



February 24, 2025

Dear Administrator Elkenberry:

Thank you for submitting the Columbus Arts & Technology 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:

- The plan leverages teaming structures to review data and evaluate the plan's effectiveness
- The plan includes a root cause analysis that identifies interconnected factors contributing to underachievement in reading
- The plan includes both student and adult implementation goals

This plan will benefit from:

- The plan would benefit from including reading intervention programs from the Department's approved list in implementation of activities
- The plan would benefit from a clear scope and sequence of professional learning that aligns with evidence-based strategies and materials in use
- The plan would benefit from more alignment to structured literacy practices, including deselecting assessments focused on guided reading

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Columbus Arts & Technology 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: Columbus Arts and Technology Academy

DISTRICT IRN: 000557

DISTRICT ADDRESS: 2743 S Hamilton Rd. Columbus, Ohio 43232

PLAN COMPLETION DATE: November 6, 2024

LEAD WRITERS: Mackenzie Eikenberry, Principal

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

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
Mackenzie Eikenberry	Principal	CATA	maceikenberry@columbusata.org
Robert Burgett	Assistant Principal	CATA	rburgett@columbusata.org
Marcy Drafts	Director of Academics	CATA	mdrafts@columbusata.org
Anjelique Fitch	Title Reading Teacher	CATA	afitch@columbusata.org
Linda Pannell	School Counselor	CATA	lpannell@columbusata.org

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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.

When analyzing multiple data points, the leadership team identified key areas needing improvement, applying a rigorous approach known as a proven-ground technique. This method allowed the team to thoroughly examine underlying issues, providing insight into areas of concern that informed the development of a targeted plan. This plan focuses on enhancing teacher effectiveness, improving K-3 reading proficiency, and raising the school's overall Performance Index (P.I.) score in reading.

The leadership team determined that the most critical priority for CATA is boosting student achievement levels in both reading and math, with an immediate focus on reading. To this end, the team established a clear, measurable objective: "By the end of the 2024-2025 school year, each scholar will advance to a Proficient level on the Third Grade Reading Guarantee assessment."

To reach this objective, the leadership team implemented several strategic action steps, detailed below:

ACTION STEPS:

1. **Align Instruction to State Standards (OST):** Instructional alignment will adhere closely to the rigor of the Ohio State Test (OST) standards. Standards Mastery (i-Ready) and Assessment Authoring will be used for Short Cycle Assessments (SCAs), exposing students to challenging questions and focusing on "power verbs" to build familiarity with the language and demands of the OST.
2. **Data-Informed Instruction Through SCAs and TBTs:** Bi-weekly SCAs will provide immediate data on student performance, and Teacher-Based Teams (TBT) meetings will utilize these insights to tailor guided reading programs. These programs will differentiate instruction to meet each student's individual needs, ensuring that lesson plans are responsive to student progress.
3. **Weekly SCAs for Targeted Interventions:** Administering SCAs on a bi-weekly basis will help identify students' weaknesses promptly, enabling the creation of targeted plans to address specific learning deficiencies and ensuring that corrective actions are timely.
4. **Implementation of Reading Improvement and Monitoring Plans (RIMPs):** RIMPs will be systematically applied to support students who are struggling, providing structured interventions designed to accelerate reading growth and ensure each student is on track for success.
5. **Standards-Based Lesson Modeling and Small Group Instruction:** Teachers will model lessons that are grounded in state standards, with a focus on utilizing centers and

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small guided groups to provide differentiated support. This approach will help ensure that each student receives instruction tailored to their learning level.

6. **Data Trackers for Insight into Student Progress:** Data trackers will be employed to gain a clear view of student progress on each standard and item type. This detailed tracking will highlight trends and areas for improvement, enabling teachers to fine-tune instruction to specific skill gaps.

MONITORING AND ACCOUNTABILITY:

To ensure these action steps are effectively implemented, several forms of evidence will be collected, including:

- **Artifacts and Documentation:** Examples of instructional materials, student work samples, and other relevant documentation.
- **Assessment Scores:** Data from SCAs, benchmark assessments, and the Third Grade Reading Guarantee.
- **Teacher Gradebooks and Walkthrough Data:** Records of student progress and observational data from classroom visits.
- **Teacher Observations:** Regular observations of classroom teaching to assess the fidelity of modeled strategies.

The Director of Academics and school principal will oversee the execution of this plan, ensuring alignment with the measurable objective and making adjustments as needed based on ongoing data analysis. Through this comprehensive approach, CATA anticipates a marked improvement in the proportion of students who are on track in reading, ultimately leading to higher overall achievement in reading and math.

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 Reading Achievement Plan aligns with and strengthens the district's overall continuous improvement and equity initiatives by establishing targeted, data-driven strategies aimed at

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increasing literacy outcomes and equitable access to quality education. By focusing on student progress through the Third Grade Reading Guarantee and setting measurable objectives, the plan addresses disparities in reading proficiency and ensures that every student, regardless of background, receives the support needed to achieve proficiency by the third grade.

The structured use of Short Cycle Assessments (SCAs) and weekly Teacher-Based Team (TBT) meetings creates a continuous feedback loop that supports differentiated instruction. This data-driven approach allows for real-time adjustments to teaching strategies, ensuring that students who are underperforming receive timely interventions tailored to their specific needs. By implementing Reading Improvement and Monitoring Plans (RIMPs) for struggling readers, the plan provides additional layers of support, allowing educators to identify and mitigate learning gaps early. This approach is especially critical in ensuring that all students, including those from historically underserved backgrounds, are provided with the opportunity to succeed.

