



March 4, 2024

Dear Superintendent Stevens:

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

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

Strengths of the Reading Achievement Plan:

- The RAP includes several key elements that will help make it stronger. These elements include: a plan to include ongoing professional development and a plan to use student data to monitor and adjust instruction.
- The RAP also recognizes the need to focus on professional development that addresses the needs of educators and that there needs to be alignment
- the professional development listed and the stated goals.

This plan will benefit from:

- The RAP would have been stronger if teacher leaders were included in its development.
- The root cause analysis focuses on the pandemic but does not include any of the other factors mentioned in the plan. Including other factors would make the RAP stronger and would allow for increased focus on additional elements of student achievement.
- The Action Map includes emphasis on supporting teachers in their management of student behaviors, but that is not listed as a goal or in the root cause analysis. Additionally, this is a literacy achievement plan. The intent of the plan is to focus on the aspect's of literacy that are hindering student achievement.
- The plan lacks specifics in a few areas, including in the professional development section. Being clear about what the plan will be will make the plan stronger.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Case 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 of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Case Preparatory School

DISTRICT IRN: 019221

DISTRICT ADDRESS: 107 S. Arlington St. Akron, Ohio 44306

PLAN COMPLETION DATE: 12/15/23

LEAD WRITERS: Jamon McClain (Principal), Akelah Watters (DOA)

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Jamon McClain	Principal	Case Preparatory Academy	jmcclain@caseprepacademy.org

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

Name	Title/Role	Location	Email
Laura Young	Office Manager	Case Preparatory Academy	lyoung@caseprepacademy.org
Akelah Watters	Dean of Academics	Case Preparatory Academy	awatters@caseprepacademy.org
Dymon Jones	Dean of Students	Case Preparatory Academy	djones@caseprepacademy.org
Amir Lipkins	Family Liaison	Case Preparatory Academy	alipkins@caseprepacademy.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 met at the beginning of the school year and each week since to review and analyze reading data. The data that has been reviewed and analyzed includes Ohio State Test data, iReady Diagnostic data, iReady Pathway data, short cycle assessment data and Restart Readiness data. The team is committed to meeting weekly to review instruction within reading content areas and deep-diving into the assessment data that will continue to be compiled throughout the school year. The leadership team communicated the reading achievement plan with the instructional staff during professional development as well as in individual instructional coaching meetings. The R.A.P. will continue to be reviewed throughout the course of the school year. The Director of Academics and the School Principal also provide observational feedback regarding reading instruction to ensure instructional approaches remain aligned with the goals to increase reading achievement.

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

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

**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 (2022-23 SY)**

Demonstrating Readiness	3.5%
Approaching Readiness	10.5%
Emerging Readiness	86.0%

- **Ohio's State Test for English language arts assessment for grades 3-8,**

Average Score and Performance Distribution for **Grade 3 English Language Arts** (Fall 2022 (OST)), by School and Category: Case Preparatory Academy, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Fall 2022 (OST) | **Standards Keys**

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	Total	122069	688 i	Percent Count 43.6K 29.6K 21.9K 3.5K 3.5K	40%
District		35	649 i	Percent Count 27 5 1 2	9%
Case Preparatory Academy		35	649 i	Percent 	9%

Average Score and Performance Distribution for **Grade 4 English Language Arts** (Spring 2023 (OST)), by School and Category: Case Preparatory Academy, 2022-2023


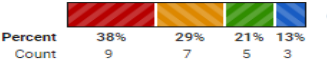

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	Total	122856	710 i	Percent Count 29.5K 20.8K 23.4K 24.6K 24.6K	59%
District		29	654 i	Percent Count 21 5 2 1	10%
Case Preparatory Academy		29	654 i	Percent 	10%

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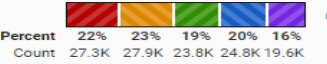
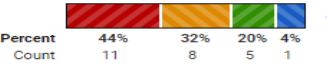

Average Score and Performance Distribution for **Grade 5 English Language Arts** (Spring 2023 (OST)), by School at Category: Case Preparatory Academy, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State		122180	719 i	 Percent: 15% 17% 19% 22% 28% Count: 18.5K 20.8K 22.8K 26.3K 33.8K	68%
District		24	679 i	 Percent: 38% 29% 21% 13% Count: 9 7 5 3	33%
Case Preparatory Academy		24	679 i	 Percent: 38% 29% 21% 13%	33%

