



March 4, 2024

Dear Superintendent Chapman:

Thank you for submitting the Columbus City Schools 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:**

- This plan included a comprehensive data analysis that reveals a sense of urgency for CCS. The root cause analysis identified adult implementation challenges as one cause for low literacy scores.
- This plan is a comprehensive prek-12 plan that focuses on the critical components of becoming a proficient reader.
- This plan includes a comprehensive PD plan for educators with job embedded support through instructional coaching and the training of in-house trainers.
- The plan includes monitoring for grade bands and subgroups of students. Several assessments are identified at the elementary level and a literacy learning walkthrough form is an indication of monitoring adult implementation quarterly.

**This plan will benefit from:**

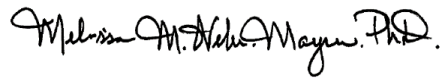
- Consider setting adult implementation goals that uses district TBTs and walkthrough data to show changes in practices and consistent implementation.
- Consider outlining a PD and support plan for building leaders and area leaders. The root cause indicated inconsistent communication across area leaders. What is central offices plan to ensure communication to the building and classroom levels are aligned to the overall agency goals and action plans?
- Consider outlining how CCS will use DLT, DLT, TBTs, multidisciplinary teams and instructional coaches to strengthen implementation?
- Consider outlining a consistent plan for monitoring RIMPS.

- Consider discussing how the district MTSS plan and the Reading Achievement Plan intersect.

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

Columbus City Schools

**DISTRICT IRN:**

043802

**DISTRICT ADDRESS:**

270 East State Street

Columbus, OH 43215

**PLAN COMPLETION DATE:**

December 19, 2023

**LEAD WRITERS:**

Jennifer Ey, Dr. Terra Baker, Michael Sain, Kristen Kettlehake, Carla Mae Phillips, Jennifer Sheehan, Amber Bernal, Rachel Huntley, Kyler Love, Candy Pena, Linai Booker

## 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 include team members from the early childhood providers that feed into the district or school.*

Name	Title/Role	Location	Email
Jennifer Ey	Director of Literacy	Columbus City Schools	jey@columbus.k12.oh.us
Michael Sain	Director of ESL Services	Columbus City Schools	msain2444@columbus.k12.oh.us
Carla Mae Phillips	Coordinator of Secondary ELA	Columbus City Schools	cphillips3865@columbus.k12.oh.us
Terra Baker	Director of Early Childhood Education	Columbus City Schools	tbaker6191@columbus.k12.oh.us
Kristen Kettlehake	Equity Strategist	Columbus City Schools	kkettlehake@columbus.k12.oh.us
Sarah Pubal	Extended Learning Specialist	Columbus City Schools	spubal4479@columbus.k12.oh.us
Judith Jones	Supervisor of Gifted and Talented Services	Columbus City Schools	jjones9@columbus.k12.oh.us
Jennifer Sheehan	Special Education	Columbus City Schools	jsheehan2360@columbus.k12.oh.us

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 Reading Achievement Plan was developed as a collaborative effort between multiple departments within Columbus City Schools. The Elementary Literacy team assumed the lead role and met with other leaders in academic services in order to assemble and review district data, set goals, and create action steps to meet these goals. Preparation discussion was completed at the district Literacy Committee meeting in December 2023. Each department that provided a written contribution to the plan is included in the above list of team members (Section 1, Part A). The finalized plan will be shared upon completion with district leadership and discussed in detail at the January 2024 Literacy Committee meeting. After this meeting, the plan will be communicated with district area superintendents, principal coaches, principals, and family ambassadors. The district Literacy Committee will commit a portion of monthly meetings to the monitoring of the Reading Achievement Plan. This plan is directly tied to the CCS Literacy Board Goal updated on November 28, 2023.

## 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.*

With our District's focus on academic growth, equitable access is critical to ensure all students demonstrate positive outcomes regardless of their background, identity, or circumstance. Equitable practices, such as access to high-quality instructional practices, evidence-based interventions, inclusive practices, and analyzing data through an equity lens, improve learning outcomes, specifically around literacy. By addressing the root cause of achievement gaps and providing targeted support, educational outcomes can be improved for all students.

The goals set forth in this plan directly align with the district improvement strategies through data-based decision making, Board Goals and Guardrails, RIMPand Dyslexia Interventions, and equitable access to rich, evidence-based literacy curricula. The district strategies include:

1. The district will implement the district MTSS Framework which is inclusive of our literacy, math, core instructional frameworks and curriculum guides across all grade levels. Decision trees will also be utilized to support intentional and personalized interventions based on identified needs and progress of students.
2. The district will ensure all students have access to strong Tier 1 instruction through a guaranteed and viable curriculum. Tier 1 learning is differentiated and scaffolded to ensure access for all students, including students with disabilities and English Language Learners.
3. The district will create and implement a district-wide instructional engagement plan focusing on increasing students' motivation and sense of belonging using culturally responsive pedagogy.

## 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,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **iReady Reading Diagnostic Assessment: K-8**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities**

The CCS Reading Achievement Plan (RAP) is needed for the district and the community for a number of reasons. The primary driver for the district's RAP is based upon receiving fewer than three stars on the Early Literacy measure on the state report card. Additionally, more than half of CCS students in kindergarten are not entering school ready to learn with prerequisite early literacy skills that are related to print awareness and vocabulary. In addition, over half of CCS students in 3rd, 8th, and 10th grades are not considered on track academically, demonstrating a need for targeted interventions at the student level as well as supporting a need for ongoing, job-embedded teacher support and professional development in grades PreK-10. The following data sources were utilized to review and analyze student performance indicators in language and literacy within the targeted PreK-10 grade-levels, particularly among student group populations:

- The Kindergarten Readiness Assessment,
- Ohio's State Test for English language arts assessment for grades 3-8,
- iReady Reading Diagnostic Assessment: K-8
- The Ohio English Language Proficiency Assessment (OELPA)
- The Alternate Assessment for Students with Significant Cognitive Disabilities

#### **Ohio Kindergarten Readiness Assessment (KRA)**

As measured by the KRA multi-year trend, data for school years 2019-2020, 2020-2021, 2021-2022, and 2022-2023, phonics and phonemic awareness are identified as areas of weakness. More specifically, Kindergarten Readiness Assessment data for all CCS Kindergartners indicates that more than 61% of kindergarten students are not at the "demonstrating" level at the start of the school year. The standards that make up the components of key phonics and phonemic awareness foundational skills, such as identifying beginning sound, segmenting syllables in words, identifying rhyming words, making letter sounds, and naming letters, consistently stand out as the lowest scoring areas on the KRA for the past four years. These identified areas of weakness are the early childhood education key precursors to reading achievement. District data also found significant differences in the KRA scores of students who were enrolled in CCS PreK classrooms. The percentage of students who participated in CCS Early Childhood Education (ECE) programming who were considered on-track was significantly higher than students that did not participate in a CCS ECE program.



