



March 22, 2024

Dear Superintendent Swinehart:

Thank you for submitting the Chillicothe City School District 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 team responsible for writing the RAP included key individuals from a variety of roles and positions.
- The root cause analysis focuses on factors that are within the district's control.
- The goals are specific, and the Action Map is detailed.

This plan will benefit from:

- Consider adding details about the district's current system for progress monitoring.
- Consider adding specifics about how adults will be supported as they implement the phonics curriculum as adult implementation was identified as a possible concern.
- Consider adding specifics about the professional development that is offered to educators throughout the school year.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Chillicothe City School District 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 and Workforce 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: Chillicothe City Schools

DISTRICT IRN: OH-043745

DISTRICT ADDRESS: 425 Yoctangee Pkwy Chillicothe, OH 45601-1663

PLAN COMPLETION DATE: Dec 15, 2023

LEAD WRITERS:

Dana Letts (Director of Curriculum and Instruction)
Megan Cooper (Assistant Principal, Chillicothe Primary School)
Jessica Orr (Assistant Principal, Chillicothe Intermediate School)
Pam Blakey (Reading Specialist, Chillicothe Primary School)
Jane Salyers (Literacy Coach, Chillicothe Primary School)
Amanda Crabtree (Literacy Coach, Chillicothe Primary School)
Inna Ogle (Literacy Coach, Chillicothe Intermediate School)

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Deborah Swinehart	Superintendent	Atwood District Office	deborah.swinehart@ccsd.us
Kathy Payne	Assistant Superintendent	Atwood District Office	kathy.payne@ccsd.us
Claudia Zaler	Treasurer	Atwood District Office	claudia.zaler@ccsd.us
Dana Letts	Director of Curriculum and Instruction	Atwood District Office	dana.letts@ccsd.us
Dustin Weaver	Assistant Principal	Chillicothe High School	dustin.weaver@ccsd.us
Amanda Betz	ELA Teacher	Chillicothe High School	amanda.betz@ccsd.us
Lisa Clark	Literacy Coach	Chillicothe Middle and High School	lisa.clark@ccsd.us
Jessica Orr	Assistant Principal	Chillicothe Intermediate School	jessica.orr@ccsd.us
Inna Ogle	Literacy Coach	Chillicothe Intermediate School	inna.ogle@ccsd.us
Katherine Brisker	3rd Grade ELA Teacher	Chillicothe Intermediate School	katherine.brisker@ccsd.us
Venessa Atwood	Intervention Specialist	Chillicothe Intermediate School	venessa.atwood@ccsd.us
Megan Cooper	Assistant Principal	Chillicothe Primary School	megan.cooper@ccsd.us
Jane Salyers	Literacy Coach	Chillicothe Primary School	jane.salyers@ccsd.us

Name	Title/Role	Location	Email
Amanda Crabtree	Literacy Coach	Chillicothe Primary School	amanda.crabtree@ccsd.us
Pam Blakey	Reading Specialist	Chillicothe Primary School	pam.blakey@ccsd.us
Angie Burgess	Kindergarten Teacher	Chillicothe Primary School	angela.burgess@ccsd.us
Kris Wiseman	1st Grade Teacher	Chillicothe Primary School	kris.wiseman@ccsd.us
Brandy Free	2nd Grade Teacher	Chillicothe Primary School	brandy.free@ccsd.us
Gabe Hartman	Intervention Specialist	Chillicothe Primary School	gabriel.hartman@ccsd.us
Sarah Hawthorne	Principal	Chillicothe Digital Academy and Mount Logan STEM Preschool	sarah.hawthorne@ccsd.us
Lindsay Burns	Parent	253 Woodview Dr Chillicothe, OH 45601	lindsayburns28@gmail.com
Tiffany Hall	Parent	715 Cox Ave Chillicothe, OH 45601	TiffanyNicoleHall@yahoo.com
TBD	Board Member		