Additionally, the use of data trackers enables a granular view of student progress by standard and item type, ensuring that instruction addresses specific learning gaps and skill areas. The alignment of instructional rigor with Ohio State Test standards ensures that students are not only prepared for assessments but are also gaining the foundational literacy skills necessary for lifelong learning.

The Reading Achievement Plan's emphasis on teacher efficacy, through modeling standards-based lessons and small guided group instruction, reinforces instructional quality and consistency across classrooms. By enhancing teacher effectiveness and supporting professional growth, the plan promotes a district-wide culture of continuous improvement in reading and math instruction.

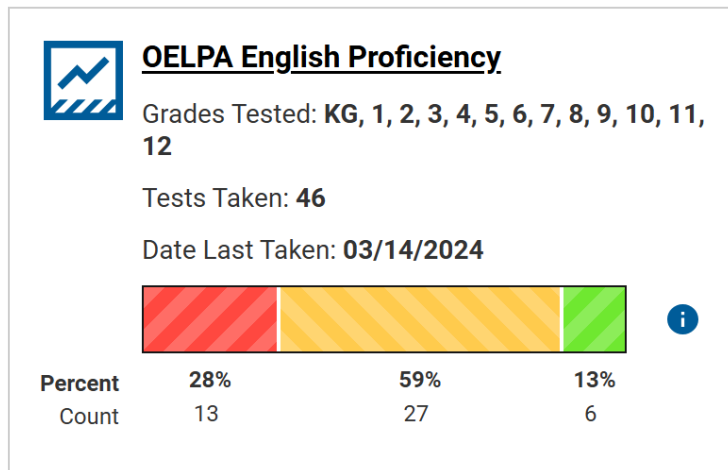
In aligning with Chapter 3314 and other sections of the Revised Code, this plan complements broader district improvement and equity strategies, positioning the district to close achievement gaps and create an educational environment where all students can achieve and thrive. The leadership team's commitment to these improvement efforts ensures that the district not only meets compliance requirements but also prioritizes sustainable, equitable outcomes in literacy for all students.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School*

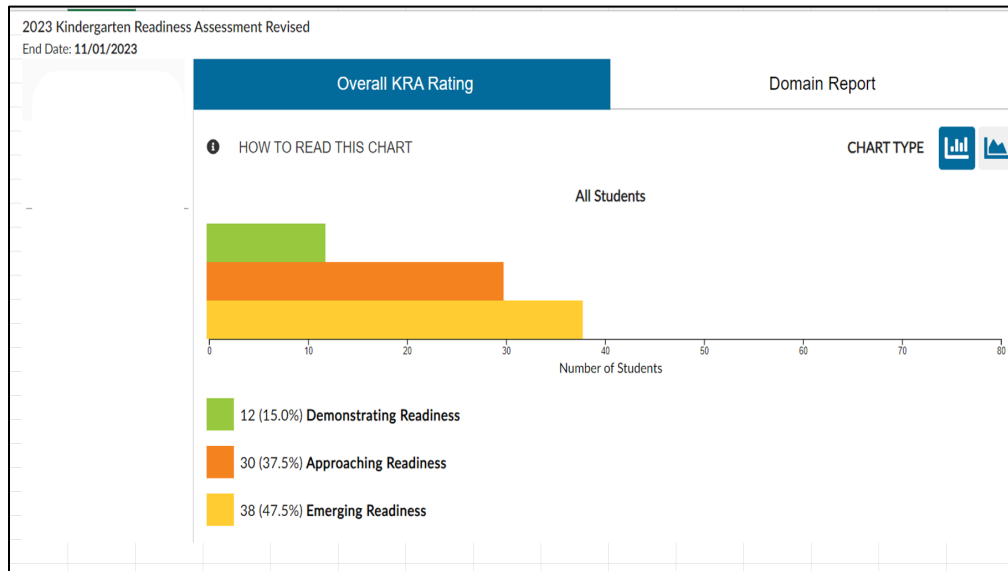
Please see data to support our Reading Achievement Plan Below.

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OELPA SPRING 2024 RESULTS



THE KINDERGARTEN READINESS ASSESSMENT FALL 2023

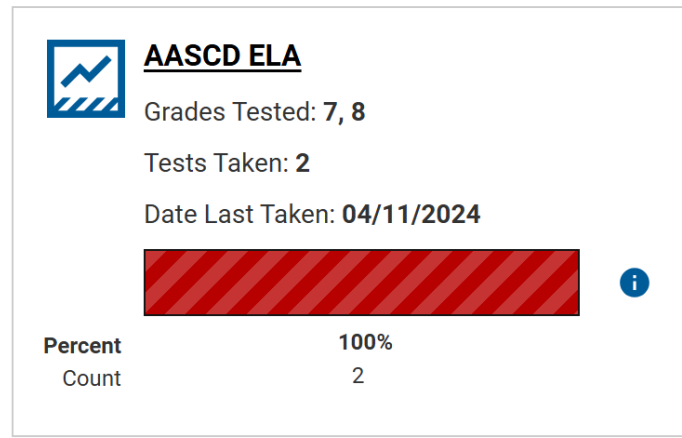


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OHIO'S STATE TEST FOR ENGLISH LANGUAGE ARTS ASSESSMENT FOR GRADES 3-8