KRA Fall 2023 All Students Language Literacy Scores						CCS PreK 22-23 Students Language Literacy Scores						
Race/ Ethnicity	Not On Track	%	On Track	%	Grand Total	Race/ Ethnicity	Not On Track	%	On Track	%	Grand Total	
Asian	79	73.15%	29	26.85%	108	Asian	22	70.97%	9	29.03%	31	
Black	1029	61.10%	655	38.90%	1684	Black	366	51.40%	346	48.60%	712	
Hispanic	502	78.56%	137	21.44%	639	Hispanic	128	61.54%	80	38.46%	208	
Native American	7	70.00%	3	30.00%	10	Native American	4	66.67%	2	33.33%	6	
Mixed	173	50.88%	167	49.12%	340	Mixed	47	41.96%	65	58.04%	112	
Pacific Islander	1	100.00%	0	0.00%	1	Pacific Islander	1	100.00%	0	0.00%	1	
White	379	49.16%	392	50.84%	771	White	76	37.81%	125	62.19%	201	
<b>Grand Total</b>	<b>2170</b>	<b>61.08%</b>	<b>1383</b>	<b>38.92%</b>	<b>3553</b>	<b>Grand Total</b>	<b>644</b>	<b>50.67%</b>	<b>627</b>	<b>49.33%</b>	<b>1271</b>	
<b>Gender</b>												
<b>Female</b>	<b>1032</b>	<b>58.84%</b>	<b>722</b>	<b>41.16%</b>	<b>1754</b>	<b>Female</b>	<b>299</b>	<b>47.31%</b>	<b>333</b>	<b>52.69%</b>	<b>632</b>	
<b>Male</b>	<b>1138</b>	<b>63.26%</b>	<b>661</b>	<b>36.74%</b>	<b>1799</b>	<b>Male</b>	<b>345</b>	<b>53.99%</b>	<b>294</b>	<b>46.01%</b>	<b>639</b>	
<b>Grand Total</b>	<b>2170</b>	<b>61.08%</b>	<b>1383</b>	<b>38.92%</b>	<b>3553</b>	<b>Grand Total</b>	<b>644</b>	<b>50.67%</b>	<b>627</b>	<b>49.33%</b>	<b>1271</b>	
										CCS PS 22-23 Students Enrolled at End of Year	93.78%	1192
										CCS PS 22-23 Students as % of All Students Taking F	35.77%	
<b>Not On Track</b>												
<b>Female</b>	<b>Not On Track</b>	<b>%</b>	<b>On Track</b>	<b>%</b>	<b>Grand Total</b>	<b>Female</b>	<b>Not On Track</b>	<b>%</b>	<b>On Track</b>	<b>%</b>	<b>Grand Total</b>	
Asian	45	77.59%	13	22.41%	58	Asian	10	76.92%	3	23.08%	13	
Black	486	55.93%	383	44.07%	869	Black	180	46.63%	206	53.37%	386	
Hispanic	229	77.89%	65	22.11%	294	Hispanic	51	60.00%	34	40.00%	85	
Native American	5	83.33%	1	16.67%	6	Native American	4	80.00%	1	20.00%	5	
Mixed	81	48.80%	85	51.20%	166	Mixed	22	37.29%	37	62.71%	59	
White	186	51.52%	175	48.48%	361	White	32	38.10%	52	61.90%	84	
	1032	58.84%	722	41.16%	1754		299	47.31%	333	52.69%	632	
<b>Male</b>						<b>Male</b>						
Asian	34	68.00%	16	32.00%	50	Asian	12	66.67%	6	33.33%	18	
Black	543	66.63%	272	33.37%	815	Black	186	57.06%	140	42.94%	326	
Hispanic	273	79.13%	72	20.87%	345	Hispanic	77	62.60%	46	37.40%	123	
Native American	2	50.00%	2	50.00%	4	Native American		0.00%	1	100.00%	1	
Mixed	92	52.87%	82	47.13%	174	Mixed	25	47.17%	28	52.83%	53	
Pacific Islander	1	100.00%	0	0.00%	1	Pacific Islander	1	100.00%	0	0.00%	1	
White	193	47.07%	217	52.93%	410	White	44	37.61%	73	62.39%	117	
	1138	63.26%	661	36.74%	1799		345	53.99%	294	46.01%	639	
<b>Grand Total</b>	<b>2170</b>	<b>61.08%</b>	<b>1383</b>	<b>38.92%</b>	<b>3553</b>	<b>Grand Total</b>	<b>644</b>	<b>50.67%</b>	<b>627</b>	<b>49.33%</b>	<b>1271</b>	

**I-Ready Assessment Data**

Our recent achievement data indicates our students are not progressing in literacy, and therefore are not meeting the state standard of reading proficiency for third through eighth grade. There was previously an inconsistent use of district-adopted Tier 1 curriculum in our elementary buildings. The COVID-19 pandemic further impacted literacy instruction in the classroom, as students are entering each grade level with a disparate range of skills, and many, if not most, have unfinished learning in foundational skills from the previous grade level. While we see these concerns for all students, there is also a significant achievement gap with our students with special needs. Additionally, although our EL

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

population is growing at a higher rate than our general education students, there remains an achievement gap with this population of students.

Student Groups by Grade Fall 2023:

Kindergarten - On-Track 18%, Not-On-Track 83%

1st Grade - On-Track 10%, Not-On-Track 90%

2nd Grade - On-Track 16%, Not-On-Track 84%

3rd Grade - On-Track 26%, Not-On-Track 75%

Key findings were:

- Performance in the foundational skill of Phonological Awareness is consistent, with an average of 32% of K-2 students on or above grade level in both Fall 2023 and Fall 2024.
- Percentages of students scoring on or above grade level in Phonics are: K (20%), 1st (14%), 2nd (19%), 3rd (34%). This is an average gain of 3 percent from Fall 2022.
- Vocabulary continues to be a challenge with an average of 81% of students in grades K-8 scoring at least one to three years below grade level on Fall 2023 iReady data as well as Fall 2022.
- 82% of K-8 students are placing at least one to three years below grade-level according to Fall 2023 iReady data in reading comprehension. This is a 1% decrease from Fall 2022.
- 16% of K-8 students scored at or above grade level in reading according to Fall 2023 iReady data.

### **Ohio State Test (OST) on 3-5 English Language Arts (ELA) Assessment**

When analyzing the CCS 3rd grade student performance on the Fall OST ELA Assessment, 25.2% of students were proficient for the 2023-2024 SY. The district's 3rd grade students scoring proficient or higher demonstrated an increase of 6.8% from Fall 2022. The overall percentage of students meeting the proficient standard illustrates the need to identify evidence-based practices/interventions and provide enhanced professional development and strategies to support the district's most at-risk students.

When looking at the three assessed domains of the 2023 test, Reading Informational Text, Reading Literary Text, and Writing, we found that 3rd grade students averaged 46% for Reading Informational Text, 45% for Reading Literary Text, and 42% for Writing. As for 4th grade students, the Reading Informational Text average was 48%, the Reading Literary Text average was 44%, and the Writing average was 41%. The 5th grade student average for Reading Informational Text was 63%, the Reading Literary Text average was 53%, and the Writing was 43%. With regards to overall proficiency, 3rd grade students had a 31% proficiency rate, 4th grade students had a 33% proficiency rate, and 5th grade students had a 42% proficiency rate. These numbers, when compared with the previous year's proficiency averages of 30.44% for 3rd grade, 35.68 % for 4th grade, and 34.57% for 5th grade, show an increase of less than 1% for 3rd grade students, a decrease of less than 3% for 4th grade students, and an increase of over 7% for 5th grade students.

