



March 22, 2024

Dear Superintendent Long:

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

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

Strengths of the Reading Achievement Plan:

- The plan includes external factors that may impact student literacy.

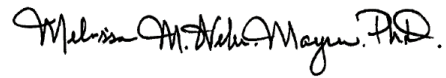
This plan will benefit from:

- Consider including other individuals on the leadership team that developed the RAP.
- Consider being very specific about the data that was used to develop the RAP.
- Consider including internal factors contributing to student literacy deficits. The plan only lists external factors.
- Consider including a root cause analysis, which would help focus the plan.
- The Action Map lists resources that are not aligned with the science of reading.
- Consider being explicit in the Action Map. For example, list the specific professional development opportunities that will assist educators in meeting the goal.
- Consider adding strategies to support adult implementation (Section 7B).
- Consider adding specific information about the professional development that will be provided (Section 7C).

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

DISTRICT IRN: 019199

DISTRICT ADDRESS: 680 Harrisburg Pike Columbus, Ohio 43223

PLAN COMPLETION DATE: August 15, 2023

LEAD WRITERS: Todd Coleman, Principal Verna Williams Tennant, Director of Academics, Eleni Sowers, School Counselor.

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
Adrienne Moore	Teacher	Clever Bee 660 Harrisburg Pike, Cols. Oh. 43223	andiamoore@gmail.com

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

Name	Title/Role	Location	Email

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 and looked at the most recent data and identified the areas of concern. The team also discussed what strategies to implement to address these critical areas of concern. The team determined that data will be collected on a regular basis to verify the effectiveness of the interventions that will be used. The i-Ready Diagnostic will be given three times during the 2024/2025 school year and the results will be analyzed to observe the growth students are making. This data will also determine which students need Tier II and Tier III intervention.*

Section 1c: Communication of the Reading Improvement Plan

- ❖ *The reading improvement plan will be distributed to all stakeholders. Teachers will be made aware of their role in the reading achievement plan through TBT meetings, professional development, and mentoring sessions with the Director of Academics.*

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SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The leadership team confirms that this reading improvement plan aligns with our overall efforts in improving Central Point Preparatory Academy.

- ❖ *Central Point Prep Academy will target improved attendance and less truancy throughout the 2024/2025 school year.*
 - *Students will be in school more and have more opportunities to learn and achieve higher test scores.*
- ❖ *Central Point Prep Academy will target decreasing OSS/ISS and overall negative behaviors through extensive classroom management and Tier I training for teachers and staff.*
 - *This will allow students to remain in class more often, increasing their chances of achieving higher test scores.*
- ❖ *The Director of Academics will meet weekly with teachers to analyze data and explore ways to continuously improve the facilitation of academic content related lessons between teacher and students.*