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

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

- The district leadership team was developed by considering representation from all areas of the district, including district office staff, teachers and administrators from all buildings, staff from various departments, parents of students of multiple ages, and a representative from the board of education. Each member brings a variety of strengths and prior experiences to the team.
- The plan will be monitored regularly through the Ohio Improvement Process, which includes District Leadership Team Meetings, Building Leadership Team meetings, and Teacher-Based-Team Meetings. The plan will be reviewed annually to monitor progress and make changes as needed to the plan to best meet the ever-changing needs of the district.
- The plan will be continuously communicated through regular District Leadership Team Meetings, Building Leadership Team meetings, and Teacher-Based-Team Meetings, as well as at school board meetings and Parent-Teacher Connection meetings. Initially, the plan will be communicated through staff meetings. Components of the plan will be shared with parents, community members, and stakeholders through a variety of other means, including information sessions, open houses, literacy nights, and newsletters.

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 the continuous improvement efforts in the district, specifically, the Chillicothe City School District's One Plan.
 - This plan lists a district achievement goal of, "By the end of 2024, 85% of all students and each subgroup will be "On Track or Proficient" in reading and math as measured by the STAR Math/Reading or Early Literacy" and a growth goal of "By the end of 2024, 85% of all students and each subgroup will achieve a growth target of 41 SGPs in reading and math as measured by the STAR Math/Reading or Early Literacy." The Reading Achievement Plan goals parallel the goals listed above, both encouraging equitable student outcomes by focusing on subgroups that are often underrepresented.
 - The root cause analysis identified in the One Plan identified the need for continued work to integrate curriculum and provide opportunities for real-world application of new skills, as well as accountability for implementing the curriculum with fidelity. As such, the Reading Achievement Plan focuses on bolstering the reading curriculum, which supports the needs identified in the One Plan.
 - The Reading Achievement Plan aligns with the district One Plan, a summary of which is reviewed at the start of all District Leadership Team meetings.

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:*

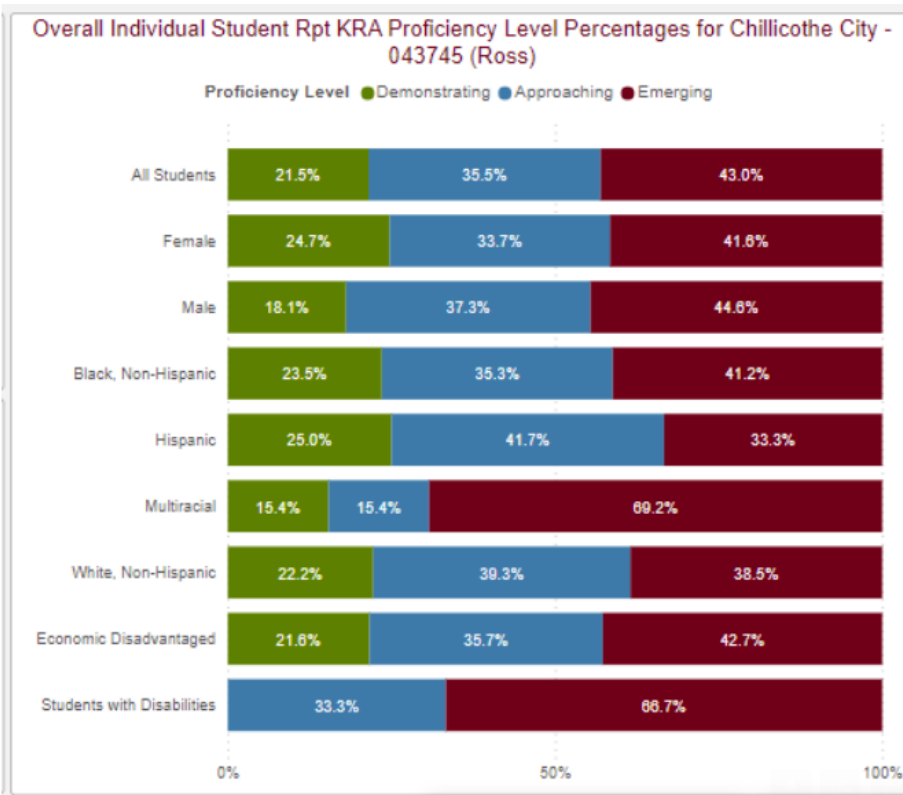
For the 2022-2023 school year our district received a 1 star rating for our Early Literacy Component, at 57.5%. A score of 58% would have elevated us to 2 star rating. We believe that we can not only achieve the 2 star rating but go beyond to a 3 star rating within 2 years. According to our vendor assessment our current student growth percentile from Fall to Winter 2023-2024 is 73.1%, which is up 11% from Fall to Winter 2022-2023. At the Kindergarten level, our growth percentile is 60.8%, which is up 10% from the previous year at this time.

