program
2. Achievement, diagnostic test scores (fall, winter, spring)
3. Observations during teacher walkthroughs
4. Intervention logs
5. Reading Improvement Plans

Progress monitoring provides a critical piece of data in determining the effectiveness of instruction and intervention.

Collecting the progress monitoring data at a high frequency provides us the data, it is critical that it is analyzed and then acted upon. Teachers will meet bi-weekly to review data to determine if there are children who may be ready to move to the next skill, if there are students who are not responding and need another approach, and if there are students who require more time on the focus skill. data used includes intervention logs, progress monitoring data, ans skill inventories used for validation.

Collection of valid data is critical when making data driven decisions. Therefore it is important for teachers to participate in fidelity checks prior to each benchmarking window. New student placement will be determined from previous school. If needed, progress monitoring will be done to assess the student with appropriate tools to determine skill levels within two weeks of enrollment.
Teacher walkthroughs will be done to collect data on quality instruction, are they meeting with small groups and differentiating instruction. review reading logs on a monthly basis to determine frequency, intensity, and systematic teaching of skills.

Diagnostic testing provides school personnel with in-depth information about student's strengths and weaknesses in a key skill area. These assessments serve as a follow-up for gathering additional data for planning instruction for students who struggles within a skill. The district will administer the Iready assessment 3 times a year. Teachers and administrators will analyze the data to drive the instruction in the classroom.

School staff will administer pre and post assessments monthly. teachers will use this data to inform instruction and during the TBT meetings.

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

Using the guidance provided for direct instruction and specific techniques, which are evidence-based practices (ODE, 2015; National Early Literacy panel, 2008), the following strategies will be systematically infused into the Reading Achievement Plan:
Phonological awareness instruction, early decoding using phonological approach, systematic phonic instruction, and focused intervention.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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

Zenith supports the identified evidence-base strategies for improving Early Literacy and commits to the implementation of a systematic method to evaluate the effectiveness of the reading Achievement Plan components and provide multi-tiered supports for effective instructional design and delivery.
Literacy
Improving literacy skills is the key stone in our goal to academically foster student growth. We have increased focus on the K-3 program by implementing the Heggerty program. The curriculum department uses a district lesson rubric as a tool to monitor and evaluate the integration of literacy standards across content area. We have implemented using Iready at least 1-5 days a week at 30 minute intervals to increase a robust comprehension level in student Lexile levels.
TBT'S
Each teacher is a member of a collaborative, Teacher Based Team (TBT) team at the classroom/instructional level to implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about formative teaching and learning. Classroom walk throughs, and data to reinforce with TBT'S include:
-Selective student grouping and differentiating instruction based on formative assessments and data results
-Target focus on student outcome data as the source to evaluate teacher lessons/content effectiveness
-Encouragement and support of full implementation of TBT instructional strategies

SECTION 8, PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

The Reading Achievement Plan for early Literacy will include Professional Development that supports teachers.
Opportunities designed specifically for K-3 Literacy teachers include:
Early Literacy PD topics including the 5 pillar/component areas will be offered throughout the school year and quarterly within the K-3 department will collaborate in conjunction with theoretical underpinnings of what it means to read.

Iready and Heggerty will be used to prepare K-3 teachers for the multi-faceted work of phonological awareness, alphabet knowledge,
early decoding, accuracy and fluency, vocabulary development, comprehension, and letter sound correspondence.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.