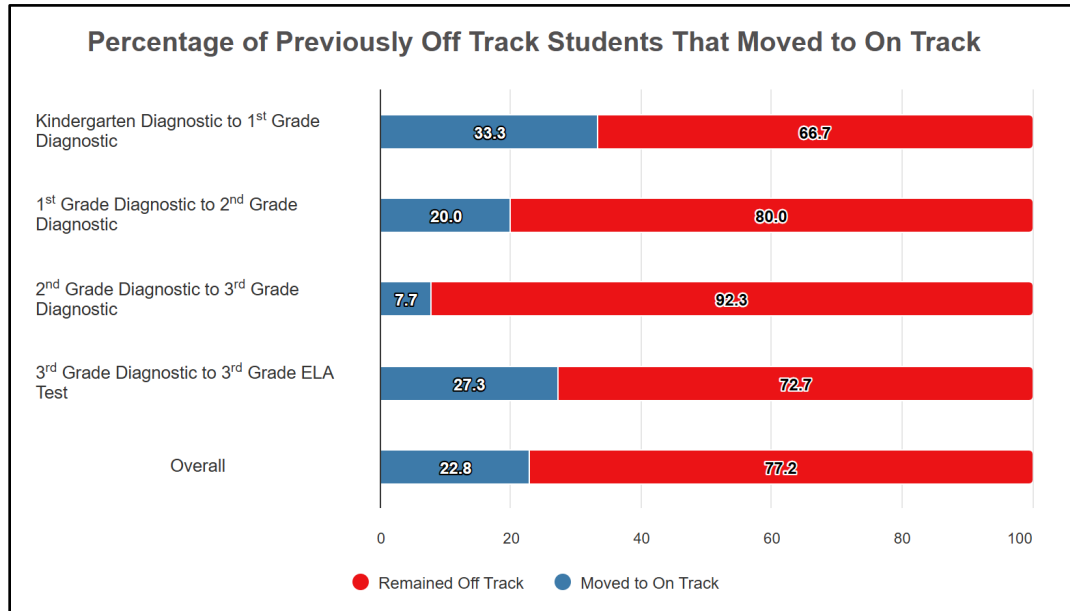
School Year		2023-2024 School Year									
Proficiency Level Description		Limited 23-24		Basic 23-24		Proficient 23-24		Accomplished 23-24		Advanced 23-24	
Grade Level	Subject	Count	%	Count	%	Count	%	Count	%	Count	%
Third Grade	English Language Arts	6	21%	10	34%	7	24%	3	10%	3	10%
Fourth Grade	English Language Arts	11	42%	6	23%	5	19%	3	12%	1	4%
Fifth Grade	English Language Arts	14	33%	8	19%	7	17%	9	21%	4	10%
Sixth Grade	English Language Arts	6	21%	7	25%	12	43%	3	11%		
Seventh Grade	English Language Arts	10	32%	14	45%	4	13%	2	6%	1	3%
Eighth Grade	English Language Arts	24	71%	6	18%	2	6%	2	6%		

AASCD SPRING 2024 ELA RESULTS

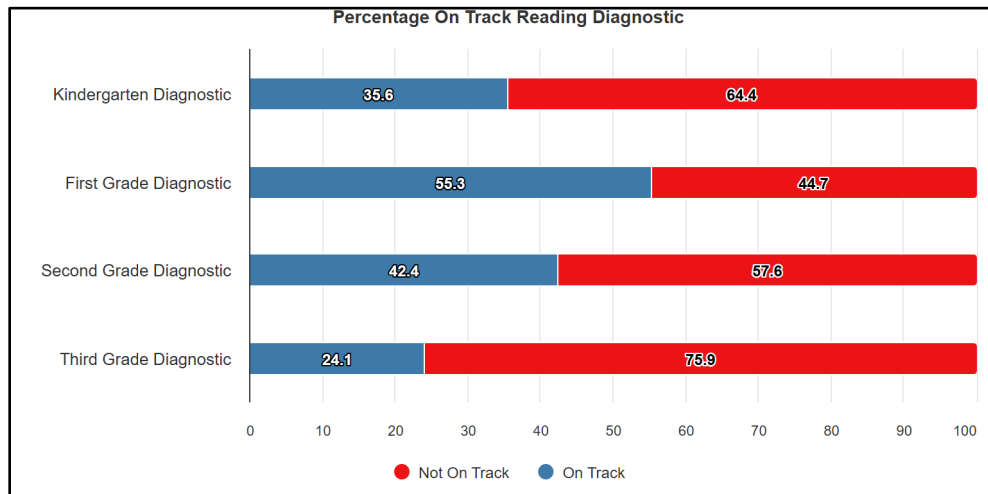


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IMPROVING K – 3 LITERACY MEASURE DETAILS



FALL 2023 READING DIAGNOSTIC



SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

INTERNAL FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT:

1. **Inconsistent Instructional Practices:** Variability in instructional approaches across classrooms has led to inconsistent coverage of state standards and a lack of cohesive skill-building in foundational literacy, making it difficult for all students to meet proficiency targets.
2. **Limited Access to Differentiated Support:** Teachers may lack the training or resources needed to provide tailored interventions, particularly in small group settings. This limits the ability to meet diverse student needs and may leave struggling readers without adequate support.
3. **Inadequate Professional Development:** Teachers may have limited opportunities for ongoing professional development in evidence-based literacy strategies, data analysis, and differentiated instruction techniques, which are essential for meeting varied student learning needs.
4. **Insufficient Focus on Early Intervention:** A lack of early, targeted interventions for students displaying early signs of reading difficulty can delay essential skill-building, leading to wider proficiency gaps in later grades.
5. **Data Utilization Gaps:** Although data is collected regularly, there may be gaps in how it is used to inform instruction. Teachers may not be receiving enough support in interpreting data from SCAs, RIMPs, and TBTs to make timely, effective instructional adjustments.

