



December 2, 2024

Dear Superintendent Long:

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

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

**Strengths of the Reading Achievement Plan:**

- Professional development plan includes staff participation in the Department’s Science of Reading and Dyslexia Courses as required by law.
- The plan’s second goal matches an external factor listed as contributing to low reading achievement.


**This plan will benefit from:**

- Insert an analysis of student performance data from the following sources as applicable:
  - The Kindergarten Readiness Assessment,
  - Ohio’s State Test for English language arts assessment for grades 3-8
  - K-3 Reading diagnostics (include sub scores by grade level)
  - The Ohio English Language Proficiency Assessment (OELPA)
  - The Alternate Assessment for Students with Significant Cognitive Disabilities
- A description of how the district will ensure the proposed evidence-based strategies in the plan will be effective, show progress; and improve upon strategies utilized during the two prior consecutive school years.
- Focusing on the development of RIMPs and its accompanying services and interventions only on students who are not on-track on the K-3 reading diagnostic, not students who are proficient.
- Provide more details about the internal factors listed that contribute to low achievement in reading.
- Focus on improving core reading instruction and providing evidence-based strategies for intervention that is focused on foundational reading skills.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Eastland Preparatory Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](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 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: Eastland Preparatory Academy**

**DISTRICT IRN:014090.**

**DISTRICT ADDRESS: 2741 S. Hamilton Rd., Columbus, Ohio 43232**

**PLAN COMPLETION DATE: 01/04/24**

**LEAD WRITERS: Vanessa Hayes-Williams, Head of School**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of a 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 learners' language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials, and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Vanessa Hayes-Williams	Head of School	Eastland Prep. Academy 2741 S. Hamilton Rd. Columbus, Ohio 43232	Vhayes-williams@eastlandprep.org
Ebony Cooksey	Assistant Principal	Eastland Prep. Academy 2741 S. Hamilton Rd. Columbus, Ohio 43232	ecooksey@eastlandprep.org
Takisha Dower	Behavior Intervention Specialist	Eastland Prep. Academy 2741 S. Hamilton Rd. Columbus, Ohio 43232	tdower@eastlandprep.org
Briana McCray	Regional Director of Academics	Eastland Prep. Academy 2741 S. Hamilton Rd. Columbus, Ohio 43232	bmccray@accelschools.com
Ciara Hale	Office Manager	Eastland Prep. Academy 2741 S. Hamilton Rd. Columbus, Ohio 43232	chale@eastlandprep.org

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

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

The School's Building Leadership Team (BLT) meets weekly to assess the needs of the school, students, and parent engagement and identify the best strategies to communicate information to internal and external stakeholders. This team is also responsible for analyzing and monitoring formal and informal data that includes but is not limited to Ohio's state assessments, district assessments, and indicators aimed at climate and culture trends.

## 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 are established under Chapter 3314. of the Revised Code that is required to develop or modify a local equitable access plan, an improvement plan, or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

The Reading Achievement Plan as proposed is aligned with the mission, vision, and outcome for Eastland Preparatory Academy as the education time, school board, and operating organization are committed to providing a learning environment that meets the needs of all its students in developing an instructional foundation that supports the development of academic and social excellence as it correlates to being a lifetime learner and a constructive member of our community and the global culture world. The development of an Improvement and Equity Plan under this reading initiative for Eastland Preparatory Academy, (EPA) is and continues to serve as an active working document that is timebound in a continuum schedule and is reviewed by members of the Building Leadership Team (BLT) during weekly meetings. The formalized plan was crafted on or about the first week in January 2024 and vented in sections with all members of the above-mentioned team. The action plan developed for EPA consists of developing strategies based on resources, improving reading skills, strengthening educator quality practices, and advancing student's reading fluency, comprehension, and developmental growth.

The Reading Achievement Plan was crafted for Eastland Preparatory Academy as an evidence-based system that supports high-quality instruction and uses the integration of literacy to promote the learning of all students, staff, and families. EPA as a foster of education is culturally responsible and responsive to our direct community and the many cultures that make up our school community. With that said, our team in action and scholarship is working to integrate a curriculum that is not only mindful but strengthens the character of our students and promotes connections to our communities.

The EPA Reading Achievement Plan as proposed includes, but is not limited to the following performance indicators:

1. Integration of data analysis that supports logical steps in decision-making efforts.
2. Improved Teacher Quality and Classroom Practices
3. Analyze and promote school-wide reading efforts aimed at strengthening the internal and external Climates and Cultures
4. Developing 360-degree feedback opportunities that support Continuous Improvement Efforts
5. Coordination of data to drive guided instruction and differentiation efforts towards meeting the whole child's needs in achieving academic increases and developing mastery strategies.

