



February 24, 2025

Dear Administrator Burnett:

Thank you for submitting the Cleveland Preparatory Academy Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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 in your State Support Team are available to support the implementation of your plan.

Strengths of the Reading Achievement Plan:

- Plan includes professional learning and coaching opportunities
- Plan includes explicit instruction supports
- Plan leverages teaming cycles, such as TBTs, to support implementation

This plan will benefit from:

- Plan may benefit from more specific HQIM use/expectations
- Plan may benefit from explicit instructional practices alongside HQIM use
- Plan may benefit from more equitable targets that include all learners instead of 30%

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Cleveland Preparatory 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 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 Achievement and Academic 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 OR COMMUNITY SCHOOL NAME: Cleveland Preparatory Academy

DISTRICT IRN: 013199

DISTRICT ADDRESS: 4805 Pearl Ave., Cleveland, OH 44109

PLAN COMPLETION DATE: 10-18-24

LEAD WRITERS: DOA, RDOA, HOS, EP, RVP

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing 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
Khemet Burnett	HOS	Cleveland Preparatory Academy
Heather Stevens	RVP	Cleveland Preparatory Academy
Delilah Montague	DOA	Cleveland Preparatory Academy
Laura Van Vechten	RDOA	Cleveland Preparatory Academy
Darlene Goss	EP	Cleveland Preparatory Academy

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 district’s leadership team met at the beginning of the school year and reviewed and analyzed the previous two years reading scores. The data that was utilized during the data meeting was the Ohio State Test and iReady diagnostics.

The team is committed to meeting to review teacher’s instruction within reading content and deep-diving into assessments scores that will be administered throughout the school year. The district level team communicated the reading achievement plan with the instructional staff during the beginning of the year professional development and throughout the course of the school year. School principal also provides observations and feedback regarding reading instruction for teachers to ensure the focus and goals to increase reading comprehension and skills improve by the end of the school year. The School Improvement Plan, which aligns with the Reading Improvement Plan is a living document that is updated regularly to show schools current continued academic progress. Team will meet with instructional staff to provide updates on the School Improvement Plan, and the Reading Improvement Plan so that team, and instructional staff can come together to provide the best instructional strategies in meeting all goals set in SIP, and RIP.

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 of Cleveland Preparatory Academy is to create a learning environment that will challenge each student to become life learners and critical thinkers inside and outside the classroom. Creating these skills will equip all students at Cleveland Prep to become effective members of society and be able to advocate for themselves throughout their lives. The District Reading Improvement Plan is in alignment with the School Improvement Plan. The goal is to improve K-8 literacy, by implementing the actions steps in the school improvement plan, and the reading achievement plan. These actions will aid in gap closing, and result in an increase of the overall performance on the state report card.

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

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:

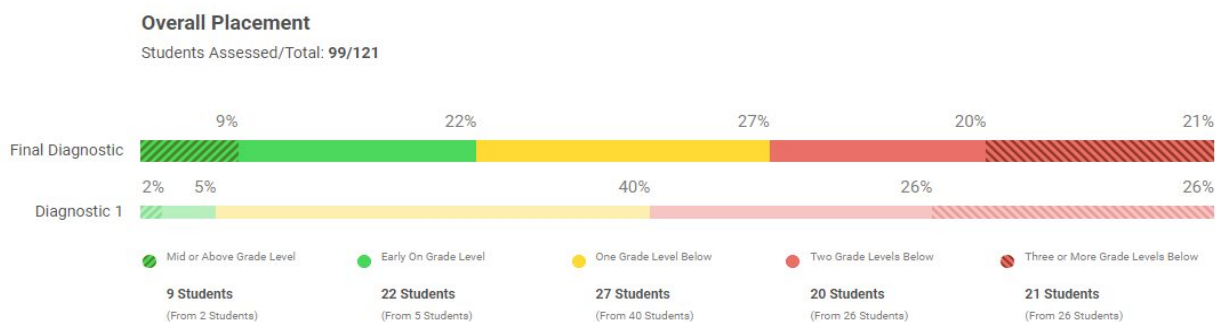
- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and**
- **Benchmark assessments, as applicable.**