## Ohio State Test (OST) Assessments for English Language Arts (ELA) 6-10

This [OST 2023 Data Report for ELA 6-10](#) compiled by our district includes current data and seven-year trends. As noted in the chart below from the Report, students taking the ELA 7 & 8 tests in Spring 2023 matched or exceeded the district's pre-Pandemic 2018-19 proficiency results (7th-36%; 8th-30%) with the ELA 8 scores being the highest recorded on the OST at that grade level. Students taking the ELA 10 test were only 1% behind the scores in 2018-19 and the students taking the ELA 6 were 2% below the 2018-19 scores, but 4% above the 2020-21 scores. While the state scores in Grades 6-8 & 10 average at 59% proficiency, our district averages 30% in proficiency, up slightly from 28% in 2022. This means that approximately 70% of our students at all grade levels (6th-75%, 7th-64%, 8th-70%, 10th-71%) are scoring at the Limited & Basic levels and only 9-18% of students (6th-13%, 7th-18%, 8th-10%, 10th-9%) are scoring Accomplished or Advanced. When breaking down the three areas of the 2023 test, Reading Literary Text, Reading Informational Text, and Writing, we find that our students averaged 46% for Literary Text Questions, 40% for Informational Text Questions, and out of a possible 10 points on the essays, our students averaged 3.45 points on both their Argument and Informational compositions. Turning to cohort growth, 7<sup>th</sup> graders taking the 2023 OST performed 8% better than they did in 2022 on the OST and 8<sup>th</sup> graders remained constant with their 2022 scores.

*Overall Proficiency Results on OST ELA Assessments 2016-2023*

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Seven-Year Trend	2023 State of Ohio
<b>Grade 6</b>	24%	30%	27%	27%	21%	28%	25%	26%	55%
<b>Grade 7</b>	24%	30%	32%	36%	31%	30%	36%	31%	65%
<b>Grade 8</b>	25%	21%	24%	29%	21%	25%	30%	25%	58%
<b>ELA I</b>	29%	32%	25%	28%	—	—	—	29%	—
<b>ELA II</b>	31%	28%	24%	30%	28%	28%	29%	28%	56%

The overall percentage of students meeting the proficient standard illustrates that our students are not comprehending grade-level complex text successfully enough to answer standard-aligned questions and compose fully developed argumentative and informational essays on the OST. The movement seems to be going in the right direction, but much more growth is needed.

## **OST - Ohio English Language Proficiency Assessment (OELPA)**

The OELPA has been administered since the 2015-2016 school year as a summative assessment to measure the level of English language proficiency of the district English learner (EL) student population. In July of 2022, the Ohio Department of Education reset the English language proficiency improvement measure (ELP Improvement). Based on K-12 OELPA data for the last five school years: 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023, the following analysis represents student language acquisition growth:

All averages reflect gains in the four language domains, which are scored on a 1-5 scale:

- Grades K-5 have shown the following average improvements: Listening +0.44, Reading +0.25, Speaking +0.30, Writing +0.44 for a total average improvement of 1.43 points.
- Grades 6-8 have shown the following average improvements: Listening +0.08, Reading +0.12, Speaking +0.20, Writing +0.12 for a total average improvement of 0.52 points.
- Grades 9-12 have shown the following average improvements: Listening +0.13, Reading +0.13, Speaking +0.21, Writing +0.13 for a total average improvement of 0.60 points.

## **The Alternate Assessment for Students with Significant Cognitive Disabilities**

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) is aligned to Ohio's Learning Standards – Extended (OLS-E) and designed to allow students with significant cognitive disabilities to demonstrate their knowledge and skills in an appropriately rigorous assessment. Each grade level required to test has a target goal. In the 2022-2023 school year, CCS did not meet the targeted goals in Reading/Language Arts.

Grade 4 - Targeted Goal 52.72% or greater, Result 32.26%

Grade 8 - Targeted Goal 43.44% or greater, Result 6.9%

High School - Targeted Goal 46.61% or greater, Result 11.76%

### **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.*

*Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.*

## **English Language Arts (ELA) PreK-5**

*Internal Factors:* Columbus City Schools (CCS) has a number of underlying internal factors contributing to students' underachievement in literacy. During the 2019-2020 school year, COVID-19 forced schools to change the model of instruction to a virtual learning environment. This continued into the 2020-2021 school year, where students experienced a hybrid model of instruction. During the 2021-2022, 2022-2023, and 2023-2024 academic school years, although students are receiving classroom instruction in-person five days a week, there were inconsistencies in classroom instruction due to the lack of substitute coverage. During this period, new curriculum resources for literacy were implemented. While this is year 4 for the implementation of literacy resources, there is still evidence of a need for more consistent implementation from classroom to classroom. CCS has, and still continues to provide multiple opportunities for teachers in the district to receive professional development relating to the curriculum resources, however, many teachers have failed to complete training due to professional development being outside the contractual work day. Like many other districts, CCS is also experiencing a teacher shortage. Many teachers have been forced to teach outside their areas of expertise and/or with larger class sizes to stabilized classrooms. Student behavior is another factor that contributes to students' underachievement in literacy.

*External Factors:* According to the U.S. Census Bureau (2022), 36% of CCS students face poverty, which is a factor that contributes to the underachievement in literacy within the district. Another factor is chronic absenteeism. Although chronic absenteeism has decreased over the past few years from 61% in 2020 and 63.5% in 2021, to reported 58% in 2022, it still continues to play a factor in students' underachievement in literacy. Mobility is also a contributing factor to the underachievement in literacy. The district average mobility rate has increased from 13.8% in 2021 to 17.9% in 2022.

## **English Language Arts (ELA) 6-10**

*Internal Factors:* Although each of our English 6-10 courses in are fully supported with Curriculum Maps and Adopted Tier One and Tier Two Resources that meet expectations in all EdReports categories, show both Grade Level and Science of Reading alignment, and provide the ability to increase the amount of grade-level reading and writing done by students during the school year, the implementation of the Maps and Resources by teachers in the classrooms is uneven. The Curriculum Maps and Resources were adopted in the 2020-2021 school year, which the district spent mostly remote. Thus, the lack of time on task due to Zoom teaching and teachers using only the digital elements of the new Adopted Resources was not ideal for learning and implementing new curriculum and resources. The district is still combating some routines established by teachers and buildings during the pandemic that do not take full advantage of the robust curricular resources and tend to treat the resources as programmatic rather than as resources for facilitating literacy growth in student-centered classrooms. The unevenness of implementation is made worse by the size of our district. It is almost impossible to be on the same page across a district that has six regions, each with its own regional superintendent. Sometimes the superintendents give directives that conflict with implementation of district resources that aim to increase literacy. Sometimes educators do not fully believe the students can handle the rigor of grade-level texts if scaffolded and keep students reading at lower levels.

It is difficult to get reliable implementation data since it is only available for the digital version of the Adopted Resources and cannot show usage for teachers/students using physical resources. In a recent two-week period (October 11-22), teacher usage of the digital version ranged from 0 times to 108 times. During the same time period, building usage of the digital version ranged from 1 to 166 times. This data shows inconsistency of usage, but must be taken with caution because just logging into the digital version of the Adopted Resources does not correlate to implementation of Curriculum Maps/Adopted Resources since teachers could log into a resource but not use it in the classroom or not log in and use physical versions of resources.

