



March 22, 2024

Dear Superintendent Mays:

Thank you for submitting the Cleveland College Preparatory School 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 an increase in time and focus on daily core reading instruction.
- The plan includes regular check-ins to monitor the progress of the action plan.
- The plan utilizes small group instruction to provide additional opportunities for direct teaching of skills, as well as student practice.


**This plan will benefit from:**

- This plan would benefit from level-setting professional development related to reading instruction as well as targeting what specific areas new teachers need to align with school goals.
- The plan may benefit from the completion of a school-wide inventory (such as the Reading Tiered Fidelity Inventory) to identify which specific areas within the system are working effectively and which areas need additional support. Your State Support Team will be able to assist with this.
- The plan will benefit from additional specificity within measurable learner goals.
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The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Cleveland College Preparatory School 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](mailto: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:** Cleveland College Preparatory School

**DISTRICT IRN:** 012010

**DISTRICT ADDRESS:** 4906 Fleet Avenue, Cleveland OH 44105

**PLAN COMPLETION DATE:** December 19, 2023

**LEAD WRITERS:** Delbert Christopher Scott, Principal

## 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
Delbert Christopher Scott	Principal	4906 Fleet Avenue, Cleveland OH 44105	dscott@clevelandcollegeprep.org
Carlesia Jones	Director of Academics	4906 Fleet Avenue, Cleveland OH 44105	cjones@clevelandcollegeprep.org
Darryl Thompson	Dean Of Students	4906 Fleet Avenue, Cleveland OH 44105	dthompson@clevelandcollegeprep.org

Jennifer Turski	Regional Director of Academics	21110 Southgate Blvd, Maple Heights OH 44137	jturski@accelschools.com

## 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.\*

At the conclusion of the 2022-2023 academic year, Cleveland College Preparatory School's leadership team in conjunction with the District Leadership Team provided a data analysis in the areas of ELA. Using diagnostic data, an accurate prediction was provided to anticipate performance specifically in the area of English Language Arts.

After completion of the data analysis, the District Level Team met with the Building Leadership Team to develop a plan to improve literacy in the early grades. From August to September the team identified the key components to the previously implemented early literacy instructional model. Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), the key identifications determined the shifts in approach for the 2023-2024 academic year.

Many of the shifts related directly to the instructional approach inclusive of effective use of learning materials, strategic, data-based planning processes, regular and effective use of assessment tools, and intervals of progress monitoring. Based upon the outlined shifts, it was determined additional instructional components and additional professional development opportunities and trainings for all parties servicing the early literacy instruction was required during the 2023-2024 academic year.

Shared during the onset meetings for the 2023-2024 academic year, intervals of progress monitoring were developed. It was determined that two-week intervals of progress monitoring were identified as the most appropriate frequency. Early literacy instructors were determined to be responsible for the administration of diagnostic assessments. Upon receipt of aforementioned data, the BLT would review the implemented data to determine possible shifts to increase the improvement throughout the school year.

Communication of such plans, shifts, and adjustments are supported by regular meeting notes, email follow-ups, in addition to training opportunities determined as needed by the BLT. Such intervals apply for the TBT, BLT, and DLT meetings.

## 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 developed Reading Achievement Plan targets Early Literacy strategies designed to build and improve the levels of instructional through the instructional tiers: (1) regular classroom instruction, (2) small group support, and (3) high intensity one-on-one or small group interventions. In reviewing programs, it was determined that an alignment to the current instructional practices should remain a priority, particularly Tier 1. Using research-based practices, the development of the plan will directly align with Ohio Improvement Process; therefore, the usage of the 5-Step Process recommended by the Ohio Department of Education remains a priority.

The BLT met during the summer prior to the beginning of the 2023-2024 addressing the Collecting Evidence of Student Learning. Evidence of student learning includes, but is not limited to, examining K-3 achievement ratings from the Ohio State Report Card, K-3 i-Ready assessment data, K-8 Restart Readiness Benchmark data, internal short-cycle assessments for ELA, as well as informal and formal observation data collective through classroom walkthroughs.

Upon completing the collection of evidence of student learning, the BLT proceeded to the second step; Analyze Assessment Results. In reviewing and analyzing the aforementioned data points, a SWOT analysis was conducted to determine the Strengths, Weakness, Opportunities, and Threats of each, which we determined instructional practices that contributed to the decline according to the early literacy data was phonemic awareness and interacting with text.