In its efforts to develop deeper learning opportunities for the school year 2023-2024, the school has sought out community stakeholders that have promoted peer learning, teaching innovation, higher thinking, and supporting strong community connections. These collaborative efforts will continue during this plan in providing improved quality, learning experiences, developing a new understanding of educational systems, and providing an enrichment to the reading curriculum.

#### 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.**

#### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

##### **Internal factors:**

- Lack of Interest
- Intellectual disabilities, Dyslexia Diagnosis, Visual or Hearing Impairments
- Fixed Mindsets vs Growth Mindsets

##### **External factors:**

- Sociocultural Factors (Vocabulary gaps, Resource Access, Second Language)
- Generational Literacy/Parent Engagement
- Environmental Health Gaps (Pandemic)

#### 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.

	# of students tested	Test Given & Date of Administration	Baseline Results # On Track	Baseline Results # Off Track	# of students on RIMPS
K	41	i-Ready Testing Window (8.21-9.08)	7	34	22
1	36	i-Ready Testing Window (8.21-9.08)	1	33	20
2	29	i-Ready Testing Window (8.21-9.08)	4	25	5
3	26	i-Ready Testing Window (8.21-9.08)	3	23	20
4	28	i-Ready Testing Window (8.21-9.08)	3	25	N/A
5	20	i-Ready Testing Window (8.21-9.08)	3	17	N/A
6	22	i-Ready Testing Window (8.21-9.08)	3	19	N/A
7	30	i-Ready Testing Window (8.21-9.08)	4	26	N/A
8	27	i-Ready Testing Window (8.21-9.08)	6	21	N/A
9	21	IXL Testing Window (8.21-9.08)	2	19	N/A
10	21	IXL Testing Window (8.21-9.08)	1	20	N/A
11	12	IXL Testing Window (8.21-9.08)	0	12	N/A
12	2	IXL Testing Window (8.21-9.08)	0	2	N/A

Smart Goal for English Language Arts: Students reading scores (by the spring) will increase by 5-20.

- A 2018 study found that students learn to read best using a multisensory approach.[17] Try adding visual or audio aids to your assignments, like read-aloud or multimedia activities
- Claro, S., Paunesku, D., and Dweck, C.S. *Growth mindset temper the effects of poverty on academic achievement*, August 2016, 113 (31).
- National Center for Children in Poverty. *Child Poverty*. Retrieved from nccp.org: nccp.org/topics/childpoverty.html.[1]
- Heckman, J.J. *The Economics of Inequality: The Value of Early Childhood Education*, American Educator, 2011, 35(1), pp. 31-35.[9]

#### 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.



Strategic/Specific	Measurable	Ambitious/Achievable	Realistic/Relevant	Time-Bound
Improve Vocabulary	Students will improve their vocabulary by learning 5 new words a week.	Five new words a week will be introduced to students.	Increased vocabulary has a direct correlation to improved fluency, growth, and comprehension.	3 <sup>rd</sup> Quarter, 2024 4 <sup>th</sup> Quarter, 2024
Foster Critical Thinking Skills in Reading	Students will read and apply to life skills/experiences.	Students will participate in small group discussions to measure understanding.	Increase students' ability to relate to new learned information and how its applicable to chronological/developmental stage in life.	Weekly Journals and Group Discussions
Increase ability to understand and written expression	Students will complete small cycle assessments.	Students will apply evidence based DWB (DO, What, Because) Scrimmages to develop written expression and comprehension skills.	Short-cycle assessments will serve as indicators of student mastery and what areas of learning is needed for Tier I or Tier II learning.	Weekly Scrimmages
Read with sufficient accuracy and fluency to support comprehension	Students will read on-level text.	Students will be assigned to Tier II (Small Groups/Title).	Students will be provided instructional support that promotes stretch growth in the areas of Reading.	Weekly Participation in Groups



## 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 to grades K-3, at least one action step in each map should address support 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:** An individualized learning plan will be developed based on diagnostic assessment tools that identify students within limited, basic, accelerated, and/or proficient reading levels. The data will serve as an indicator of classroom-based intervention services, grouping, and/or the development of strategies that meet instructional needs and student advancement.