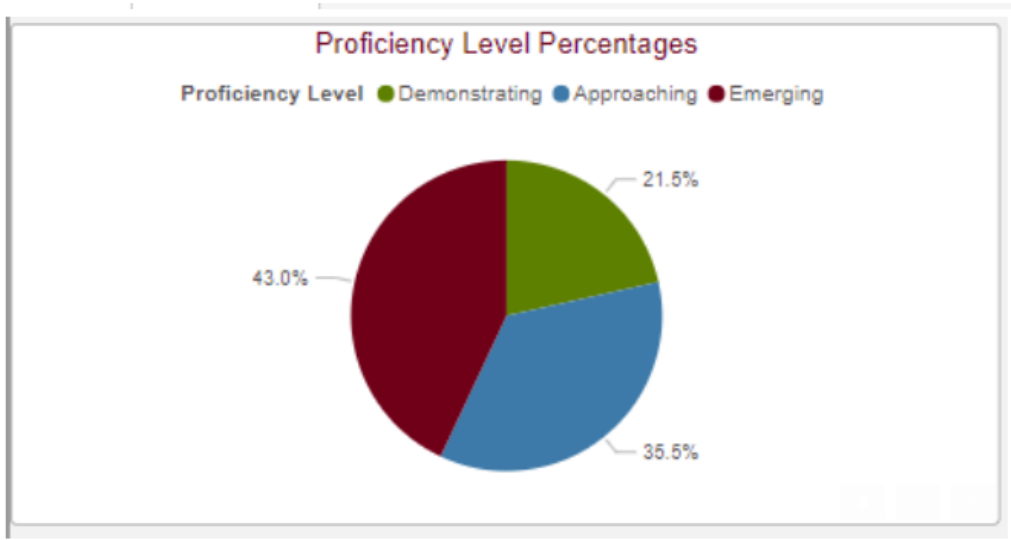
- **The Kindergarten Readiness Assessment**

District Kindergarten Readiness Assessment (Revised) - Overview

Choose a School Year 2022-2023 School Year	Choose a District All
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Proficiency Level Subgroup	Demonstrating		Approaching		Emerging	
	Count	%	Count	%	Count	%
All Students	37	21.5%	61	35.5%	74	43.0%
Female	22	24.7%	30	33.7%	37	41.6%
Male	15	18.1%	31	37.3%	37	44.6%
Black, Non-Hispanic	4	23.5%	6	35.3%	7	41.2%
Hispanic	3	25.0%	5	41.7%	4	33.3%
Multiracial	4	15.4%	4	15.4%	18	69.2%
White, Non-Hispanic	26	22.2%	46	39.3%	45	38.5%
Economic Disadvantaged	37	21.6%	61	35.7%	73	42.7%
Students with Disabilities			3	33.3%	6	66.7%





District Kindergarten Readiness Assessment (Revised) - Language & Literacy



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

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

Event - Indicators		DISTRICT						
Grade	Subject	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
3rd Grade	English Language Arts	49.30%	64.80%	66.70%	60.50%	42.8%	41.0%	40.0%
4th Grade	English Language Arts	58.30%	60.80%	69.60%	57.80%	46.1%	53.0%	48.0%
5th Grade	English Language Arts	50.30%	70.50%	69.50%	63.20%	53.6%	58.0%	58.0%
6th Grade	English Language Arts	54.30%	57.60%	63.30%	46.50%	43.1%	50.0%	49.0%
7th Grade	English Language Arts	46.50%	56.90%	54.40%	68.50%	43.5%	48.0%	64.0%
8th Grade	English Language Arts	44.00%	44.40%	56.40%	51.10%	44.0%	43.0%	49.0%
10th Grade	English II	47.20%	51.40%	53.50%	68.50%	58.9%	54.0%	53.0%