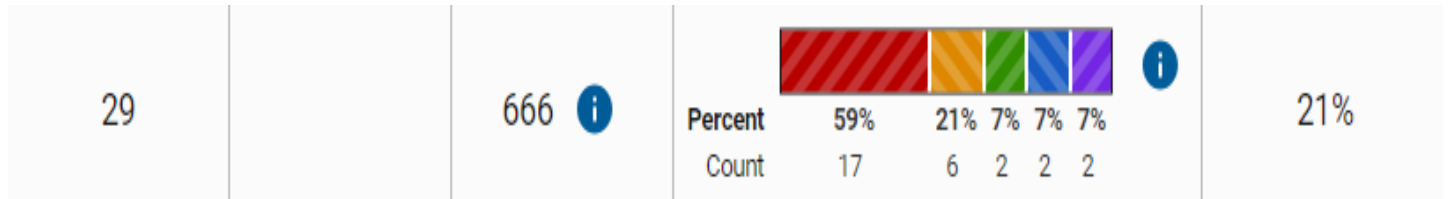
# SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL\*

## 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.**

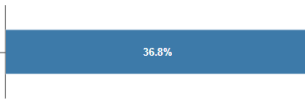
### Ohio State Test – 3<sup>rd</sup> ELA



Third graders at Cleveland College Preparatory performed at Limited in ELA. Our students have trouble identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts. In relationship to State performance, our students scored ten percentage points below their peers in the State of Ohio

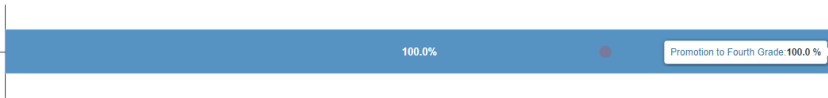
#### Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.



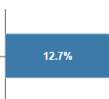
#### Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.



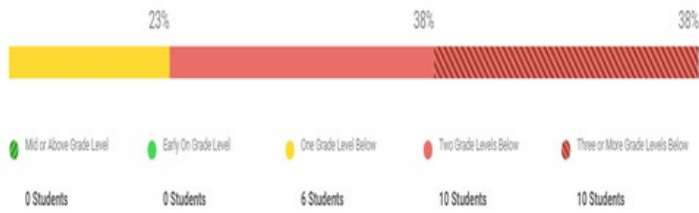
#### Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2021 and fall of 2022 as well as results from the 2022-2023 state English language arts test.



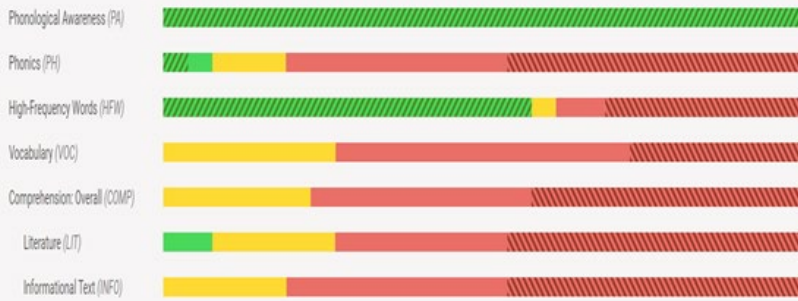
## Overall Placement

Students Assessed/Total: 26/27

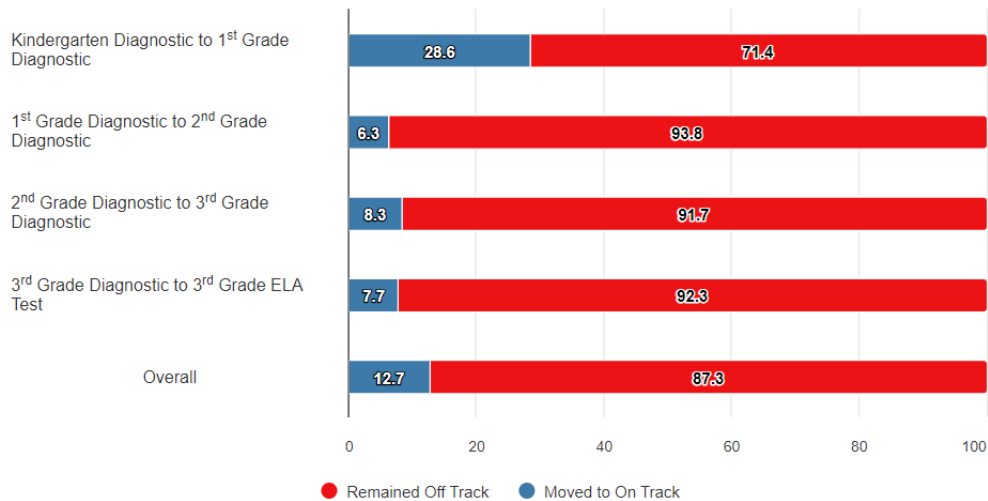


[The Mapping Between 5-Level and 3-Level Placements](#)