New teachers to our district are allotted three hours of curriculum training in their orientation week and have to use their own time to continue to learn before the school year begins. During this time, they may not have access to the resources they will use in their classrooms via Clever because they are usually not completely rostered until the first week of school. This does not allow adequate time to facilitate a solid implementation.

*External Factors:* As a nation, the decline in reading for pleasure by teens has declined steadily in the past two decades. In a 2019-2020 National Assessment of Education Progress survey, only 17% of 13-year-olds said that they read outside of school, noting that literature is in competition with more electronic media each year.

Absenteeism hovers around 53.83 % for our middle and high schools each day.

Within **special education**, an internal factor believed to contribute to the low reading achievement is that professional development training has not been completed due to contractual language that after-school training cannot be mandated. Due to the lack of staffing, there is an inability to pull teachers for professional development training during the school day. Due to medical reasons, students in this population have chronic absenteeism.

### 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.*

**ELA PreK-5 Root Cause:** The root cause for the proficiency data on the ELA 3-5 OSTs is inconsistent implementation of tier 1 instruction in the classroom and implementation of the master schedule, which does not provide a sufficient allotment of time for tiered instruction.

**ELA 6-12 Root Cause:** The root cause for the proficiency data on the ELA 6-10 OSTs is that students are not reading enough inside of the classroom with teachers using research-based curriculum and outside of the classroom for pleasure to increase their literacy.

**Special Education Root Cause:** The students have the most significant cognitive disabilities and require extensive direct individualized instruction aligned to Ohio's Learning Standards as well as extended and substantial supports to achieve measurable gains in grade and age-appropriate curriculum.

**EL Data Root Cause:** EL students are developing their English language skills in reading, writing, listening and speaking and therefore lack the academic language to perform on grade level assessments. Research has shown that it takes most EL students 7-10 school years to attain grade level academic English.

**Equity Root Cause:** There is a lack of understanding around analyzing literacy data through an equity lens to ensure access for all learners.

#### 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.*

**1) ELA K-5 Goal:**The percentage of third-grade students proficient in Reading on the Ohio State Test (OST) will increase from 34.5% in the school year 2022-2023 to 44.5% in June of 2028.

**2) ELA 6-12 Goal:** The percentage of students proficient in reading and writing on the ELA 6-8 & ELA II (10) Ohio State Tests (OST) will increase from 25% (6), 36% (7), 30% (8), and 29% (10) in school year 2022-2023 to at least 45% by June 2026.

**3) Special Education Goal:** The percentage of students proficient in reading on the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) will increase 5% by 2026 from the current score of 32.26% in Grade 4, 6.9% in Grade 8, and 11.76% in High School.

#### **4) EL Goals:**

EL Elementary: By the end of SY 2025-2026, 3rd grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 3rd grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

EL Middle School: By the end of SY 2025-2026, 8th grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 8th grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

EL High School: By the end of SY 2025-2026, 10th grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 10th grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

**5 Equity Goal :** Implement a protocol for analyzing literacy data through an equity lens in all areas of the organization (District, Building, Classroom) by the end of SY23-24 and monitor its use through the course of the current Reading Achievement Plan.

**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: The percentage of third-grade students proficient in Reading on the Ohio State Test (OST) will increase from 34.5% in the school year 2022-2023 to 44.5% in June of 2028.

Evidence-Based Strategy or Strategies: Job-embedded professional development and coaching to support implementation of practices aligned to the Science of Reading. Explicit and systematic instruction of foundational reading and writing skills using a multi-sensory approach to learning.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p>Teachers will participate in Professional Learning aligned to the Science of Reading that supports implementation of evidence-based and multi-sensory instruction with current curriculum resources</p> <p>K-5 teachers will participate in LETRS Professional Learning, with completion of readings, online modules, and live virtual and in-person PD</p> <p>Elementary, Regional, and District Administrators and ELA TOSAs will participate in</p>	<p>District will provide high-dosage tutoring involving small group interventions administered 2 or 3 times per week for a total of 24 sessions.</p> <p>Intensive, focused instruction in a small group setting developing skills identified through embedded progress monitoring.</p>	<p>Teachers will provide evidence-based tier 2 and tier 3 intervention aligned with areas of deficit as identified on the district diagnostic assessment and progress monitoring tools.</p> <p>Interventions and progress monitoring will be documented on Reading Improvement and Monitoring Plans.</p>

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



	Action Step 1	Action Step 2	Action Step 3
	LETRS for Administrators Professional Learning, with completion of readings, online modules, and live virtual and in-person PD.		
<b>Timeline</b>	<p>Training and support is ongoing and began in:</p> <p>LETRS (<i>Science of Reading</i>) 21-22 SY – Projected to be completed: 24-25 SY.</p> <p>Fundations: K-1st Grade 20-21 SY 2nd Grade 21-22 SY 3rd Grade 22-23 SY</p> <p>Fundations: Tier 2 Intervention 20-21 SY</p> <p>Just Words: 4th-5th Grades 22-23 SY</p> <p>Heggerty: K-2nd Grade 21-22 SY</p> <p>HMH: Into Reading 20-21 SY</p> <p>Ongoing training and alternative dates are scheduled for new and new to CCS teachers.</p> <p>LETRS Local Facilitator training began in July 2022 and will continue to build the capacity of ongoing LETRS professional learning for new and new to CCS teachers.</p> <p>LETRS for Administrators began in August 2023 and will continue into the 24-25 SY.</p>	<p>Two cohorts, each with 24 sessions:</p> <p>December 2023-February 2024</p> <p>March 2024-May 2024</p>	<p>Ongoing throughout the year.</p> <p>Teachers will administer progress monitoring assessments biweekly for students demonstrating below grade level achievement.</p>
<b>Lead Person(s)</b>	Office of Literacy and Specialized Programming	Division of Extended Learning	Office of Literacy and Specialized Programming
<b>Resources Needed</b>	<p>District PD Days - Teacher LETRS Training</p> <p>ELA Framework aligned to</p>	<p>Access to BookNook online platform through Clever</p> <p>Student devices and headsets</p>	Evidence-based intervention and progress monitoring resources.