A comparison of the Fall and Spring iReady Diagnostic overall placement in ELA

- Spring on grade level increased from 7% to 31%
- One grade level below decreased by 13%, from 40%-27%

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

- Two or more grade levels below decreased from 53%-41%



[The Mapping Between 5-Level and 3-Level Placements](#)



- It is now common knowledge that students in high-poverty areas lost more ground than students in higher-income areas during the pandemic. The gaps that were already there in 2019 widened during the pandemic, and students fell further and further behind grade level. Cleveland Prep has made gains in catching students back up, especially with the population of students that are two or more grade levels behind in Reading and Math.

The growth made during the 2023-2024 school year lent itself to a stronger academic start for the 2024-2025 school year as compared to the start of the 23-24 year. While 53% of students at Cleveland Preparatory Academy started the 23-24 school year two or more grade level behind in Reading, that number has been reduced to 37% for the start of the 24-25 school year.

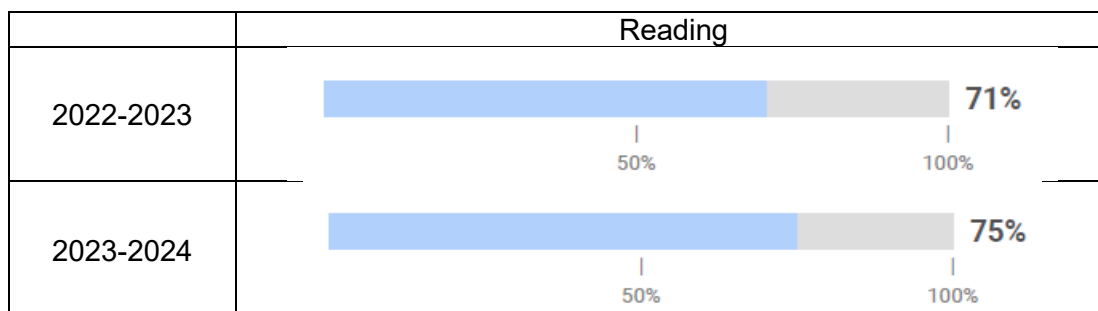
K-8	Fall 2023	Fall 2024
Reading	<p>● At Risk for Tier 3</p> <p>53%</p>	<p>● At Risk for Tier 3</p> <p>37%</p>

- The average student is expected to make one year's worth of growth in a period of one year. The gaps that were widened during the pandemic have created the urgent need to move students to make multiple years'

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

worth of growth in that same one-year period. Cleveland Prep has experienced the greatest growth in moving students that are two, three and even four years below grade level, to one or two grade levels behind.

The number of students that are achieving desired growth in a school year has also continued to increase for the past two years, despite the need for students to achieve multiple years of growth in just one school year.



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.

- Teacher turnover rate, especially with middle school grades
- An increase in social and emotional factors acting as barriers to the delivery of instruction and to learning
- Lack of teachers with classroom management experience to address students with disruptive behaviors
- Overwhelmingly inexperienced teachers
- Lack of kindergarten students with previous quality early learning (pre-k, Head Start, etc...) programs.
- The amount of certified teachers

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

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.

- The BLT agrees that the teaching team had not received adequate targeted professional development in the area of literacy that would assist them with recognizing and using best practices to combat the literacy deficiencies within students. Targeted professional development will be ongoing in the areas of data analysis and best practices especially in the area pertaining to the Science of Reading.
- The lack of emphasis of daily reading for pleasure in the home by the school has been identified as a contributing factor to low reading achievement. The expectation was that scholars should read at home 20 minute each night. However, there was a lack of oversight and accountability by teachers and leaders. This qualifies as both an internal and external factor that contributes to underachievement in reading.
- We found inconsistent teaching practices and expectations during English Language Arts instruction during the 2023-2024 school year in relation to fidelity to curriculum. We provided training and ongoing professional development in the Summer of 2024 so that teachers received proper direction on how to use the newly adopted reading curriculum. This is an internal factor.
- Low attendance percentages and consistent cooperation from parents in the upper grades were serious concerns in the 2023-2024 school year. This would be an external factor.
- We had an inconsistent implementation of i-Ready online instructional component. Our schedule provides an instructional block in which rotations are occurring in order to provide small group instruction. Scholars time-on task indicates that the scholars were not actively participating. Additionally, our teachers did not review the I-Ready data with the scholars or address it when a problem was observed.
- During the 2023-24 school year, some of the classroom had unbalanced instruction between whole group instruction, small group instruction, and individualized instruction. This prevented us from meeting the needs of the scholars in these classes as majority of the instruction occurred whole group.
- An external factor would have to be the surrounding issues of the community that affect our students directly in school.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