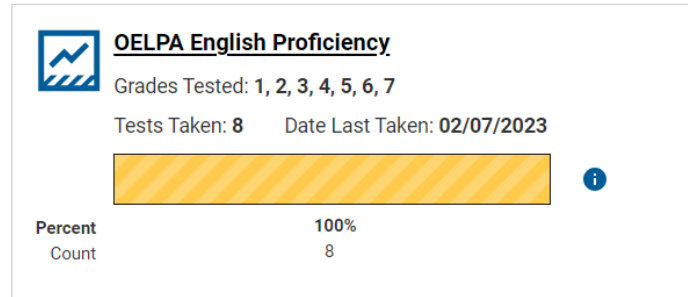
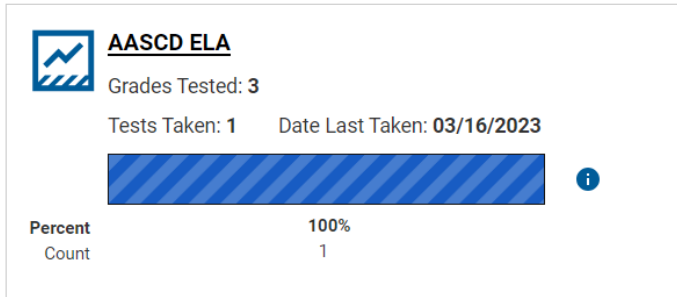
### Placement by Domain



## Percentage of Previously Off Track Students That Moved to On Track







**Strengths:**

- In comparison to the 2021-2022 SY, Cleveland College Preparatory School students increased 12.2% over the previous academic year, from 27.8% to 40%.
- 7.7% of students moved to on-track from not-on-track according to beginning of year diagnostic screeners.

**Weaknesses:**

- In the area of fluency, 20% of started the year at grade level, by years end, 26% of 3rd grade students were on track.
- Although 100% of the third graders were promoted to fourth grade, only 36.8% of the scholar's met proficiency.

**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.*

When looking at the data, we have seen a steady rate in the percentage of scholars that have met the cut score for the Third Grade Reading Guarantee. However, we need to continue to push the number of scholars that are proficient or higher in reading. Additionally, there is a need to increase the number of students who are performing off-track to then perform on-track during the next Fall diagnostic. The following have been identified as contributing factors of the low reading achievement:

- At the Cleveland College Preparatory School, we have also observed an increase in scores of the scholars that have been at the school consistently for two or more years. Cleveland College Preparatory School will focus on the scholars that are enrolled for less than that interval of time to increase their performance at a more rapid rate. Specifically, students who were on track the previous year in grades K-3 and improving them to on-track.
- During the 2022-2023 school year that was a lack of data meetings that were occurring which prevented us from consistently differentiating instruction to meet the needs of the scholars. The Building Leadership Team will ensure that this is occurring with fidelity.
- Another contributing factor to deficient performance in grades K-3 on-level status is the inconsistent implementation of the prescribed curriculum. Beginning in the 2021-2022 school year, Cleveland College Preparatory began the usage of Into Reading & Into Literature as the primary curriculum. Utilized in a Tier I setting, this new curriculum should now provide a growth trajectory that will be evidenced in performance in grades K-3.

- The K-2 grade band includes regular small group instruction during their English Language Arts block. Using *Tri-Rotations*, students receive Tier II and Tier III instruction to target student growth in the key domains inclusive of phonics, phonemic awareness, high frequency words, while also addressing comprehension. With assistance from the Director of Academics, intentional small group instruction will be implemented in all classrooms.

### 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.*

Although 100% of the third graders were promoted to fourth grade, only 36.8% of the scholar's met proficiency. The K-2 grade band includes regular small group instruction during their English Language Arts block. During Tri-Rotations, students receive Tier II and Tier III instruction to target student growth in the key domains inclusive of phonics, phonemic awareness, high frequency words, while also addressing comprehension. However, during the 2022-2023 academic year, tri-rotations were not consistently implemented. With assistance from the Director of Academics, intentional small group instruction will be implemented in all classrooms during the 2023-2024 academic year.

One area of concern was the lack of experienced teachers and lack of classically trained teachers during the 2022-2023 school year. Several of these teachers were hired after summer training and we had several staff members with non-bachelor's degree substitute licenses. Therefore, they missed the ten-day summer institute for new teachers. In order to ensure that the teachers have the professional development that they need, we are offering targeted professional development in small groups to address the needs of the 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.*

Goal Statement: Cleveland College Preparatory School will increase the number of scholars demonstrating proficiency on the Spring 2024 English Language Arts Ohio State Tests by 40%, compared to previous years.

Subgoal 1: Cleveland College Preparatory School will increase the number of students who moved to on-track by 50%.

Subgoal 2: Cleveland College Preparatory School will decrease the percentage of students who were identified as "not-on-track" based on BOY data in i-Ready.