	Action Step 1	Action Step 2	Action Step 3
	<p>the Science of Reading ELA Curriculum Essentials document that outlines the scope and sequence of standards taught; for use when observing and measuring implementation of CCS curriculum, adopted resources, and evidence-based instructional strategies aligned to the Science of Reading.</p> <p>Job-embedded professional development, ongoing coaching and support</p>	<p>CCS Certificated/Classified members to act as liaisons between ODEW and CCS</p>	<p>Professional development for evidence-based intervention and progress monitoring resources.</p> <p>CCS developed an Assessment and Intervention document outlining evidence-based intervention and assessment tools aligned to the Science of Reading and district resources to guide decision-making. .</p>
<p><b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b></p>	<p>LETRS Course enrollment and manuals (Science of Reading)</p> <p>District trained LETRS facilitators for continued learning</p> <p>District and vendor provided professional development will be written to support teachers' understanding of the alignment of curriculum resources/ materials with the evidence- based instructional strategies derived from the Science of Reading.</p> <p>Curriculum Essentials documents provide guidance for instruction during all components of the literacy block.</p>	<p>The tutoring sessions will be provided synchronously through the BookNook platform, using research-based curriculum aligned with the Science of Reading. Select CCS students will receive tutoring based on reading scores from the iReady Diagnostic Assessment. Students will be selected using priority tiers based on 3GRG, Dyslexia Law, and Reading Improvement and Monitoring Plans</p>	<p>District provided professional learning for Reading Improvement and Monitoring Plans, including guidance for selecting and implementing evidence-based tier 2 and tier 3 interventions, and monitoring student response to intervention.</p>
<p><b>Measure of Success</b></p>	<p>Teacher completion of LETRS Units and implementation of strategies and practices within the classroom that align to Science of Reading and evidence-based practices.</p> <p>Learning Walk observation collection tool.</p>	<p>The iReady Diagnostic Assessment will be administered to all students who participate at the beginning &amp; middle of the year, iReady K-2</p> <p>OST will be used for all applicable grades during the 2023-2024 school year</p>	<p>Moving students who were designated "not-on-track" to "on-track" status - reducing the number of students on a Reading Improvement and Monitoring Plan.</p> <p>Student growth from BOY, MOY, &amp; EOY as measured by iReady, and Spring Administration of the OST for ELA, and report card data.</p>

	Action Step 1	Action Step 2	Action Step 3
	Collect baseline data on student literacy skills using iReady data Utilize systematic progress monitoring tools with additional informal teacher assessments Student growth from BOY, MOY, & EOY as measured by iReady, and Spring Administration of the OST for ELA, report card data, and BOY KRA scores of students entering Kindergarten		
<b>Description of Funding</b>	State Funding supplemented by District General Fund District Literacy Budget	Ohio Department of Education through Future Forward Ohio	District Literacy Budget
<b>Check-in/Review Date</b>	Unit coursework completion reviewed prior to the provided PD iReady data will be utilized at BOY, MOY and EOY	February and May 2024	iReady data will be utilized at BOY, MOY and EOY Regular review of RIMP documentation. Data discussion and documentations during BLT and TBT meetings.

### Goal # 2 Action Map

Goal Statement: The percentage of students proficient in reading and writing on the ELA 6-8 & ELA II (10) Ohio State Tests (OST) will increase from **25% (6), 36% (7), 30% (8), and 29% (10)** in school year 2022-2023 to at least **45%** by June 2026.

Evidence-Based Strategy or Strategies: Increased use of Grade-Level Texts in Classrooms with Scaffolding, Increased Opportunities for Students to Use Reading/Literacy Skills Beyond the Classroom, & Targeted Interventions Based on Adopted Resource and Tier One Screener Assessments

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Continue Providing Professional Development (PD) supporting Adopted Resource Implementation for Secondary English Teachers	Train 6 <sup>th</sup> Grade Teachers to Deliver and Use Assessment Results from Dyslexia Tier One Screeners to Identify and Monitor Student Literacy Gaps.	Increase the Number of Literacy-Based Student Opportunities
<b>Timeline</b>	2023-24 SY (January 16, March 6, April 8)  2024-25 SY (District PD Days), 2025-26 SY (District PD Days)	2023-24 SY (January 16, March 6)  2024-25 SY (District PD Days), 2025-26 SY (District PD Days)	2023-24 SY, 2024-25 SY, 2025-26 SY
<b>Lead Person(s)</b>	Sonja Dill, Secondary Curriculum Supervisor  Carla Mae Phillips, Secondary English Curriculum Coordinator	Sonja Dill, Secondary Curriculum Supervisor  Carla Mae Phillips, Secondary English Curriculum Coordinator	Carla Mae Phillips, Secondary English Curriculum Coordinator
<b>Resources Needed</b>	Facilitators from Adopted Resource Providers, PD Space, Tech Equipment  Webinars from Adopted Resource Providers	Facilitators from Adopted Screener Provider, Elementary Curriculum, & Literacy Department, PD Space, Tech Equipment	District, Community, State, and National Partners; Volunteer Coaches, Bussing, Space for Competitions, Tech Equipment
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	On every PD Day during the school years noted (3-5 per year), Secondary English, ESL, SPED, and GT Teachers/Coaches have the opportunity to grow their capacity around implementing the Adopted Resources used in the District's Curriculum Maps.	On January 26 <sup>th</sup> and March 6 <sup>th</sup> , Sixth Grade English, ESL, SPED, and GT Teachers/Coaches have the opportunity to be trained to use the Tier One Dyslexia Screener and learn to use the <a href="#">flowchart</a> for guiding next-steps and monitoring student progress	Throughout the school years noted, students will be invited to participate in district, city, state, and national opportunities/contests that ask them to use literacy in a real-world or competitive setting outside of the classroom. The invitations will be via newsletters, flyers, dialers, English chairs/teachers, etc.

	Action Step 1	Action Step 2	Action Step 3
<b>Measure of Success</b>	Attendance at PD Days Digital Usage Data Evidence of Use in Classroom Walkthroughs	Attendance at PD Days	Number of students involved in the opportunities/contests  Number of total literacy opportunities/contests our district for which our district has participants
<b>Description of Funding</b>	Combination of District Textbook and Secondary Curriculum Budgets	Combination of District Testing and Curriculum Budgets	Combination of Secondary English Curriculum and Gifted & Talented Budgets
<b>Check-in/Review Date</b>	After Each PD Day for Attendance  Biweekly for Digital Usage Data  Varied for Walkthroughs	Because the Dyslexia Screener is only used by request at 6 <sup>th</sup> grade, the check-in/review will be based on flowchart and not set dates.	End of Each School Year

### Goal # 3 Action Map

Goal Statement: The percentage of students proficient in reading on the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) will increase 5% by 2026 from the current score of 32.26% in Grade 4, 6.9% in Grade 8, and 11.76% in High School.

Evidence-Based Strategy or Strategies: Science of Reading Principles through instruction based on structured literacy.

	Action Step 1	Action Step 2
<b>Implementation Component</b>	Sounds Sensible and SPIRE	RethinkED (Vizzle)  News2You (ULS, N2Y, SSX)
<b>Timeline</b>	May, 2023 - December, 2024	August, 2021 – December, 2024

	Action Step 1	Action Step 2
<b>Lead Person(s)</b>	Joyce Albright Tiffany Brandt Jennifer Sheehan	Joyce Albright Tiffany Brandt Jennifer Sheehan
<b>Resources Needed</b>	Training Manuals Resources Page Sounds Sensible Kit Multi-Level and Leveled SPIRE Kits Consumable Student Workbooks for SPIRE and Sounds Sensible Leveled Decodable Books Student Manipulative Kits Segmentation Chart for Teachers Sound Circles and Syllable Rectangles	Teacher License for Individual Platforms Teacher Access to electronic device Student access to electronic device
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	Staff attend a 5-hour SPIRE Training with EPS professional development instructors. Staff will attend 3.5-hour training with EPS professional development instructors.	Provide monthly after-school professional development opportunities Voluntarily coaching sessions with platform vendors and dedicated, district specialists
<b>Measure of Success</b>	100% of staff providing the AASCD to students will be trained by December, 2024	100% of staff providing the AASCD to students will be
<b>Description of Funding</b>	General Fund and Grants	General Funds and Grants
<b>Check-in/Review Date</b>	May, 2024	May, 2024