**Evidence-Based Strategy or Strategies:** Set reading goals and use progress-monitoring data to inform instruction and drive decision-making. ( "Essential Reading Strategies for Struggling Reader", Author: The University of Texas Cent)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teaching Staff with BLT will review iReady diagnostic assessments to identify students within limited, basic, and proficient levels.	Individualized learning plans/RIMPs will be created for each student, and strategies developed and shared with families.	Teaching staff will monitor plans, revise accordingly, and review with students/families.
Timeline	Quarterly	Quarterly	Weekly
Lead Person(s)	BLT & TBT	Education Staff	BLT/TBT
Resources Needed	Chromebooks iReady Curriculum	Chromebooks Individualize Plan/RIMPS	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	Training Coaching Leadership Structure	Professional Development Active Monitoring Coaching/Respond to Student Supports	Leadership Structure
Measure of Success	95% of grade level classes will develop a Plan of Action	During TBT meetings, Student ELA-Academic Stretch and Typical Growth Data will be reviewed for	iReady Growth and Proficiency Data, school-wide will be reviewed and additional student supports, (Summer School, tutoring, Tier 2) will be

	Action Step 1	Action Step 2	Action Step 3
	with a Schedule of Events for Quarter 3 & Quarter 4	Basic, Limited, and Proficient Levels.	identified and monitored for status updates.
Description of Funding			
Check-in/Review Date	Within the first 2-weeks of each quarter	Bi-monthly TBT Meetings	Weekly BLT meetings

## Goal # 2 Action Map

Goal Statement: Training and Professional Development opportunities will be mapped out that support family and staff engagement and mindfulness aimed at collaboration, reading increase, learning communities, and cultural academic strategies. Internal and External Stakeholders work in collaboration to develop meaningful reading experiences, that support student growth and create unique interventions that promote cultural enrichment.

Evidence-Based Strategy or Strategies: **Model reading fluency for students.** (Read-aloud is a powerful and useful instructional tool that models important foundational skills (i.e., prosody, vocabulary, and that print conveys a message) for children in a way that explicitly and unambiguously teaches something (Roberts & Burchinal, 2001; Trelease, 2001). When paired with think-aloud, teachers can promote vocabulary acquisition and help students make sense of or make connections between ideas beyond the classroom (Beck, McKeown, & Kucan, 2013; Gold & Gibson, 2001; Massaro, 2017).

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Education staff will participate in internal and external training and professional development experiences.	Weekly family engagement activities aimed at supporting family literacy and home-supportive instructions.	Education staff will be provided opportunities to participate in small group decisions regarding the best reading practices.
Timeline	Ongoing	Weekly	Ongoing
Lead Person(s)	BLT and TBT	BLT and/or Family Engagement	BLT and Regional Academics
Resources Needed	Research	Research Articles Community Literacy Organizations	Research Articles
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	Professional Development Training aimed at reading literacy Peer-Mentoring/Coaching Leadership support	Family Literacy Nights Local Library Schedule of Events	Small Teams

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Successful completion of 4 education contacts for Semester 2	Quarterly Classroom and Schoolwide level activities	Team Led Discussions
Description of Funding			
Check-in/Review Date	Weekly information sharing with staff	Weekly information sharing with families	Bi-weekly TBT

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

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

The members of the BLT during a monthly scheduled meeting will add Reading Achievement to the agenda. During team meetings data, plans and stakeholder feedback will be reviewed independently, by best practices, and according to goals/performance benchmarks. Timely feedback and monitoring will allow the team to make valuable, measurable adjustments and/or advance successful themed strategies to routine procedures/policy. The team as a part of monitoring will also note and share achieved growth, progress, and performance with prospective internal and external stakeholders.

## 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 in 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 and 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.

Classroom education staff will utilize diagnostic assessment results to develop RIMPs for students who test at Basic, Limited, or Proficiency levels. Students within these identified levels will participate in weekly Tier I and Tier II interventions and routinely assess for growth. Families will be notified quarterly of successes or additional needs for student support services. The BLT, in collaboration with Regional Academic members, will monitor school-wide results and as needed will provide education staff support, resources, and coaching.

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

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

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

### SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\*

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and 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 the instruction of students with dyslexia.

*All education staff members will complete courses aimed at the Science of Reading and (18) hours of approved development on identifying students with Learning Disabilities including Dyslexia. Members of the team will be identified and will partake in additional train-the-trainer courses that will allow them to serve as mastery content staff members in best practices of curriculum delivery and Tier I and Tier II student supports. Training for all staff members will begin in the 3<sup>rd</sup> quarter of the academic year 2023-2024. All required training will be maintained on a Training Record in each employee's file.*

## APPENDICES

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