EXTERNAL FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT:

1. **Socioeconomic Challenges:** Many students in the district face economic hardships that may limit access to educational resources outside of school, such as books, tutoring, and technology, which can hinder literacy development.
2. **High Mobility Rates:** A significant number of students transfer in and out of the district during the school year, disrupting instructional continuity and making it difficult to maintain consistent progress in literacy.
3. **Limited Parental Involvement and Literacy Support at Home:** Some families may lack the time, resources, or literacy skills to support reading practice at home, which is critical for reinforcing classroom learning and developing reading fluency.
4. **Community Resource Constraints:** The district may lack adequate partnerships with local libraries, literacy organizations, or after-school programs that could provide additional reading support and enrichment for students outside of school hours.
5. **Language Barriers:** A high percentage of English language learners (ELLs) within the student population may face additional challenges in achieving reading proficiency due to limited English exposure and support at home, slowing their progress in mastering grade-level literacy skills.

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These internal and external factors contribute to the challenges in achieving literacy goals across grade levels. Addressing these issues through targeted instructional practices, resource allocation, professional development, and community partnerships will be crucial for overcoming barriers to reading achievement in the district.

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 root cause analysis conducted by the leadership team identified multiple interconnected factors underlying low reading achievement within the district. By examining learner performance data, instructional practices, and community factors, the team identified key areas impacting reading outcomes:

1. **Inconsistent Instructional Alignment to Standards:** A primary root cause is the lack of uniform instructional practices that align with Ohio State Test (OST) standards. Variability in how reading instruction is delivered across classrooms contributes to gaps in foundational skills, which, in turn, lead to lower reading proficiency scores. This inconsistency limits students' exposure to the rigor and types of questions they will face on assessments, resulting in insufficient skill readiness, particularly for third-grade reading benchmarks.
2. **Limited Early Intervention and Differentiation:** Many struggling readers in grades K-3 are not receiving timely, targeted interventions necessary to build foundational literacy skills. Factors contributing to this include limited access to differentiated instruction and a lack of comprehensive early intervention practices. Without consistent support, struggling students fall behind their peers, leading to cumulative learning deficits that are harder to address in later grades.
3. **Gaps in Data-Driven Instructional Adjustments:** Although the district collects valuable data from Short Cycle Assessments (SCAs), Teacher-Based Team (TBT) meetings, and Reading Improvement and Monitoring Plans (RIMPs), there is a gap in effectively translating this data into actionable instructional adjustments. Teachers may not have adequate training or support in interpreting data trends, resulting in missed opportunities to target specific skill deficiencies and improve student outcomes.
4. **Socioeconomic and Environmental Barriers:** External factors such as socioeconomic challenges, high mobility rates, and limited parental involvement create additional barriers to reading achievement. Economic hardship often means limited access to books, educational technology, and out-of-school literacy resources, which are crucial for literacy development. High student mobility disrupts learning continuity, while low levels of parental engagement reduce opportunities for reinforcement of reading skills at home. These factors exacerbate reading difficulties, particularly for students from disadvantaged backgrounds.
5. **Limited Professional Development in Literacy Best Practices:** Teachers in the district may not be receiving sufficient professional development in evidence-based literacy instruction or strategies for differentiated learning. This contributes to a root cause where teachers may feel underprepared to support diverse student needs, especially in small

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group and guided reading settings. Without ongoing training and resources, teachers struggle to implement effective instructional strategies that address the varied literacy needs within their classrooms.

6. **Language Barriers for English Language Learners (ELLs):** The district has a growing population of English language learners who face additional challenges in mastering literacy skills due to limited exposure to English outside the classroom. ELL students require targeted language support that may not be consistently available, leading to slower progress in reading comprehension and fluency.

SUMMARY OF KEY ROOT CAUSES:

The underlying causes of low reading achievement are multifaceted, stemming from internal instructional gaps, a lack of effective intervention strategies, and external socioeconomic and environmental challenges. To address these root causes, the district will need to focus on:

- Ensuring consistent, standards-aligned instruction across grade levels,
- Implementing systematic, data-informed early intervention strategies,
- Providing targeted professional development for teachers,
- Addressing external barriers by connecting with community resources, and
- Supporting English language learners with tailored language interventions.

This root cause analysis forms the foundation for a strategic Reading Achievement Plan that directly addresses these challenges, with the goal of closing proficiency gaps and ensuring equitable reading progress for all students.

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

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.

The Reading Achievement Plan is designed to support measurable performance goals that address the specific needs of K-3 students, with a particular focus on closing proficiency gaps in early literacy skills. The overarching learner performance goal is: **By the end of the 2020-2021 school year, each K-3 student will make progress in reading proficiency, with third-grade students achieving at least a Proficient score on the Third Grade Reading Guarantee assessment.**

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MEASURABLE LEARNER PERFORMANCE GOALS BY GRADE BAND

Kindergarten:

- **Goal:** By the end of the year, at least 85% of Kindergarten students will demonstrate mastery of foundational literacy skills, including letter recognition, phonemic awareness, and basic decoding skills.
- **Measurement:** Weekly assessments and progress monitoring through Reading Improvement and Monitoring Plans (RIMPs) will track skill acquisition and ensure timely intervention.

Grades 1-2:

- **Goal:** By year's end, 80% of students in grades 1 and 2 will demonstrate grade-level proficiency in decoding, fluency, and comprehension, as measured by Short Cycle Assessments (SCAs) and benchmark tests.
- **Measurement:** SCAs, weekly progress monitoring, and guided reading group assessments will provide ongoing data to inform targeted intervention.