### Goal # 4 Action Map

**Goal Statement:** By the end of SY 2025-26, 57.25% of all EL students will meet their individual growth target of gaining 1 or 2 domains on OELPA

**Evidence-Based Strategy or Strategies:** Utilization of a comprehensive education platform to equip teachers with customized content

	Action Step 1
<b>Implementation Component</b>	Increase listening, speaking, reading , and writing domains by teaching and monitoring language skills through EL learning modules on Edcite program
<b>Timeline</b>	4/1/2024-1/24/2025
<b>Lead Person(s)</b>	Michael Sain
<b>Resources Needed</b>	Edcite, support coaches, professional development days
<b>Specifics of Implementation</b>	Provide ongoing training, implementation, and evaluation of program on Professional Development Days for all K-12 EL staff
<b>Measure of Success</b>	Increase in iReady results State target results on OELPA
<b>Description of Funding</b>	Title III funds as supplement to district adopted curriculum
<b>Check-in/Review Date</b>	September 25

## Goal # 5 Action Map

**Goal Statement:** Implement a protocol for analyzing literacy data through an equity lens in all areas of the organization (District, Building, Classroom) by the end of SY23-24 and monitor its use through the course of the current Reading Achievement Plan.

**Evidence-Based Strategy or Strategies:** Utilize the Data Analysis Protocol to provide a root cause analysis of building literacy scores. 3As (Acknowledge, Analyze, Act) Data Analysis Protocol

	Action Step 1
<b>Implementation Component</b>	
<b>Timeline</b>	September 2023 - June 2024
<b>Lead Person(s)</b>	Dr. Kenyona Walker and Kristen Kettlehake
<b>Resources Needed</b>	Time allocated to training and implementation, and support
<b>Specifics of Implementation</b>	Professional Development: District, Principals, Buildings, Teachers Monitoring and Support: Equity Team, Academic Services, and Transformation and Leadership
<b>Measure of Success</b>	Number of staff trained, increased performance on literacy measures, specifically for identified student groups
<b>Description of Funding</b>	No additional funding required
<b>Check-in/Review Date</b>	Quarterly check-ins



**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. Elementary School Goal:** The percentage of third grade students proficient in reading on the Ohio State Test (OST) will increase from **34.5%** in the school year 2022-23 to **44.5%** by June 2028.

<b>Progress Monitoring Tool</b>	<b>What Is Measured</b>	<b>Frequency</b>
KRA	On-track for Kindergarten	BOY
iReady Universal Screener	Determines the number of students who are off-track in comparison to aggregate CCS student population in relation to the Third-Grade Reading Guarantee (3GRG), and monitor progress in areas of weakness or strength	BOY, MOY, EOY for grades K-3; BOY, MOY for grades 4-5
iReady Literacy Tasks or other Curriculum Based Measures	Monitors response to instruction and intervention to inform and adjust instructional practices	Every 2 weeks for students working below grade level Every 4 weeks for students working on grade level
OST - grades 3-5	Determines the number of students who are struggling and in what areas are they continuing to struggle in comparison to aggregate CCS student population.	3rd grade - Fall & Spring 4th-5th grades - Spring
OELPA	An assessment of English language proficiency, which measures a student's English skills in the four language domains: listening, reading, writing and speaking.	Annually - Spring
Literacy Learning Walk Tool	Fidelity of Tier 1 Curriculum implementation in the classroom	Quarterly

**ELA Grades 6-12:**

1- Increased use of grade-level texts in classrooms with scaffolding will be monitored by usage data from adopted curriculum resources.

2- Increased opportunities for students to use reading/literacy skills beyond the classroom will be monitored by student participation in district, city, state, and national literacy opportunities/contests.

3- Targeted Interventions Based on Adopted Resource and Tier One Screener Assessments will be monitored using the [Dyslexia Flowchart for 4-6](#).

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

**Special Education:**

The Office of Accelerated and Extended Learning will monitor progress towards 100% of all teachers receiving professional development in the identified platforms and will visit classrooms on a bi-weekly basis to monitor the implementation of the instruction utilizing the platforms.

**EL Elementary:**

By the end of SY 2025-2026, 3rd grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 3rd grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

<b>Progress Monitoring Tool</b>	<b>What Is Measured</b>	<b>Frequency</b>
OST- OELPA	An assessment of English language proficiency, which measures a student's English skills in the four language domains: listening, reading, writing, and speaking.	Annually - Spring

**EL Middle School:**

By the end of SY 2025-2026, 8th grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 8th grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

<b>Progress Monitoring Tool</b>	<b>What Is Measured</b>	<b>Frequency</b>
OST- OELPA	An assessment of English language proficiency, which measures a student's English skills in the four language	Annually - Spring

	domains: listening, reading, writing, and speaking.	
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**EL High School:**

By the end of SY 2025-2026, 10th grade CCS students identified as English Learners will demonstrate a minimum 14.2-percentage point increase in meeting the yearly state language improvement goal from 43.05% (2021-2022) to 57.25% (2025-2026), as measured by the 10th grade OELPA. The demonstrated proficiency will continue to increase by a minimum of 3.55 percentage points per year.

Progress Monitoring Tool	What Is Measured	Frequency
OST- OELPA	An assessment of English language proficiency, which measures a student's English skills in the four language domains: listening, reading, writing, and speaking.	Annually - Spring

**Equity Goal:** Implement a protocol for analyzing literacy data through an equity lens in all areas of the organization (District, Building, Classroom) by the end of SY23-24 and monitor its use through the course of the current Reading Achievement Plan.

Progress Monitoring Tool	What Is Measured	Frequency
3A Protocol	Root Cause of data trends	Quarterly

**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

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

*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.*

### **Elementary PK-5**

- 1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.**
- 2. For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.**

Columbus City Schools has used relevant student data collected in grades pre-k through 5 consistently showing foundational skills as well as vocabulary as areas in need of improvement. Specific weaknesses in phonemic awareness, phonics and vocabulary acquisition have been identified. Columbus City Schools has identified evidence-based practices supporting core literacy instruction, as well as evidence-based interventions to support struggling readers, especially those with a Reading Improvement and Monitoring Plan. Columbus City Schools instructs our pre-k through grade 5 students following a structured literacy framework. During our elementary literacy block, students will receive systematic, explicit instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension. During tier 2 intervention blocks, students receive intervention using evidence-based practices aligned to the Science of Reading and to the identified areas of deficit. Columbus City Schools has adopted the following evidence-based strategies and programs to address instructional needs of students.

#### **Evidence- Based Practice 1.1**

**Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.**

ESSA Tier of Evidence: Tier 1

The What Works Clearinghouse (WWC) identified several studies that met the (WWC) group design standards of the organization and examined the impact of student print knowledge as a reading pre-requisite skill. A child's earliest understanding of written language meaning is print knowledge; the foundation of all literacy components builds upon this knowledge. Print-rich environments increase engagement in reading and writing activities. Researchers also suggest teachers should regularly read to the class as a whole group using print-rich text selections. Instructional read-aloud should embed explicit discussions around print and ensure print-focused discussions follow a specific scope and sequence.