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

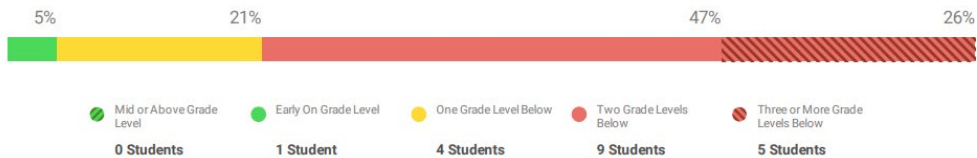


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Point Preparatory Aca

3rd Grade Spring 2023 i-Ready Reading Diagnostic Report

Overall Placement

Students Assessed/Total: 19/19



Placement by Domain

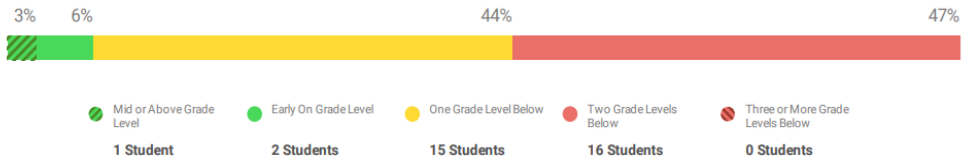


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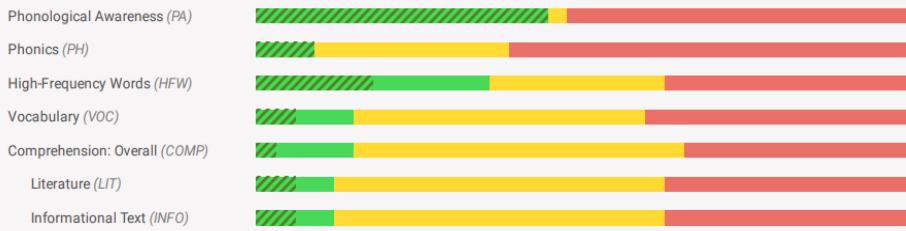
2nd Grade Spring 2023 i-Ready Reading Diagnostic Report

Overall Placement

Students Assessed/Total: 34/35



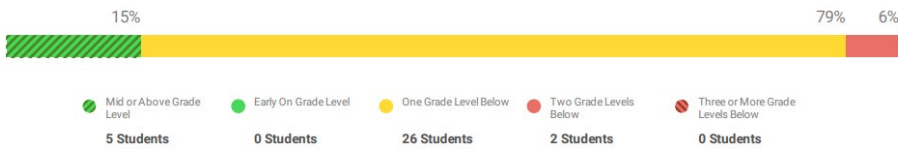
Placement by Domain



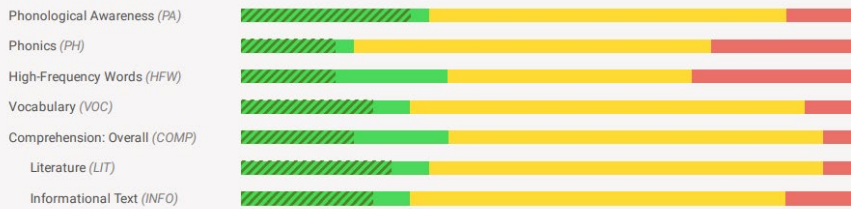
1st Grade Spring 2023 i-Ready Reading Diagnostic Report

Overall Placement

Students Assessed/Total: 33/33



Placement by Domain

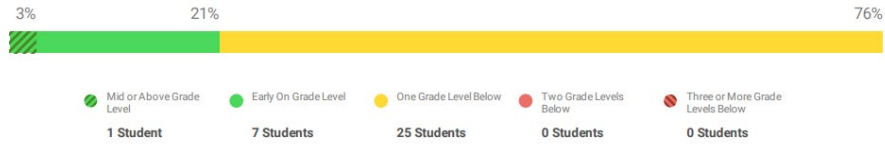


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Kindergarten Spring 2023 i-Ready Reading Diagnostic Report

Overall Placement

Students Assessed/Total: 33/33



Placement by Domain



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.

The leadership team met and discussed the factors that contributed to Low Reading Achievement.

- ❖ *Low attendance and tardiness*
- ❖ *Lack of parent involvement with reading with students in their home setting*
- ❖ *Lack of parent literacy*
- ❖ *Poorly trained teachers*

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.

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

- ❖ *Low attendance and tardiness*
- ❖ *Lack of parent involvement with reading with students in their home setting*
- ❖ *Lack of parent literacy*
- ❖ *Poorly trained teachers*

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

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

- ❖ **Learner Performance Goal:** *By Spring 2024 60% students in grades K-3 at Central Point Prep Academy will score on track on the i-Ready Reading diagnostic test.*
 - *Progress Monitoring of Performance Goal will be shown by taking three i-Ready Reading diagnostic in the fall 2023, winter 2023/24 and spring 2024.*

<i>Fall 2023 i-Ready Reading Diagnostic</i>	<i>15% of Students will be on grade level</i>
<i>Winter 2023/24 i-Ready Reading Diagnostic</i>	<i>30% of students will be on grade level</i>
<i>Spring 2024 i-Ready Reading Diagnostic</i>	<i>60% of students will be on grade level.</i>