Grade 3:

- **Goal:** By the conclusion of the 2024-2025 school year, at least 85% of third-grade students will meet or exceed the Proficient level on the Third Grade Reading Guarantee assessment.
- **Measurement:** Third-grade progress will be tracked through SCAs, benchmark assessments, and data from Teacher-Based Team (TBT) meetings, with data used to adjust instructional approaches and focus on closing any remaining proficiency gaps.

MEASURABLE ADULT IMPLEMENTATION GOALS BY GRADE BAND

Kindergarten through Grade 3 Implementation Goals:

- **Goal 1:** By mid-year, all K-3 teachers will consistently implement aligned, standards-based reading instruction as evidenced by lesson plans, walkthroughs, and classroom observations.
 - **Measurement:** The Director of Academics will conduct biweekly classroom observations to ensure that instruction aligns with Ohio State Test standards, noting fidelity to standards-based content, power verbs, and the use of rigorous questioning.
- **Goal 2:** By the end of the first semester, 100% of K-3 teachers will use data trackers to monitor and respond to student progress by standard and make informed instructional adjustments.
 - **Measurement:** Teacher grade books and TBT meeting documentation will reflect the use of data to drive instructional decisions and address specific literacy needs.

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- **Goal 3:** By year's end, all K-3 teachers will have implemented small group, differentiated reading instruction to address diverse learning needs and ensure equitable access to support.
 - **Measurement:** Observational data, student performance artifacts, and SCA data will demonstrate that differentiated strategies are in place, supporting tailored learning experiences for each student.

These learner and implementation goals are ambitious, yet realistic and time-bound, fostering an inclusive and equitable literacy program that aligns with district-wide improvement efforts. The plan provides a clear roadmap for achieving early literacy proficiency, ensuring that all students, particularly those who may need extra support, are positioned for long-term academic success.

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

Goal # 1 Action Map

Goal Statement: By the end of the year, 85% of Kindergarten students will demonstrate mastery of foundational literacy skills, including letter recognition, phonemic awareness, and basic decoding skills.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Daily Phonemic Awareness (Heggerty)	Utilize Student RIMPS to provide Tier 2 and Tier 3 instruction	Weekly Data Review in TBT
Timeline	Daily, September through May	Small groups 2x a week, September through May	Once a week during TBT, September through May
Lead Person(s)	Classroom Teacher/DOA	Classroom Teacher/DOA	Classroom Teacher/DOA
Resources Needed	Heggerty Books	RIMP, Title services, Intervention materials (Foundations)	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Heggerty workshop/training refresher	RIMPS Intervention Training	
Measure of Success	Monthly formative assessments will show at least a 10% increase each month in students meeting phonemic awareness benchmarks.	Bi-weekly progress monitoring will indicate consistent improvement for RIMPs students, with 80% of these students achieving grade-level phonemic awareness benchmarks by May.	Teachers use data to make instructional adjustments, resulting in at least 85% of Kindergarten students mastering foundational literacy skills by the end of the year.
Description of Funding	General	General	General

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January 2024	January 2024	January 2024

Goal # 2 Action Map

Goal Statement: By the end of the school year, 80% of students in grades 1 and 2 will demonstrate grade-level proficiency in decoding, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Daily Phonemic Awareness (Hegerty)	Utilize Student RIMPS to provide Tier 2 and Tier 3 instruction	Weekly Data Review in TBT
Timeline	Daily, September through May	Small groups 2x a week, September through May	Once a week during TBT, September through May
Lead Person(s)	Classroom Teacher/DOA	Classroom Teacher/DOA	Classroom Teacher/DOA
Resources Needed	Hegerty Books	RIMP, Title services, Intervention materials (Foundations)	N/A
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Hegerty workshop/training refresher	RIMPS Intervention Training	N/A
Measure of Success	Monthly formative assessments will show at least a 10% increase each month in students meeting phonemic awareness benchmarks.	Bi-weekly progress monitoring will indicate consistent improvement for RIMPS students, with 80% of these students achieving grade-level phonemic awareness benchmarks by May.	Teachers use data to make instructional adjustments, resulting in at least 80% of first and second grade students mastering foundational literacy skills by the end of the year.
Description of Funding	General	General	General

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January 2024	January 2024	January 2024

Goal # 3 Action Map

Goal Statement: By the end of the school year, 85% of third-grade students will score at or above Proficient on the Third Grade Reading Guarantee assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Align Instruction with OST Standards	Utilize Student RIMPS to provide Tier 2 and Tier 3 instruction	Weekly Data Review in TBT
Timeline	Daily, September through May	Small groups 2x a week, September through May	Once a week during TBT, September through May
Lead Person(s)	Classroom Teacher/DOA	Classroom Teacher/DOA	Classroom Teacher/DOA
Resources Needed	OST Blueprint and Released Test Items	RIMP, Title services, Intervention materials (Foundations)	N/A
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	DOA will provide coaching around instructional practices that align to the OST.	RIMPS Intervention Training	N/A
Measure of Success	Quarterly assessments show increasing comprehension and critical thinking skills, with 85% of third-grade students on track for the Third Grade Reading Guarantee by May.	Bi-weekly progress checks show a 5% improvement in comprehension skills among RIMPs students each month.	Data reviews indicate a 10% increase in comprehension skills each quarter, with 85% of students meeting proficiency by year's end.
Description of Funding	General	General	General

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January 2024	January 2024	January 2024

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.