Average Score and Performance Distribution for **Grade 6 English Language Arts** (Spring 2023 (OST)), by School at Category: Case Preparatory Academy, 2022-2023

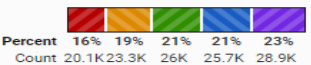
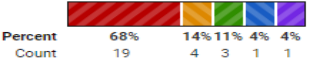

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State		123291	704 i	 Percent: 22% 23% 19% 20% 16% Count: 27.3K 27.9K 23.8K 24.8K 19.6K	55%
District		25	675 i	 Percent: 44% 32% 20% 4% Count: 11 8 5 1	24%
Case Preparatory Academy		25	675 i	 Percent: 44% 32% 20% 4%	24%

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

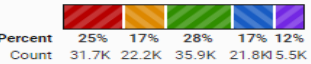


Average Score and Performance Distribution for **Grade 7 English Language Arts** (Spring 2023 (OST)), by School and Category: Case Preparatory Academy, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

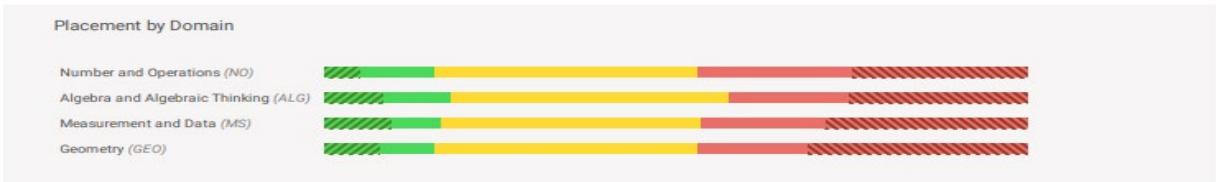
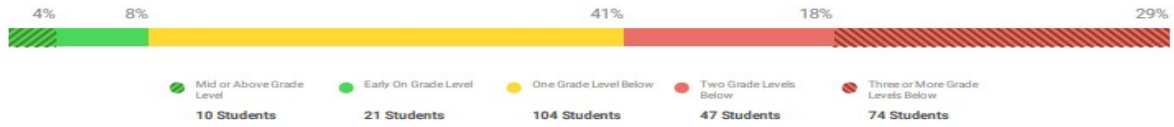
School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	Total	124033	713 i	 Percent: 16% 19% 21% 21% 23% Count: 20.1K 23.3K 26K 25.7K 28.9K	65%
District	Total	28	666 i	 Percent: 68% 14% 11% 4% 4% Count: 19 4 3 1 1	18%
Case Preparatory Academy	Total	28	666 i	 Percent: 68% 14% 11% 4% 4%	18%

Average Score and Performance Distribution for **Grade 8 English Language Arts** (Spring 2023 (OST)), by School and Category: Case Preparatory Academy, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	Total	127183	704 i	 Percent: 25% 17% 28% 17% 12% Count: 31.7K 22.2K 35.9K 21.8K 15.5K	58%
District	Total	3	686 i	 Percent: 33% 67% Count: 1 2	0%
Case Preparatory Academy	Total	3	686 i	 Percent: 33% 67%	0%

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



Switch Table View Choose to Show Results By: **Grade** Showing 9 of 9

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		11%	22%	67%	0%	0%	45/45
Grade 1		0%	16%	68%	16%	0%	31/31
Grade 2		7%	3%	52%	38%	0%	29/29
Grade 3		0%	0%	44%	25%	31%	32/32

- **The Ohio English Language Proficiency Assessment (OELPA) 2022-23 SY**

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

Roster	Teacher	Total					
		Student Count	Test Completion Rate	Average Overall Scale Score	Average Comprehension Scale Score	Performance Distribution	Percent Determined Proficient
State		3876		5239	5245	 Percent Count: 20% 1214, 60% 2635, 20% 237	6%
District		1		5064	4960	 Percent Count: 100% 1	0%
School		1		5064	4960	 Percent Count: 100% 1	0%
(students not in any roster)		1		5064	4960	 Percent Count: 100% 1	0%

Roster	Teacher	Listening	
		Average Scale Score	Performance Distribution
State		512	 Percent Count: 17% 65, 12% 55, 26% 103, 20% 76, 25% 98
District		460	 Percent Count: 100% 1
School		460	 Percent Count: 100% 1
(students not in any roster)		460	 Percent Count: 100% 1

Roster	Teacher	Reading	
		Average Scale Score	Performance Distribution
State		518	 Percent Count: 23% 1268, 25% 943, 23% 1228, 19% 237, 10% 128
District		501	 Percent Count: 100% 1
School		501	 Percent Count: 100% 1
(students not in any roster)		501	 Percent Count: 100% 1