**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 # \_\_\_ Action Map**

Goal Statement:

Evidence-Based Strategy or Strategies:

Timeline	Beginning August 2023 through May 28th	Beginning August 2023 through May 28th	Beginning August 2023 through May 28th
Resources Needed	<p>Into Reading curriculum resources</p> <p>i-Ready by Curriculum Associates</p> <p>Ohio State Test Blueprints and previously released testing materials</p>	<p>Phonics by Curriculum Associates resource materials</p>	<p>Phonics by Curriculum Associates resource materials</p> <p>SRA Reading Decoding Materials</p> <p>Teacher Toolbox by i-Ready</p> <p>Performance Coach Books</p> <p>Measuring Up Books</p>
	<p>instruction towards OST-Aligned sample products during period titled Problem of the Day.</p>		
Measure of Success	i-Ready diagnostics, growth monitoring, standards mastery, and scrimmages.	i-Ready diagnostics, growth monitoring, standards mastery, and scrimmages.	i-Ready diagnostics, growth monitoring, standards mastery, and scrimmages.

	Data analysis will monitor the performance of students in the area of fluency, decoding, and comprehension.	Data analysis will monitor the performance of students in the area of fluency, decoding, and comprehension.	Data analysis will monitor the performance of students in the area of fluency, decoding, and comprehension.
Check-in/Review Date	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024 5/24/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024 5/24/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024 5/24/2024

## 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.*

In order to assist scholars and teachers to push towards our goals, data will be analyzed by the teacher meeting with the Director of Academics utilizing the following methods:

- I-Ready Diagnostic Assessments – Diagnostic testing will occur three times per school year (Beginning of Year, Middle of Year and End of Year). Cleveland College Preparatory School will monitor growth once the results of each assessment has been analyzed. The raw data will be disseminated to teachers in order to be analyzed and will be reported to stakeholders (parents, board members etc.).
- Standards Mastery and Scrimmages– This assessment will be utilized in grades 2-3 to identify mastery level of taught grade level standards. This data will provide information on standards that need additional small group support in order to be mastered. The Director of Professional Learning will share this information during weekly debriefs in which members of the District Leadership Team are also present.
- Growth Monitoring – This assessment is utilized in grades K-1 to identify scholars' progress towards meeting their typical and stretch goals. Scholars that are not showing growth will be identified as receiving specific instruction in small group instruction. This information will be shared out during TBTs and data meetings through notes.

The teacher will collaborate with the scholars to move the data effectively. The scholars will work within their differentiated groups so that they are able to receive all information that is needed, and the information is at a level that the scholars can comprehend and increase their achievement level. Teachers will report the classroom data during their coaching meetings which is shared with the Principal and Regional Director of Academics weekly.



## 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.**

Cleveland College Preparatory School is dedicated to incorporating evidence-based strategies into daily instruction. First, we will be increasing the English Language Arts instructional minutes by ensuring proper implementation of board adopted curriculum. This provides learners with additional reading comprehension instruction. This will allow all scholars to engage in grade level instruction which will increase their ability to answer comprehension questions supported by textual evidence.

Small group instruction will also be utilized during daily tri-rotations or intervention block. This will allow scholars to receive targeted phonics instruction to assist with decoding and fluency skills. Additionally, during small group instruction, targeted independent work will allow scholars to practice skills they have not yet mastered.

The utilization of board approved curriculum in a Tier II and Tier III approach will ensure that differentiated supports are made available to students to improve performance. This will target specifically the performance of off-track students to get them on-track by the next Fall screener.

### 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.*

Cleveland College Preparatory School will ensure that the needs of all scholars will be met by ensuring that the teachers and administrators have consistent communication, push scholars to higher levels of instruction, and incorporate further differentiation within the classroom as well as during intervention block. For the strategies to be effective, teachers must first receive extensive professional development during summer training. After the initial professional development, we will continue to follow through on the expectations by providing teachers with embedded professional development. This

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



will hold all members of the school accountable, which was lacking in previous years. Data discussions with both the district and school leadership teams will ensure that the school is making adequate progress.

## 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 135<sup>th</sup> 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.**

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

- Into Reading & Into Literature Annual Training – This training will be provided to all K-8 staff members in order to provide guidance on proper implementation of the curriculum. Additional training will occur throughout the year if needed.
- Tri-Rotation Training – This training will be provided to all K-2 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.
- Intervention Block Training - This training will be provided to all 3-8 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.

Cleveland College Preparatory School is dedicated to continuous professional development for all staff members throughout the year. Prior to the professional development sessions, the Director of Academics and Principal will collaborate with the Regional Director of Academics in order to determine what is needed by the teachers and areas of improvement.

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

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## 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.*