The process for monitoring the progress and implementation of the Reading Achievement Plan's strategies is multi-faceted, ensuring that both student outcomes and instructional practices are consistently evaluated, adjusted, and refined. Below is a detailed outline of the monitoring process:

1. DATA COLLECTION AND ANALYSIS

Purpose: To continuously assess student progress and identify areas of need.

- **Short Cycle Assessments (SCAs):** Weekly SCAs will be administered to all K-3 students, providing real-time data on student performance in key literacy areas (phonemic awareness, fluency, comprehension, etc.). Teachers will use the results to adjust daily instruction.
 - **Monitor:** Teachers will track individual student progress weekly and make necessary instructional adjustments based on SCA data.
 - **Frequency:** Weekly assessments; data reviewed during TBT meetings.
- **Benchmark Assessments:** Monthly benchmark assessments will be given to monitor the overall progress in decoding, fluency, and comprehension for grades 1-3. These assessments will measure student growth toward grade-level proficiency.
 - **Monitor:** Teachers and administrators will track trends in student performance, comparing current data to previous benchmarks to gauge progress.
 - **Frequency:** Monthly assessments.
- **RIMPs Progress Monitoring:** Students on Reading Improvement and Monitoring Plans (RIMPs) will have bi-weekly progress checks, focusing on their specific needs. Data from RIMPs will be analyzed to determine whether interventions are effective and if adjustments need to be made.
 - **Monitor:** Special focus will be given to the progress of RIMPs students. Teachers will adjust small-group interventions based on bi-weekly data analysis.
 - **Frequency:** Bi-weekly progress checks for RIMPs students.

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

2. TEACHER-BASED TEAMS (TBT) MEETINGS

Purpose: To ensure consistent data analysis, instructional adjustments, and collaboration among teachers.

- **Weekly TBT Meetings:** Teachers will meet weekly to analyze student performance data from SCAs, benchmark assessments, and RIMPs progress checks. In these meetings, teachers will:
 - Review data trends and identify any gaps in student learning.
 - Discuss instructional adjustments based on student needs.
 - Share strategies for addressing individual or class-wide challenges.
 - Plan for differentiated instruction, including adjustments for RIMPs students.
- **Documentation:** Each TBT meeting will include documentation of the decisions made, such as changes in instructional practices or student groupings. Meeting notes will be reviewed regularly by administrators to ensure that the strategies are being effectively implemented.

3. WALKTHROUGHS AND OBSERVATIONS

Purpose: To ensure fidelity in the implementation of instructional strategies and identify areas for improvement.

- **Classroom Walkthroughs:** Administrators will conduct regular classroom walkthroughs to observe how teachers are implementing strategies aligned with the Reading Achievement Plan, including:
 - The use of phonemic awareness and fluency-building activities in Kindergarten and grades 1-2.
 - The alignment of instruction with Ohio State Test (OST) standards in grade 3.
 - The delivery of RIMPs interventions.
 - Student engagement and use of data trackers by teachers.
- **Observation Focus:** Walkthroughs will focus on whether teachers are using the instructional strategies from professional development and how they are differentiating instruction for diverse learners, particularly those on RIMPs.
- **Frequency:** Walkthroughs will occur at least twice per month, with feedback provided to teachers immediately following observations.

4. TEACHER REFLECTION AND FEEDBACK

Purpose: To assess teacher understanding of the strategies and identify ongoing support needs.

- **Teacher Reflection Surveys:** At the end of each grading period, teachers will complete reflection surveys to assess their confidence in implementing the strategies taught in professional development sessions. They will reflect on:

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

- Their comfort level with using data to inform instruction.
- The effectiveness of their instructional practices, especially for students on RIMPs.
- Areas where they feel additional support or training is needed.
- **Feedback Loops:** Teachers will have opportunities to provide feedback during professional development sessions, TBT meetings, and via surveys. The feedback will inform any necessary adjustments to the plan or additional professional development needs.

5. DATA REVIEW BY LEADERSHIP TEAM

Purpose: To evaluate overall progress, identify systemic issues, and ensure that the plan is on track to meet its goals.

- **Quarterly Data Review:** The leadership team (including principals and the Director of Academics) will review data at the end of each quarter to:
 - Assess overall student progress, with a particular focus on the goals for grades K-3 literacy.
 - Evaluate the effectiveness of the instructional strategies and interventions, including the success of RIMPs for targeted students.
 - Identify trends in student performance, and adjust school-wide strategies if necessary.
- **Adjustments:** If data shows that certain strategies are not yielding the desired results, the leadership team will collaborate with teachers to revise the action steps or provide additional resources and professional development.
- **Frequency:** Quarterly reviews (end of each quarter).

6. PARENT AND COMMUNITY ENGAGEMENT

Purpose: To engage families in the literacy process and provide additional support for students outside the classroom.

- **Parent Conferences and Reports:** Parents of students on RIMPs will be regularly updated on their child's progress through conferences or reports. Parents will receive information on how they can support their child's literacy development at home.
- **Community Resource Partnerships:** The district will work with local organizations (such as libraries and tutoring centers) to provide additional literacy resources and support for families.
- **Frequency:** Parent conferences will occur twice a year; community resource updates will be shared quarterly.

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7. CONTINUOUS PROFESSIONAL DEVELOPMENT

Purpose: To ensure that teachers have ongoing support to implement the strategies effectively and adapt to student needs.

- **Ongoing PD Sessions:** Professional development will be continuous, with sessions focused on the needs identified in TBT meetings and teacher feedback surveys. These will include:
 - Data-driven instruction practices.
 - Differentiating instruction for RIMPs students.
 - Strategies for building fluency and comprehension.
- **Measure of Success:** Success will be measured by post-session evaluations, teacher feedback, and observed changes in classroom practice. Teachers will be observed implementing new strategies during walkthroughs.