- K-3 Reading diagnostics (include subscores by grade level),**
We are currently in the process of reviewing and selecting a diagnostic tool that will provide us with a clear overall picture of subscore for K-2. Here is the data from Renaissance Place:

Kindergarten

Student	Test Date	Duration	Rank by SS	GP	SS	GE*	PR*	NCE	Est. ORF	Literacy Classification
Zamora, Kamden	9/26/23	19m 36s	16	0.12	763	0.8	81	68.5	-	Late Emergent Reader
Median				0.12	693	0	37	42.8	-	

1st Grade

Student	Test Date	Duration	Rank by SS	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Median				1.12	739	0.5	26	36.5	PP	12	

2nd Grade

Student	Test Date	Duration	Rank by SS	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Median				2.11	831	1.6	20	32.6	PP	32	

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

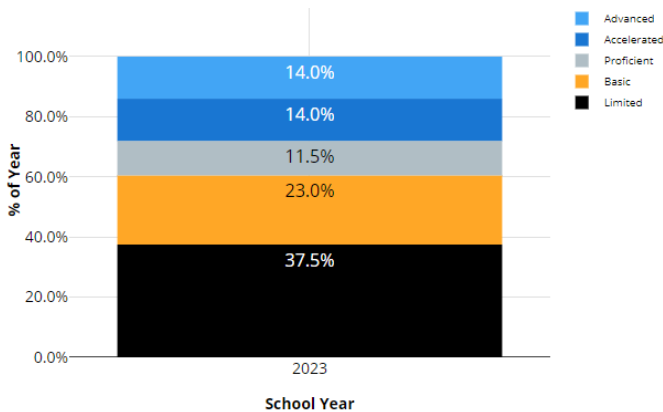
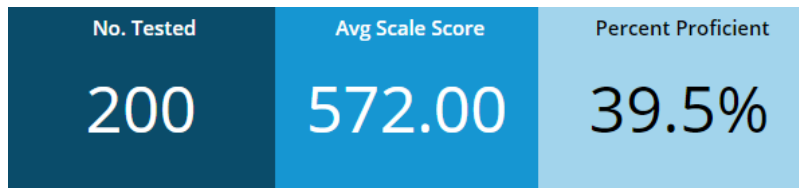
3rd Grade

Student	Test Date	Duration	Rank by SS	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Median				3.02	901	2.4	21	33	1.9	59	

- Fall 2023 Reading Diagnostics results by Grade level**

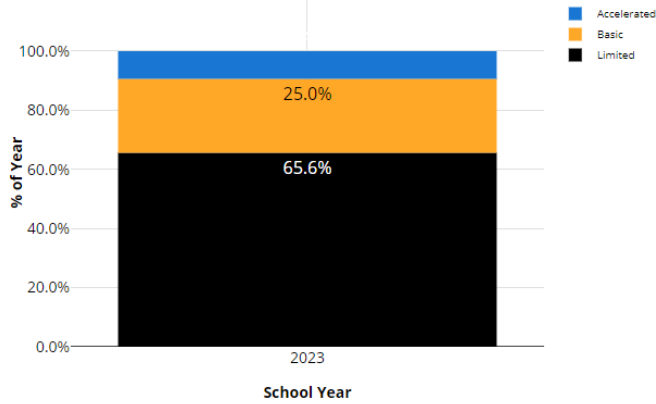
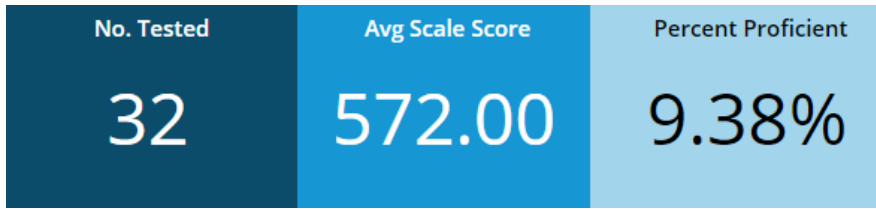
Grade level	At/Above benchmark		On Watch	Intervention	Urgent Intervention
K	83		23	39	31
Grade level	Advanced	Accelerated	Proficient	Basic	Limited
1	37	14	13	7	106
2	28	15	19	13	99
3	19	13	20	16	98