#### **Evidence-Based Practice 1.2**

**Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.**

ESSA Tier of Evidence: Tier 1

WWC group design standards identified multiple studies that examined the value of language and literacy on the development of vocabulary which is an important precursor to reading. A rigorous early childhood curriculum should be intellectually engaging and challenging in a way that increases children's vocabulary acquisition and relevance to their world. Investigation of applicable topics or events to the lives of children should be a primary feature of the curriculum; during investigations children increase opportunities to ask questions and use their literacy skills to explore their world.

Research has shown phonics, the ability to map sounds onto letter names, is related to children's vocabulary development. Children from different socio-economic groups differ greatly in their language and vocabulary acquisition. Research shows explicit vocabulary instruction such as making connections among words and repeatedly exposing students to content related words can accelerate vocabulary development regardless of socio-economic status.

Christie, et al (2003) found when teachers used specific teaching strategies there was a significant increase in student oral language vocabulary when assessed using the Peabody Picture Vocabulary Test III (PPVT-III); strategies such as cloze reading, student retelling, think aloud activities, and scaffolding, to build oral language skills should be implemented.

Evidence-Based Practice 1.3, 2.3, 3.3:

**Develop awareness of the segments of sounds in speech and how they link to letters.**

ESSA Tier of Evidence: Tier 1

The two most reliable early predictors of reading development in the first two years of school are phonemic awareness and knowledge of letters as identified through correlational studies. The National Reading Panel found that instruction of phonemic awareness helps all children in grades pre-kindergarten through 6<sup>th</sup> grade improve their reading ability, including normally developing readers, children at risk for future literacy challenges, and disabled readers.

The WWC identified multiple studies that meet their design standards; the studies found positive effects in at least one of the practice's key domains (letter names, sounds, and phonology). Collectively, the studies show positive gains through both whole group and small group lessons. Twelve of the studies meet WWC group design standards; additionally all of them demonstrated strong internal and external validity; the studies show positive gains through both whole group and small group lessons.

[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

Evidence-Based Practice 2.1 & 3.1:

**Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.**

ESSA Tier of Evidence: Tier 3

The WWC identified seven studies which met their design standards; however, six of these studies examined outcomes in the vocabulary domain with three showing positive effects. The three studies showing positive effects demonstrated internal and external validity.

Academic language is a critical component of oral language. Research suggests students who enter kindergarten with limited academic language skills most often fall behind their peers in reading. While students typically acquire social language skills naturally, academic language skills usually require instruction. Students of all ages need support in developing inferential & narrative language skills as well as academic vocabulary knowledge. The three studies utilized instructional read-aloud to support these skills which is an integral part of our district Structured Literacy Framework.

[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

Evidence-Based Practice 2.2 & 3.2:

**Teach students to decode words, analyze word parts, and write and recognize words.**

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies which met WWC group design standards. Thirteen of these studies had positive effects in the word reading and/or encoding domains with six studies having a positive effect regarding using word parts to decode words.

Teaching students to decode and recognize words and word parts was identified by the National Reading Panel as an effective instructional strategy. Once students acquire a few consonant and vowel letters/sounds, they can begin to use this letter/sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting these words into smaller word parts. Learning to understand that sounds relate to letters in predictable and unpredictable ways, recognize letter patterns, and recognize words parts will help students read increasingly more complex text with greater accuracy, fluency and comprehension.

[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

Evidence-Based Practice 2.4 & 3.4:

**Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**

ESSA Tier of Evidence: Tier 2

The WWC identified multiple studies that met WWC group design standards and examined the effectiveness of interventions with connected text. Eighteen of these studies showed positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes.

The National Reading Panel found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly using a variety of strategies, draw on background knowledge to understand text, self-monitor both accuracy and understanding, and apply strategies to repair misunderstandings. Students should read connected text daily, with and without constructive feedback and should interact with a variety of diverse genres and varied levels.

[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

#### **ELA 6-12:**

Increased use of grade-level texts in classrooms with scaffolding will be monitored by usage data from adopted curriculum resources & increased opportunities for students to use reading/literacy skills beyond the classroom will be monitored by student participation in district, city, state, and national literacy opportunities/contests

Mike Schmoker, author of *FOCUS*, calls for “wide, abundant reading.” He forecasts that getting students to read one hour per day in school would change the students’ academic and intellectual trajectories. Carol Jago, former National Council of Teachers of English President, says that students need to read a great deal more than they are currently doing to become literate and David Conley from the University of Oregon advocates increasing the amount of reading done in high school to help students succeed in college. Tim Shanahan’s research finds that using grade-level texts or higher are the best choice for most students because those are often the texts that students can’t already read well. The purpose of a reading lesson is to guide students to make sense of a text that they cannot succeed with on their own. Continually encountering complex, grade-level or above-grade-level texts in classrooms help students to develop the abilities to deal with such texts. Thus, when the OST exams offer them cold reads, they have the comprehension skills and prior practice needed to make sense of the texts.

Targeted interventions based on adopted resource and tier one screener assessments will be monitored by the [Dyslexia Flowchart for 4-6](#).

## **Special Education:**

S.P.I.R.E. is a total language approach that integrates all the language arts. Lesson plans and materials provide engaging tools, designed to systematically and successfully guide students' abilities in phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension. S.P.I.R.E. lessons are flexible in nature, allowing the teacher to differentiate instruction, according to the needs of the individual students, while still providing the depth of learning necessary for children to succeed in learning to read.

### 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.*

**ELA PreK-5:** A Learning Walk form has been created as a tool to monitor curriculum alignment. Additionally, TBTs and BLTs utilize the 5-step process to support continued discussions about student growth and development. LETRS training is being implemented for K-5 teachers to inform instructional practices. Finally, there are local facilitators for LETRS, Foundations and Just Words.

**ELA Grades 6-12:** Since the adoption of new Curriculum Maps and Adopted Resources in Grade 6-12, there has been growth on the OST in most grades/areas. As the implementation continues, it should continue to be effective at helping our teachers progress at using grade-level texts with scaffolding and targeting literacy gaps.

**Special Education:** The Office of Accelerated and Extending Learning will monitor adults participating in professional development and monitor usage of the provided platforms to support growth in reading for all students who participate in the AASCD.

### 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.**

The district's PreK-12 professional development plan will focus on building strong and lasting internal capacity among all educators within the literacy continuum, with a focus on the SPED, ESL and PreK educators and support teams.

The PD plans are aligned with the identified evidence-based instructional practices/interventions for each of the subgoals, which are derived from the comprehensive needs assessment in Section 3 of this literacy plan. The PD plan focuses on aligning resources and structures throughout the continuum to provide a multi-tiered "community" of support for educators. As part of the district plan, the district has trained local facilitators certified to provide professional development and coaching in LETRS and the Wilson Foundations multisensory phonics curriculum.

Professional learning opportunities will be provided by outside experts and district instructional leadership teams, including department directors, supervisors, and coordinators, that will be trained in evidence based literacy strategies. These professional learning opportunities will provide support and training to both teachers and administrators. Providing professional learning opportunities for district leadership and support teams who in turn provide learning opportunities for administrators and teachers will foster the development of common understandings and shared clarity within the district and ensure consistent implementation of instructional strategies.