SUMMARY OF MONITORING PROCESS:

The process for monitoring progress and implementation of the Reading Achievement Plan will involve continuous data collection, regular collaboration among teachers, frequent classroom observations, and a robust feedback mechanism. By regularly reviewing data, engaging teachers in reflective practices, and involving parents and the community, the district will ensure that the plan stays on track and meets its literacy goals for all students, particularly those who need additional support through RIMPs

**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.**

The following evidence-based strategies will be used to meet specific learner needs and improve instruction, with a particular focus on supporting students on Reading Improvement and Monitoring Plans (RIMPs). These strategies are grounded in research and are designed to provide targeted interventions, improve literacy skills, and ensure equity in instruction.

1. STRUCTURED LITERACY INSTRUCTION

Evidence-Based Strategy: Structured literacy is an explicit, systematic, and cumulative approach to teaching reading. It focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. This strategy is supported by research indicating its effectiveness in improving literacy for struggling readers, including those with dyslexia or other reading difficulties.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** Structured literacy is particularly beneficial for students on RIMPs, as it targets foundational skills like phonemic awareness and decoding. These skills are often weak in students who are struggling with reading, and structured literacy provides a framework to explicitly teach these skills. By breaking down the components of reading into smaller, manageable steps, students on RIMPs can receive personalized instruction that meets their specific needs.

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

- **Implementation:** Teachers will use phonics-based instruction, focusing on letter-sound relationships, syllable patterns, and spelling rules. This strategy will be integrated into daily lessons for students on RIMPs through small group instruction and differentiated activities.

2. SMALL GROUP INSTRUCTION AND DIFFERENTIATION

Evidence-Based Strategy: Small group instruction allows for more individualized support and enables teachers to target specific areas of need. Research supports the use of small groups to improve literacy outcomes by providing tailored instruction based on student performance data.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** For students on RIMPs, small group instruction is critical. It ensures that these students receive targeted support in a more focused and individualized setting. Teachers can provide intensive interventions that address the specific skills students are struggling with, such as fluency or comprehension. These small groups will meet at least twice a week, with progress monitored regularly to adjust instruction as needed.
- **Implementation:** Teachers will use data from SCAs, benchmark assessments, and RIMPs progress monitoring to group students by need. For students on RIMPs, the groups will be further differentiated based on specific areas of weakness. Instruction will focus on phonemic awareness, fluency, comprehension, and decoding skills.

3. USE OF SHORT CYCLE ASSESSMENTS (SCAS)

Evidence-Based Strategy: Short Cycle Assessments (SCAs) are brief, formative assessments administered frequently to gauge student progress. These assessments help identify student strengths and areas that require more targeted intervention. Research shows that frequent formative assessments can provide real-time data, allowing for timely instructional adjustments.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** SCAs provide critical feedback for students on RIMPs, allowing teachers to track progress and adjust interventions as needed. This data-driven approach ensures that students receive the right level of support at the right time. For RIMPs students, SCAs will be used to monitor the effectiveness of interventions and identify when a change in instructional strategies or groupings is necessary.

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- **Implementation:** SCAs will be given weekly to track skills in key areas such as phonics, fluency, and comprehension. Teachers will analyze the data during TBT meetings to determine which strategies are working and which need adjustment. RIMPs students will be monitored more closely, and their progress will be discussed regularly to ensure interventions are effective.

4. READING IMPROVEMENT AND MONITORING PLANS (RIMPS)

Evidence-Based Strategy: RIMPs are personalized, data-driven intervention plans designed for students who are identified as struggling readers. These plans outline specific strategies, goals, and progress monitoring methods tailored to meet the needs of each student.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** The RIMP strategy is explicitly designed for students who need intensive intervention. It involves regular progress monitoring and adjustments to instruction based on data. RIMPs will include targeted interventions in areas such as fluency, comprehension, and vocabulary development. The plan will specify small group interventions, frequent assessments, and regular communication with families to ensure alignment and consistency in support.
- **Implementation:** For each student on a RIMP, teachers will create a plan that includes specific goals related to reading fluency, comprehension, and other foundational literacy skills. Teachers will work in small groups to implement these interventions, and they will monitor student progress every two weeks. If students are not showing progress, the plan will be adjusted accordingly.

5. DATA-DRIVEN INSTRUCTION

Evidence-Based Strategy: Data-driven instruction involves the use of formative and summative assessment data to inform teaching practices. This strategy allows teachers to make adjustments to instruction based on real-time feedback about student performance. Research supports the use of data to guide instructional decisions, particularly for students who need more targeted support.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** For RIMPs students, data-driven instruction is essential to ensure that interventions are having the desired impact. By using regular assessments, teachers can track the progress of RIMPs students and make informed decisions about the next steps in instruction. The goal is to identify specific gaps in reading skills and target them through tailored interventions.

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- **Implementation:** Teachers will review data from SCAs, benchmark assessments, and progress monitoring reports to determine which skills need more attention. Instruction will be adjusted accordingly, and RIMPs students will be given the additional support they need to improve their reading abilities.