Roster	Teacher	Speaking	
		Average Scale Score	Performance Distribution
State		533	 Percent Count: 21% 792, 15% 564, 24% 1221, 18% 628, 22% 847
District		531	 Percent Count: 100% 1
School		531	 Percent Count: 100% 1
(students not in any roster)		531	 Percent Count: 100% 1

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

Roster	Teacher	Writing	
		Average Scale Score	Performance Distribution
State		508	 Percent: 22% 18% 42% 7% 5% Count: 1058 892 1588 271 175
District		493	 Percent: 100% Count: 1
School		493	 Percent: 100% Count: 1
(students not in any roster)		493	 Percent: 100% Count: 1

- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

N/A

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.

- Lack of teachers with classroom management experience to address students with disruptive behaviors.
- Students with deficits due to the pandemic
- Lack of kindergarten students with previous quality early learning (pre-k, Head Start, etc...) program.
- Lack of teachers with formal teacher licensures.
- Student attendance.

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 school year following the pandemic due to Covid-19 demonstrated a drastic drop in academic performance and proficiency in reading. Arguably, you can see the correlation between state test scores and student attendance and its effect it had on student growth the following school years. Now looking at the previous school years data, you will see an increase of students that are grade levels behind where their typical peers should be. The efforts of this plan will eventually close that gap.

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

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

By 06/30/2025 we will improve the performance of All Students, All Grades students at/in Case Preparatory Academy to increase 25.00 % in ELA using District Formative Assessments.

Adult strategies to support progress towards goal:

1. Implementation of math and reading strategies to support learning, biweekly short cycle assessment data review and analysis.
2. Implementation of Attendance Plan—Review the attendance spreadsheet that compares the weekly attendance rates for Case, the daily phone/parent contact log, the chronically absent spreadsheet of students who have below a 90% attendance rate with created strategies to increase their attendance, and the weekly meeting summaries to identify strategies of improvement.
3. Implementation of K-3 walkthroughs, once per week discussions with Dean of Academics on lesson plan and instructional deliveries, submission and review of short cycle assessment data comparisons to note growth and needed interventions and principal written reports on observations of group work and explicit/direct instructional practices.

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

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

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

Goal # 1 Action Map

Goal Statement: By 06/30/2025 we will improve the performance of All Students, All Grades students at/in Case Preparatory Academy to increase 25.00 % in ELA using District Formative Assessments.

Evidence-Based Strategy or Strategies: Curriculum, Instruction and Assessment

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning while addressing the needs of all subgroups of students including students with disabilities, students who are gifted, and students who are English Language learners.	Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.	TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.
Timeline	Quarterly	Quarterly	Quarterly
Lead Person(s)	<ul style="list-style-type: none"> Teachers Staff Principals Building Leadership 	<ul style="list-style-type: none"> Teachers Staff Principals Building Leadership 	<ul style="list-style-type: none"> Teachers Staff Principals Building Leadership
Resources Needed	<ul style="list-style-type: none"> PBIS Framework (Tier System) 	<ul style="list-style-type: none"> iReady 	<ul style="list-style-type: none"> iReady

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

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> iReady Short Cycle Assessments SEL Coordinator (Empowering Education) 	<ul style="list-style-type: none"> Short Cycle Assessment Data Tracker Behavior Log Submission Daily (Elementary and Middle School) 	<ul style="list-style-type: none"> Short Cycle Assessment Data Tracker Exit Slip Data (Check for understanding) Possibly Reteach Standards
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> Extensive Professional Development in the summer (2 weeks) learning the behavior management system and common verbiage building wide. iReady Training Short Cycle Assessment (Scrimmage) Training Weekly Dean of Academic (DOA) Meetings with teachers to discuss lesson plans and data. Dean “quick hits” to monitor behavior management strategies used in the classroom. Principal/DOA Informal walk- 	<ul style="list-style-type: none"> Extensive Professional Development in the summer (2 weeks) learning the behavior management system and common verbiage building wide. iReady Training Short Cycle Assessment (Scrimmage) Training Weekly Dean of Academic (DOA) Meetings with teachers to discuss lesson plans and data. Dean “quick hits” to monitor behavior management strategies used in the classroom. Principal/DOA Informal walk- 	<ul style="list-style-type: none"> Extensive Professional Development in the summer (2 weeks) learning the behavior management system and common verbiage building wide. iReady Training Short Cycle Assessment (Scrimmage) Training Weekly Dean of Academic (DOA) Meetings with teachers to discuss lesson plans and data. Dean “quick hits” to monitor behavior management strategies used in the classroom. Principal/DOA Informal walk-throughs and