- 2023 3rd Grade ELA Ohio State Test**

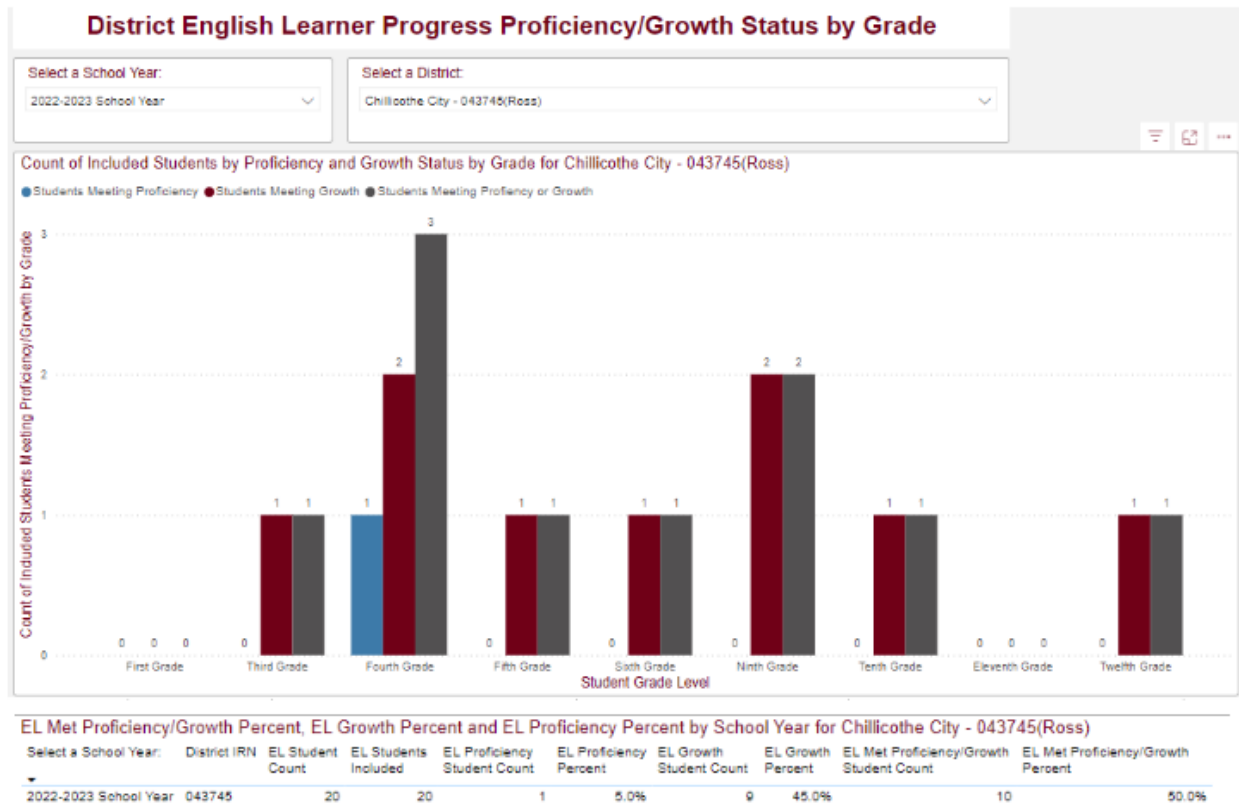


- 2023 3rd Grade ELA Ohio State Test - Students with Disabilities**

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



• **The Ohio English Language Proficiency Assessment (OELPA)**



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

- **The Alternate Assessment for Students with Significant Cognitive Disabilities** and benchmark assessments, as applicable.
 - Our participation in Reading Alternate Assessments was .85% which is below the target of less than or equal to 1.00%
 - Our participation rate in Math Alternate Assessments was .85% which is below the target of less than or equal to 1.00%

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.