6. FLUENCY AND COMPREHENSION INSTRUCTION

Evidence-Based Strategy: Research supports that improving fluency and comprehension significantly impacts overall reading achievement. Teachers use explicit instruction in these areas to help students read with accuracy, expression, and understanding. Strategies such as repeated reading, partner reading, and reading comprehension strategies (e.g., summarizing, questioning, and making inferences) have proven to be effective.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** Fluency and comprehension instruction is essential for students on RIMPs, as these students often struggle with both decoding and understanding text. By providing explicit instruction in fluency (accuracy, rate, and prosody) and comprehension (understanding and analyzing text), RIMPs students receive the critical support they need to make progress toward grade-level reading proficiency.
- **Implementation:** Teachers will use a combination of guided reading, modeling, and small-group activities to support fluency and comprehension. For RIMPs students, these strategies will be delivered in a highly structured manner, with increased opportunities for practice and personalized feedback.

7. PEER COLLABORATION AND TEACHER COLLABORATION

Evidence-Based Strategy: Peer collaboration and teacher collaboration allow for shared problem-solving and support. Research has shown that collaborative efforts improve teacher efficacy, leading to improved student outcomes. Peer collaboration also supports students by providing opportunities for social learning and shared instructional strategies.

SUPPORT FOR RIMPS:

- **How it Supports Learners on RIMPs:** For students on RIMPs, teacher collaboration ensures that their needs are consistently met across all subjects and that strategies are being implemented with fidelity. Peer collaboration among students can also benefit RIMPs learners, as working with peers can provide additional opportunities for practice and support.

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- **Implementation:** Teachers will work together during TBT meetings to share strategies and discuss student progress. Teachers will also collaborate to implement differentiated instruction that supports RIMPs students. Peer learning opportunities will be integrated in small groups, where students can collaborate on reading tasks that are tailored to their skill levels.

CONCLUSION

These evidence-based strategies are designed to address the diverse needs of all learners, with a particular focus on students with RIMPs. By utilizing structured literacy, small group instruction, data-driven instruction, and targeted interventions, the plan ensures that struggling readers receive the necessary support to improve their literacy skills and achieve grade-level proficiency. Regular monitoring and adjustments to the instruction and intervention strategies will ensure that all students, especially those on RIMPs, make consistent progress.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

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

To ensure the proposed evidence-based strategies are effective, show progress, and improve upon previous strategies, the district will implement a continuous cycle of assessment, reflection, and adaptation.

1. **Effectiveness:** The district will rely on frequent formative assessments such as Short Cycle Assessments (SCAs), benchmark tests, and RIMPs progress monitoring to evaluate the effectiveness of the strategies. These data points will allow teachers to measure individual student growth, particularly for struggling readers, and adjust interventions as necessary. The use of evidence-based practices such as structured literacy and small-group instruction will be closely aligned with the district's goals and regularly updated based on student outcomes.
2. **Progress:** The district will track student progress through both qualitative and quantitative measures, including weekly assessments, teacher observations, and progress checks for RIMPs students. Regular data review meetings will ensure that students, particularly those on RIMPs, are making measurable progress toward reading

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proficiency. This ongoing monitoring allows for timely adjustments to ensure that strategies are producing tangible results.

3. **Improvement from Previous Years:** Building on the strategies used in the past two school years, the district will integrate feedback from teachers, students, and data to refine instructional practices. Professional development sessions will address identified gaps from previous years, and the district will incorporate more targeted interventions for students on RIMPs, based on lessons learned. The iterative review of the action plan will ensure that strategies evolve and improve over time, with a focus on increased student success in reading.

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.

***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.*

To support the evidence-based strategies in the Reading Achievement Plan, the district will implement a comprehensive professional development plan that is sustained, intensive, data-driven, and instructionally focused.

1. **Staff Involved:** All K-3 teachers, literacy coaches, and intervention specialists will participate in professional development sessions. Administrators will also be involved to ensure consistent alignment across classrooms.
2. **Sustained and Intensive Training:**
 - **Ongoing PD Sessions:** Teachers will engage in monthly workshops on evidence-based literacy practices, such as structured literacy and differentiated instruction for RIMPs students. These sessions will be facilitated by literacy experts and will include coaching, peer collaboration, and classroom application.

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- **Workshops on Data Utilization:** Teachers will receive training on how to effectively use formative assessments (e.g., SCAs) to adjust instruction and monitor student progress.
- **Intensive Focus on RIMPs:** Specific PD sessions will be held to deepen understanding of RIMPs, ensuring teachers know how to implement and monitor individualized interventions effectively.
- 3. **Data-Driven and Instructionally Focused:**
 - **PD Evaluation and Reflection:** Teachers will analyze data from SCAs and other assessments to evaluate the effectiveness of their instruction. Adjustments to PD will be made based on this data, ensuring that the professional development is always relevant to student needs.
 - **Instructional Practice Focus:** PD will focus on the Science of Reading, teaching teachers how to incorporate research-backed strategies for phonics, fluency, and comprehension into their daily lessons.
- 4. **Culturally Responsive Practice:**
 - **Culturally Responsive Teaching Training:** PD will include modules on culturally responsive teaching, ensuring that instruction is inclusive and considers the diverse backgrounds and learning needs of students. Teachers will learn strategies for engaging all learners, particularly those from historically marginalized groups, by integrating culturally relevant materials and diverse perspectives in reading instruction.
- 5. **Science of Reading:**
 - **Evidence-Based Literacy Training:** Teachers will be trained in the Science of Reading, focusing on explicit instruction in phonological awareness, phonics, fluency, and comprehension. This will ensure that teachers are using the most current, research-based methods to improve reading achievement for all students, including those with reading difficulties.

The professional development plan will be reinforced through regular check-ins, peer observations, and coaching, ensuring sustained growth and continuous improvement in literacy instruction.

**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.*