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

Describe the measurable learner performance goals addressing learners' needs 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.

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

Learner Performance Goal:

By 2026, 30% K-3rd grade students will increase 30% in reading achievement according to i-Ready reading diagnostics.

Literacy Performance Sub Goal

Students will grow in their reading ability with intensive ELA, small group instruction for the duration of the 2024-2025 school year.

Adult Implementation Goal:

Throughout the year, English Language Arts - Implementation Data of All Staff will be monitored by Superintendent, Principal, with an overall improvement of increase 30.00 % by the end of the plan.

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 (RIMPs). Include a description of the professional development activities provided for each goal.

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 Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Cleveland Preparatory Academy to increase 30.00 % in English Language Arts using District Short Cycle Assessments

Evidence-Based Strategy or Strategies: Progress Monitoring, and Content Focus Coaching

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	iReady Data Review	Structured Literacy/HMH Data review** (RIMP)	SCA Data Review and Analysis
Timeline	Ongoing	Ongoing	Bi-Weekly/Monthly

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

Lead Person(s)	DOA/RDOA/HOS	DOA/RDOA/HOS	DOA/RDOA/HOS
Resources Needed	iReady; training; iReady Data	Curricular resources; training; data collection	Materials, training in administration and grading; SCA Data
Specifics of Implementation	Dedicated time during the day for students to engage in iReady pathways; TBTs and BLTs reviewing the data	Explicit instruction that follows the Science of Reading Indicators provided to students; dedicated daily time for both resources to be used and instruction provided;	Intentionally designed assessment environment; Administration and grading of assessments with fidelity; sharing of results with students, review of assessments with students
Measure of Success	10% increase school wide per quarter on lesson passages; increases in progress towards typical growth goals at each Diagnostic checkpoint	Students make progress towards their goals with each assessment;	Students will show growth from initial to reteach SCAs
Check-in/Review Date	Weekly during DOA check-in meetings; upon completion of Diagnostics	Upon completion of each assessment checkpoint	Upon completion of SCA; approx.. every 2 weeks.

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

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.*

Listed are the strategies that will be used to Cleveland Preparatory students' needs to support reading improvements across the board.

- **Frequent and Ongoing Professional Development:** Cleveland Prep believes that teachers are more likely to implement new instructional practices well if they receive ongoing support while trying the practices in the classroom. Our professional development sessions will include:
 - Demonstrated techniques
 - Opportunities to practice techniques in role-play situations
 - Time for teachers to work together
 - Opportunities to work with experts, such as coaches, lead teachers, or other instructional leaders.

Members of the BLT will observe teachers' practices and offer guidance and feedback, model lessons, help create solutions to instructional problems, and assist teachers in using assessment results to inform instruction. This will provide us with the opportunity to increase high-quality instruction and ensure targeted instruction is occurring.

- **Small Group Instruction:** Small-group reading/guided reading is a strategy in which the teacher supports and guides the students with skills on their instructional level. The teacher helps students develop/build an understanding of reading knowledge, decoding, and fluency skills while prompting them to apply strategies they will need to become independent readers. This strategy allows us to target the specific skills that a group of

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

scholars need in order to become successful readers and to fully comprehend text. This also allows us to differentiate our instruction according to data analysis.