Internal factors contributing to low reading achievement in the school district or community include

- Chillicothe Primary School serves students in grades K-2. This limits the ability of teachers to work together to ensure a consistent K-3 literacy continuum of instruction.
- The school has a variety of resources that are available to teachers; however, the use of said resources is inconsistent across teachers and grade levels. The staff lacks expertise in high-quality, evidence-based instructional strategies in reading and writing. Teacher-based teams and a system of meetings have been established, but teachers do not fully understand the five-step process and how to select evidence-based instructional methods. There is often a reliance on online resources that are not endorsed by the district.
- When given high-quality instructional resources, teachers are often resistant to implementing them; some reasons for this resistance include not enough time or not enough training for teachers. When professional development opportunities are given, teachers at times still resist implementation without being held accountable.
- Teacher and administrative turnover also presents a barrier to improved reading achievement in the school district. Because of continual turnover, district goals and priorities fail to gain traction and forward progress cannot be made. Further, when considering staff turnover, it is important to consider professional development opportunities and the inconsistencies that arise when new staff enter the district without fully being onboarded and trained in district protocols.

External factors contributing to low reading achievement in the school district or community include

- Due to the location of the school district which is surrounded by small rural communities that are geographically spread apart, the candidate pool for new hires is limited. In many cases, positions only have one applicant or go unfilled.
- As a district, the chronic absenteeism rate is currently 37.5%. Though the district employs multiple individuals focused exclusively on attendance, this issue is largely outside of the district's control. Furthermore, the local court system is overwhelmed by attendance cases, and the support given to the district is not timely.
- 100% of district students receive free lunch and breakfast, which is evidence of the pervasive economic disadvantage. Research suggests that students who are economically disadvantaged and enter kindergarten below grade level are more likely to remain below grade level throughout their schooling.
- There is an overwhelming lack of parent support or involvement in the district, which is exacerbated by the low socioeconomic status of many families and the geographic locations of the buildings (which before consolidation

were located in a variety of neighborhoods around the district). The locations of the buildings prevents many families from attending events such as conferences or open houses due to not having adequate transportation.

- Despite having a preschool funded by the district, access to quality early childhood education programs continues to be a challenge. Less than half of the district's kindergarten students previously attended the district's preschool program.

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 revealed root causes related to curriculum and instruction. Specifically, there are numerous gaps that exist in pacing or curriculum and there is a lack of a streamlined comprehensive assessment system. These causes are related to a lack of continuity with staff turnover, a lack of time for professional development, and a lack of implementation by adults.

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.

Goal: By the end of the 2023-2024 school year, each grade level, including all subgroups, will increase the percentage of students meeting proficiency by at least 10% on the appropriate reading assessment (see below).

Subgoals:

- K -By the end of the 2023-2024 school year, the percentage of students identified as “on track” in the class of 2036, according to the district reading diagnostic assessment, will increase from 47% to 57%.
- 1 - By the end of the 2023-2024 school year, the percentage of students identified as “on track” in the class of 2035, according to the district reading diagnostic assessment, will increase from 36% to 46%.
- 2 - By the end of the 2023-2024 school year, the percentage of students identified as “on track” in the class of 2034, according to the district reading diagnostic assessment, will increase from 36% to 46%
- 3 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2033 on the Ohio State Test in English Language Arts will increase from 40% (2022-2023, 3rd Grade OST percentage) to 50%.
- 4 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2032 on the Ohio State Test in English Language Arts will increase from 40% (2022-2023, 3rd Grade OST percentage, same cohort of students) to 50% .
- 5 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2031 on the Ohio State Test in English Language Arts will increase from 48% (2022-2023, 4th Grade OST percentage, same cohort of students) to 58% .
- 6 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2030 on the Ohio State Test in English Language Arts will increase from 58% (2022-2023, 5th Grade OST percentage, same cohort of students) to 68%

- 7 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2029 on the Ohio State Test in English Language Arts will increase from 58% to 68% (2022-2023, 6th Grade OST percentage, same cohort of students).
- 8 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2028 on the Ohio State Test in English Language Arts will increase from 64% to 74% (2022-2023, 7th Grade OST percentage, same cohort of students).
- 10 - By the end of the 2023-2024 school year, the proficiency rate of the class of 2026 on the Ohio State Test in English Language Arts will increase from 43% to 53% (2021-2022, 8th Grade OST percentage, same cohort of students).