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

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

Goal # _1_ Action Map

Goal Statement: Students will grow 1-3 reading levels with 60 minutes of weekly intensive ELA, small group instruction for a duration of the 2024/2025 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide Professional Development for all teachers and aides	Students will participate in daily phonics and or comprehension activities in whole group, small group or individually	
Timeline	Throughout the year	Academic year 2023-2024	
Lead Person(s)	Principal Director of Academics Behavior Specialist Guidance Counselor	Academic Staff	
Resources Needed	<ul style="list-style-type: none"> i-Ready and OST data curriculum PD on Magnetic Reading Foundation (Phonics) Schedule 	<ul style="list-style-type: none"> All teachers and aides Most recent i-Ready data Manipulatives Magnetic Reading Foundation Text (Phonics) 	

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	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> Textbooks <p>Data for grouping students based on their most recent Diagnostic Test</p>	<ul style="list-style-type: none"> Leveled Readers I-Ready Text I-Ready App Writing Journals Scrimmages 	
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<ul style="list-style-type: none"> TBTs Professional Developments Observation <p>Walkthroughs</p>	<ul style="list-style-type: none"> Regular Walkthroughs by the administration team and provide immediate feedback. Model best practices Get feedback from staff members. Continue to analyze data and adjust accordingly. <p>Create new groups based on the needs of students.</p>	
<p>Measure of Success</p>	<ul style="list-style-type: none"> Feedback <p>Students Data</p>	<p>We will look at the final i-Ready data and if 60% or more of our students have shown 1-3 grade levels growth then we</p>	

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	Action Step 1	Action Step 2	Action Step 3
		would have met our goal.	
Description of Funding	General	General	
Check-in/Review Date	<ul style="list-style-type: none"> • 9-22-23 • 11-27-23 • 1-8-24 • 1-26-24 • 2-16-24 4-1-24	<ul style="list-style-type: none"> • 9-22-23 • 11-27-23 • 1-8-24 • 1-26-24 • 2-16-24 4-1-24	

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SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

- *Progress Monitoring of Performance Goal* will be shown by taking three i-Ready Reading diagnostic in the fall 2023, winter 2023/24 and spring 2024.

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.*

❖ Small Group Instruction

- Small-group instruction is a method in which the teachers decide what students to group together based off the students' academic level determined by data and observations. The teacher helps students obtain an understanding of the reading decoding and fluency skills while prompting them to utilize strategies they will need to become independent readers. This strategy allows us to target the specific skills that a group of students needed to become successful readers and to fully comprehend text. This also helps us to differentiate our lessons according to data analysis.

❖ Frequent and Ongoing Professional Development

- Our staff will be required to attend relevant Professional Development throughout the 2023/2024 school year. Our Professional Development will target the critical areas that are identified in this Reading Improvement Plan as well as critical areas that may appear after analyzing new data in the upcoming school year.

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❖ Daily Phonics Lessons

- Phonics involves instruction that has teachers assisting students with sounds and decoding words. Phonics lessons are for teaching students common sound-spelling relationships that will help students become successful in decoding simple and complex words.

❖ Instructional Coaching

- Instructional coaching sessions will be held weekly with the Director of Academics. These sessions will be focused on working collaboratively with the Director of Academics, other teachers, and staff. These sessions will also empower our teachers to incorporate research-based instructional methods into their classrooms and help them become confident in their teaching abilities. Instructional coaching at Central Point Preparatory Academy will include the following activities.

- Data Analysis
- Observations
- Feedback Sessions
- Modeled Lessons
- Co-Teaching Sessions
- Lesson Planning Support

❖ Title 1 Teacher and Instructional Aids

- Title 1 Teachers pull out students who need more support than the small-group instruction that is provided in the classroom and focus on those skills needed for reading. Title 1 teachers along with instructional aides will provide Tier II and/or Tier III intervention to students who are performing two or more grade levels below.

❖ i-Ready Lessons

- Students will be assigned lessons on i-Ready based on the literacy skills they are missing as shown on their most recent Diagnostic Test. They will practice these skills daily for 15-20 minutes.

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

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

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

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

***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.*

❖ Small Group Instruction

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APPENDICES

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

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