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	Action Step 1	Action Step 2	Action Step 3
	<p>throughs and meetings with DOA to discuss best practices and next steps for teacher development.</p> <ul style="list-style-type: none"> • SEL building expectations and framework. 	<p>throughs and meetings with DOA to discuss best practices and next steps for teacher development.</p> <ul style="list-style-type: none"> • SEL building expectations and framework. 	<p>meetings with DOA to discuss best practices and next steps for teacher development.</p> <ul style="list-style-type: none"> • SEL building expectations and framework.
Measure of Success	<ul style="list-style-type: none"> • Referral and detention data • iReady diagnostic data and lesson completion/passage • Short cycle assessment (Scrimmages) data • iReady Diagnostics Data 	<ul style="list-style-type: none"> • Data collection with results of student work • Next Steps Process 	<ul style="list-style-type: none"> • Data demonstrating glow and grow areas academically. • Completion of TBT forms with next steps
Description of Funding	General Funds	Title 1 and Title II-A	Title 1 and Title II-A
Check-in/Review Date	End of Plan/2026	End of Plan/2026	End of Plan/2026

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

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.

1. **Establish Clear Baseline Data:**

- Use past assessment data to establish a baseline for ELA performance across all grades and student demographics. This baseline will serve as a reference point to measure the 25% improvement goal.

2. **Identify District Formative Assessments:**

- Select or design district-specific formative assessments aligned with ELA standards and curriculum. These assessments should provide comprehensive insights into students' reading, writing, comprehension, and language skills.

3. **Implementation of Formative Assessments:**

- Administer these assessments at regular intervals throughout the academic year to gather ongoing data on students' ELA proficiency levels. Ensure consistency in administration methods and conditions.

4. **Data Collection and Analysis:**

- Collect assessment results and aggregate data by grade level and specific ELA skill areas. Analyze the data to identify strengths, weaknesses, and areas needing improvement.

5. **Progress Tracking and Reporting:**

- Develop a tracking system or dashboard to monitor the progress toward the 25% improvement goal. Regularly update and share progress reports with educators, administrators, and stakeholders.

6. **Intervention and Support Strategies:**

- Based on assessment data analysis, identify specific areas where students are struggling or excelling. Develop targeted intervention strategies, differentiated instruction plans, and additional support programs to address identified needs.

**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.*

Evidence-based strategies

1. **Differentiated Instruction:** Teachers will use iReady diagnostic testing as a baseline for where students are academically. While students engage in iReady lessons weekly, teachers will be able to differentiate lessons on iReady and their whole group instruction outside of iReady.
2. **Multi-Tiered Systems of Support (MTSS):** iReady is heavily used as an evidence-based tool to gauge where students are academically. With the use of iReady and collaboration with the intervention specialist, we will be able to create multi-tiered reading supports for scholars that are grade levels behind. Teachers will use small group instruction based off student levels in iReady to provide specific learning needs for all students.
3. **Use of Assessments:** Short cycle assessments are given twice a month and recorded into a shared document to allow all teachers to see if scholars have mastered a specific standard they have taught in the past. Teachers will record student results into a shared drive and identify passage rates. This allows teachers to identify which specific standards need to be re-taught based off the assessment results along with individual needs for all scholars when looking at standards mastered.
4. **Structured Literacy Approaches:** Our EK-4th uses Heggerty Phonological Awareness everyday to teach students foundations of literacy. Focusing on the foundational skills such as vocabulary, phonemes, blending, rhyming words, and comprehension of small passages, scholars will be more likely to read and comprehend larger text. Teachers also use tri-rotations as teachers use iReady to create small groups based off academic abilities. This time allows teachers to provide specific instruction based off student needs and provide intensive intervention for those scholars. This helps with closing the gap intentionally as all groups are modified using iReady diagnostic scores.
5. **Collaboration and Professional Development:** Educators benefit from collaboration and ongoing professional development to enhance their instructional strategies. Collaborating with specialists, such as reading specialists or speech-language pathologists, can provide valuable insights and resources for supporting students on RIMPs.