There are several targeted professional development opportunities available continuing to build instructional capacity of teachers and leaders resulting in an increase in student literacy achievement, they include:

Evidence-Based Strategy	PD Plan	Audience
Individualized Computerized Adaptive Instruction (Waterford)	Teachers will continue to participate in ongoing PD on the implementation of the Waterford program and resources during the district PD days and ECE non-attendance days for the 22/23 school year	Pre-K Teachers Pre-K Instructional Assistants

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

Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge. (Scholastic On My Way)	Teachers will also continue to receive professional development during district PD days for the Curriculum being used: Scholastic PreK On My Way. There will also be training for Coaches throughout the year.	Pre-K Teachers Pre-K Instructional Assistants
Develop awareness of the segments of sounds in speech and how they link letters. (Heggerty)	Teachers new to the district and teachers changing grade levels will have access to on-demand professional development in phonemic awareness instruction.	K-2 Teachers (Tier 1)
Teach students to decode word parts, analyze word parts and write and recognize words. (Wilson Foundations - Tier 1)	Teachers new to the district and teachers changing grade levels will attend a full day of professional development for the district adopted multi-sensory phonics curriculum during the Summer or Fall.  District local facilitators will provide on-going, job-embedded support through lesson modeling and coaching opportunities. Targeted professional development sessions will be offered to address specific needs and trends as identified by learning walk observation data.	K-3rd grade Teachers
Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.  Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary. (HMH Into Reading)	Participation in job-embedded coaching with vendor literacy coaches will provide learning targeted to and aligned with the adopted ELA curriculum resources, Science of Reading, and identified evidence based instructional strategies.	K-5 Teachers Literacy Specialists
Individualized Computerized Adaptive Instruction (iReady)	District training on the adoption of systematic progress monitoring tools and available reports to inform instructional practices and next steps: Ongoing PD and support for i-Ready Diagnostic assessments, data analysis, and instructional resources.	K-5 Teachers
Explicit Instruction of Science of Reading and Spelling (LETRS)	Teachers will continue to build on previous professional development with LETRS professional learning. Make-up sessions will be offered for Units 1-6 throughout the year and during the Summer.  Completion of Units 7-8 is scheduled for the 2024-2025 school year.  District Facilitators will continue to be trained beginning during the Summer to build capacity and sustainability for new teachers entering the district in future years.	-K-5 General Education Teachers -Speech Language Pathologists School Psychologists -K-5 Special Education Teachers -Literacy Specialists -District Coordinators and Administration

	Administrators began the LETRS Administrators professional learning curriculum in 2022 and will continue into the 2024-2025 school year.	
Teach students to decode word parts, analyze word parts and write and recognize words.  (Sounds Sensible)	New Kindergarten Instructional Assistants will participate in virtual PD sessions yearly on the district adopted phonological awareness and phonics intervention curriculum.	KG Instructional Assistants
Teach students to decode word parts, analyze word parts and write and recognize words.  (Just Words)	Fourth and fifth grade teachers new to the district and teachers changing grade levels will attend a full day of professional development for the Wilson Just Words intervention curriculum.  District local facilitators will provide on-going, job-embedded support through lesson modeling and coaching opportunities. Targeted professional development sessions will be offered to address specific needs and trends as identified by learning walk observation data.	4th and 5th grade Teachers
Teach students to decode word parts, analyze word parts and write and recognize words.  (Wilson Foundations Multi-level Intervention - Tier 2)	Literacy Specialists will participate in professional development on foundational skills and early language development by attending multi-sensory reading foundational skills learning opportunities for the district adopted Tier 2 multi-sensory phonics curriculum. This professional learning occurs over multiple sessions throughout the year. Previously trained teachers will participate in refresher sessions provided by district facilitators.	Literacy Specialists ESL Teachers Special Ed Teachers
Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.  Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.	Teachers will be provided quarterly and/or monthly professional development opportunities focused on instructional practices aligned with the 5 essential components of reading, and writing, and aligned with the Science of Reading. Beginning in the 23-24 school year, a strong focus will be placed on the reading and writing connection and explicit instruction of the writing process.	K-5 Teachers ELA Content Leaders Literacy Specialists
Use of differentiated content instruction with Achieve3000	PD will focus on implementation/usage of adopted resources across the disciplines (English, Social Studies, Math, Science, and World Languages) and learning around intermediate and disciplinary literacy to support the Secondary Literacy Framework. Teachers will participate in Summer Professional Development which will provide sessions targeted to and aligned with the adopted ELA curriculum resources, Science of Reading, and identified evidence based instructional strategies.	6-12 Teachers Instructional Coaches

Explicit Vocabulary Instruction	Vendor provided professional learning focused on implementation of district adopted resources: StudySync Snippets Series, StudySync Live Webinar Series, Bedford Textbook Trainings, Literacy Chat Series	6-12 Teachers Instructional Coaches
Direct and explicit comprehension strategy instruction	Vendor provided professional learning focused on implementation of district adopted resources: StudySync Snippets Series, StudySync Live Webinar Series, Bedford Textbook Trainings, Literacy Chat Series	6-12 Teachers Instructional Coaches
Provide opportunities for extended discussion	Vendor provided professional learning focused on implementation of district adopted resources: StudySync Snippets Series, StudySync Live Webinar Series, Bedford Textbook Trainings, Literacy Chat Series	6-12 Teachers Instructional Coaches Literacy Specialists
Increase student motivation and engagement in literacy learning	Vendor provided professional learning focused on implementation of district adopted resources: StudySync Snippets Series, StudySync Live Webinar Series, Bedford Textbook Trainings, Literacy Chat Series	6-12 Teachers Instructional Coaches Literacy Specialists
Trained specialists for intensive, individualized interventions for struggling readers	Vendor provided professional learning focused on implementation of district adopted resources: StudySync Snippets Series, StudySync Live Webinar Series, Bedford Textbook Trainings, Literacy Chat Series	6-12 Teachers Instructional Coaches Literacy Specialists
Additional PD to support EL Students	iLitEL (SAVVAS) will be used for Secondary ESL English Teachers and will provide new teacher training and follow up coaching	Secondary ESL English Teachers New teacher training Follow up coaching
Additional PD to support EL Students	Practices and SIOP training with district-level support teams and instructional coaches while building internal capacity to support all students' literacy achievement.	ESL Department
Additional PD to support EL Students	Edcite- a web-based tool designed to help K-12 teachers create, organize, and share digital assessments	ESL Teachers Building Lessons
Additional PD to support EL Students	IXL- EL based program for Learning, Diagnostic, and Analyzation factors targeting EL students specifically.	Secondary ESL English Teachers New teacher training Follow up coaching

Additional PD to support EL Students	<ul style="list-style-type: none"> <li>*Support for Long Term English Learners</li> <li>*Support for English Learners in the Mainstream Classroom</li> <li>*Scaffolding and Accommodations for English Learners</li> <li><i>*Many other session topics available as needed/requested</i></li> <li>*Jill Kramer and Sara Levitt, Education Service Center of Central Ohio</li> </ul>	ESL Department
Additional PD to support Special Ed Students	Professional Development, webinars, and trainings offered for Vizzle ,Spire, Sound Sensible, Goalbook, and Unique Learning System	SPED Department

## APPENDICES

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

3As Protocol - The 3As protocol was designed to assist CCS staff in understanding how to identify, analyze, and address inequities within their sphere of influence. ■ Copy of 3 As Protocol (1).pdf

CCS [Dyslexia Flow Chart](#)