- **RIMPS:** Students with RIMPS will engage in small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, and phonemic awareness, based on their identified reading deficiency. As stated in the School Improvement plan goal 1, we will use the HMH curriculum.
- **Daily Phonics Instruction:** Phonics involves instruction to assist students with sounds and decoding words. The goal of phonics instruction is to teach students the most common sound-spelling relationships so that they can decode simple and complex words. Many students that struggle to read often rely on context and picture clues. Therefore, additional phonics support is a crucial element in reading success.
- **Instructional Coaching:** Directors of Academics are leaders who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms. Instructional coaching at Cleveland Prep will include the following activities:
 - Data analysis
 - Observations
 - Feedback sessions
 - Modeled lessons
 - Co-teaching sessions
 - Lesson planning support
- **RIMPS:** Students with RIMPS will engage in small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, Etc, based on their identified reading deficiency. As stated in the School Improvement plan goal 1, we will use the HMH curriculum.
- Research based Tier I and Tier II resources to be produced and used; Ready Reading; Phonics for Reading and 95 Phonics.
- DOA/RDOA/HOS will conduct weekly observations during reading instruction and meet with teachers to ensure that the implementation is where it needs to be and provide coaching and support as needed.

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

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.*
- DOA/BLT provides weekly, intentional coaching meetings with teachers 2-3x per week.
 - Structured Literacy K-2
 - Foundational Skills 3-8
 - Intervention/Small Group analysis
 - TBTs meet monthly with each other
 - RVP and RDOA will provide support to BLT
 - Weekly data meetings with teachers after each assessment to provide guidance and next steps.
 - Data conferencing with students after each assessment to identify typical and stretch growth, within iReady.

* Teacher Based Team meetings will be held more regularly to monitor teacher instruction and planning by using classroom data from assessments and exit slips.

* BLT and CSLT meetings to address overall growth and improvements with reading instruction at Cleveland Preparatory Academy. At these team meetings, members of the team will review and execute an action plan to immediately implement with teachers.
(i.e... revamping particular instruction focus, targeting a group of scholars who are struggling the most with their reading, etc...)

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. 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.

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

***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.*

At Cleveland Preparatory Academy, multiple professional developments, throughout the year, will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Teachers will participate in monthly teacher based team meetings where they will have a deep dive conversation looking at student data from year round/short cycle assessments and classroom work. Teachers will strategically discuss among their grade-band particular standards and skills where students are struggling the most. Teachers will also have one on one data meetings with the school leaders reviewing data and instructional pushes for reading within their classroom. The data meetings will focus on students that are identified with tier II and tier III reading levels. During these meetings, the leaders will guide and support teachers on reading strategies and instructional pushes with the identified struggling readers.

Cleveland Preparatory Academy will hold one full week of Professional Development and training for all staff members prior to the start of the school year. The following professional developments will be presented to the staff in order to support the strategies included within this plan:

- *Dyslexia Screener Training- 16 hour Course required of all K-3rd grade reading teachers that prepares them for the mandatory dyslexia screener and to administer proper interventions during reading instruction that push students' growth in foundational reading skills once deficiencies are identified.*
- K-5 HMH Into Reading – This training will be provided to all K-2 staff members in order to provide guidance on proper implementation of the curriculum. Additional training will occur throughout the year if needed.
- 6-8 HMH Into Reading – This training will be provided to all 3-8 staff members in order to provide guidance on proper implementation of the curriculum. Additional training will occur throughout the year if needed.
- Science of Reading Training- All K-8 Staff receive (at different capacities) training in the 2024-2025 school year.
- Small Group/Intervention Block Training - This training will be provided to all K-8 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.

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

Cleveland Preparatory Academy is dedicated to hold continuous professional development for all staff members throughout the year. Prior to the professional development sessions, the Principal will work with the Director of Academics in order to determine what is needed by the teachers and what areas we are able to improve in. The dates listed below have been identified on the school calendar as professional development days for the 2024-2025 school year.

Professional Development Dates

Summer Session	August 1st-August 16, 2024
Session #1	Sep 16, 2024
Session #2	Oct 14, 2024
Session #3	Nov 5, 2024
Session #4	Jan 17, 2025
Session #5	Feb 14, 2025

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

Appendices

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

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