**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 8, Part A will do the following:

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

Ensuring the effectiveness, progress monitoring, and improvement of evidence-based strategies outlined in Section 8, Part A involves a systematic approach and continuous evaluation. Here's how the district can address each aspect:

1. **Effectiveness:**

- **Professional Development:** Provide comprehensive training and ongoing professional development for educators to effectively implement differentiated instruction, MTSS, and explicit instruction. This training should include strategies, techniques, and methodologies aligned with individual student needs.
- **Resource Allocation:** Ensure adequate resources, including materials, technology, and personnel, are available to support these instructional approaches. This might involve hiring specialists or allocating budgetary resources for targeted interventions.
- **Data-Driven Decision Making:** Use data analytics and student assessments to inform the selection and implementation of these strategies. Regularly assess the impact of these methods on student learning outcomes.

2. **Progress Monitoring:**

- **Formative and Summative Assessments:** Implement regular assessments aligned with the strategies. Use formative assessments to track ongoing progress and adjust instruction as needed. Summative assessments can measure overall growth and success.
- **Data Analysis and Review:** Analyze assessment data regularly to track individual student progress and identify trends across groups. This data analysis should inform instructional decisions and intervention placements within the MTSS framework.

3. **Improvement of Prior Strategies:**

- **Reflective Practices:** Encourage educators to reflect on their teaching practices and the outcomes of these strategies. Regularly scheduled meetings or professional learning communities can facilitate discussions on what worked well and what needs improvement.

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

- **Feedback Loops:** Gather feedback from students, parents, and educators about their experiences with these instructional methods. Use this feedback to refine and adapt approaches for better alignment with student needs.
- **Continual Adjustment:** Be open to adjusting based on identified weaknesses or areas for improvement. This might involve tweaking differentiated instruction techniques, refining tiered support structures within MTSS, or modifying explicit instruction methodologies based on observed outcomes.

By focusing on professional development, data-driven decision-making, ongoing assessment, reflection, feedback loops, and a willingness to adapt, Case Preparatory Academy can ensure that these three key instructional strategies are effective, show progress, and continually improve upon prior practices over consecutive school years.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***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.*

Goal: To enhance educators' capacity in implementing evidence-based strategies to improve reading achievement across diverse learner populations.

Instructional Staff Involved:

1. **Reading Specialists:** Leading sessions on the Science of Reading principles and specialized literacy techniques.
2. **General Education Teachers:** Participating in differentiated instruction workshops and Multi-Tiered Systems of Supports (MTSS) training.
3. **Intervention Specialist:** Engaging in sessions focused on explicit instruction and individualized support strategies.
4. **Cultural Proficiency Facilitators:** Conducting workshops on Culturally Responsive Practice in literacy instruction.

Professional Development Activities:

1. **Sustained Workshops Series:** Consisting of multiple sessions spread across the academic year, providing ongoing support and deeper understanding of evidence-based strategies. These sessions will delve into practical applications in various classroom settings.

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

2. **Intensive Training Modules:** Condensed, focused training sessions on specific evidence-based strategies, offering an in-depth exploration of each strategy's implementation and its impact on student learning.
3. **Data-Driven Workshops:** Utilizing student assessment data to tailor professional development content. Analysis of student performance guides the focus on areas needing improvement within the Science of Reading and Culturally Responsive Practice.
4. **Instructionally Focused Coaching:** Providing one-on-one or small group coaching sessions where educators can apply learned strategies in their classroom settings, receive feedback, and refine their instructional practices.

Addressing Culturally Responsive Practice:

- **Cultural Proficiency Workshops:** Led by cultural proficiency facilitators, these workshops will emphasize integrating students' cultural backgrounds into literacy instruction. Educators will learn strategies to create inclusive and culturally relevant learning environments.

Addressing the Science of Reading:

- **Specialized Science of Reading Sessions:** Reading specialists will conduct comprehensive workshops focusing on the Science of Reading principles, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. These sessions will emphasize evidence-based reading methodologies grounded in scientific research.

Sustainability Measures:

- **Follow-up Sessions and Communities of Practice:** Scheduled follow-up sessions and established communities of practice will allow educators to continue discussing, sharing experiences, and refining their practices beyond formal training.
- **Resource Repositories:** Establishing digital repositories with curated resources, research materials, and best practices in literacy instruction to provide ongoing support and access to updated information.

This sustained, intensive, data-driven, and instructionally focused professional development plan ensures educators receive comprehensive support aligned with evidence-based strategies. Addressing Culturally Responsive Practice and the Science of Reading, the plan aims to create an inclusive, effective, and student-centered approach to literacy instruction.

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.*