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 the end of the 2023-2024 school year, each grade level will increase the percentage of students meeting proficiency by at least 10% on the appropriate reading assessment

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Students on RIMPs will receive differentiated explicit instruction in one of the five components of reading at least three times per week.	Every K-3 teacher and every 4-12 ELA teacher will participate in teacher-based team meetings, analyzing student data and adult implementation data and adjusting instruction based on student needs.	Complete and implement an integrated curriculum that provides explicit connections between subject areas, real-world skills, and social emotional health.
Timeline	Fall 2023 - ongoing	Fall 2023 - ongoing	Fall 2023 - ongoing
Lead Person(s)	Classroom Teachers, Reading Specialists, Literacy Coaches	Team Leads and Administrators	STEM facilitators, classroom teachers, administrators, literacy coaches
Resources Needed	95% Group Phonics Materials, Phonics Learning Library, Decodable Texts, Authentic Texts, evidence-based instructional routines	OIP 5-Step Process, student performance data, decision tree for K-6, evidence-based instructional routines	Integrated curriculum, Ohio State Standards, professional development, Ohio STEM Designation Rubric
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	Literacy coaches will provide modeling and support as needed. Administrators will provide a schedule. Action	Administrators will define the TBT schedule and assist in facilitating meetings. Team members will come to	STEM facilitators and Literacy Coaches will work with classroom teachers to design, improve and implement an integrated curriculum. Administrators will complete

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

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	step will be reviewed periodically at TBT meetings	meetings prepared to discuss data.	walkthroughs to ensure implementation of the integrated curriculum.
Measure of Success	Students exiting RIMPS Monitoring of teacher implementation	TBT agendas, completion of 5-step process	Further developed curriculum guides focusing on reading across the content areas, explicit literacy instruction, and application of literacy skills
Description of Funding	Disadvantaged Pupil Impact Aid, Title I, Expanding opportunities, General fund	General fund, Title I	Disadvantaged Pupil Impact Aid, Title I, Expanding opportunities, General fund
Check-in/Review Date	May/June 2024	March 2024, May/June 2024	Monthly through June 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 district will continue to use its current system of collecting and reviewing data while refining the system throughout the year. Data and strategies will be discussed biweekly TBTs, Monthly BLTs, and quarterly DLTs. Strategies for removing barriers such as time and scheduling, staff onboarding, and communication will be discussed at all levels.

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.**

Chillicothe City Schools is committed to implementing the following research-based instructional strategies with all students that are recommended by IDA to support not only students with dyslexia but any student who is struggling to learn to read, including but not limited to, all students that are currently on Reading Improvement and Monitoring Plans.

1. Provide direct and explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Provide structured fluency practice using grade-level appropriate types and text levels.
3. Utilize data to pinpoint why a student is struggling and then provide personalized instruction to meet that student's needs
4. Provide reading instruction and practice in all content areas.

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.*

The district identified the lack of structured, systematic phonics instruction and vertical alignment as a root cause of reading difficulties. The 95 percent group products including Tier 1 - 3 resources were provided to all classrooms K-2. These resources were expanded into the 3-6 classroom during the 2023-2024 school year. We will continue to monitor the implementation for the next 2 school years. Data will be reviewed during our OIP structured teams. High-quality

resources and instructions will be included in our district curriculum guides. Curriculum guides will be reviewed quarterly at teacher-based meetings.

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.*

All of our staff at the K-3 level completed the required 18 hours of reading instruction professional development as required by the Dyslexia Support Laws during the 2022-2023 school year. Newly hired staff is completing the training. We will continue to follow the timeline established in the Dyslexia Support Laws in order to meet this requirement with other district staff.

The district employs five literacy coaches. Coaches participate in frequent review of student performance data and tailor their coaching cycles to the needs of individual classrooms. In addition, they participate in monthly review of student data and provide group coaching on instructional practices as needs indicate in the data. In addition, professional development is offered throughout the year that allows staff to select appropriate sessions that support their personal professional goals in the area of literacy. In addition, we have contracted to provide annual training on culturally responsive practices.

APPENDICES

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

