



February 24, 2025

Dear Administrator Akkurek:

Thank you for submitting the Horizon Science Academy - Cincinnati Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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 in your State Support Team are available to support the implementation of your plan.

**Strengths of the Reading Achievement Plan:**

- Plan includes the use of HQIM (UFLI)
- Plan includes professional learning and coaching in relation to HQIM
- Plan uses teaming structures/TBTs to support implementation

**This plan will benefit from:**

- Plan may benefit from more inclusive target in second goal (all learners vs 55% of learners)
- Plan's leadership team may benefit from more inclusive membership, such as special education representation
- Plan may benefit from teacher professional learning/or review of the assessment system and its expected use as referenced throughout plan

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Horizon Science Academy - Cincinnati 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 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 Achievement and Academic Success

# READING ACHIEVEMENT/IMPROVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

**DISTRICT NAME: Horizon Science Academy Cincinnati**

**DISTRICT IRN: 000804**

**DISTRICT ADDRESS: 1055 Laidlaw Ave, Cincinnati, OH 45237**

**PLAN COMPLETION DATE: 12/10/2024**

**LEAD WRITERS: Jessica Shoaf, Abdurrahman Akkurek, Sandra Felicies**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

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

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

### CULTURALLY RESPONSIVE PRACTICE\*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Abdurrahman Akkurek	Principal	HSA Cincinnati	aakkurek@horizoncincy.org

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

Name	Title/Role	Location	Email
Sandra Felicies	Assistant Principal	HSA Cincinnati	sfelicies@horizoncincy.org
Jessica Shoaf	District Director of Teaching and Learning	Concept Schools	shoaf@conceptschoools.org
Jessica VanSchaik	KG Teacher	HSA Cincinnati	jvanschaik@horizoncincy.org
	No text		

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

The District Leadership Team developed the plan in conjunction with Administration, Teachers and Staff. Data from last year's Ohio State Tests, this year's vendor assessment data, Kindergarten Readiness Assessment, data from the tier 1 and tier 2 Dyslexia Screeners as well as progress monitoring data from current students receiving Tier 2 and Tier 3 services was reviewed and used to determine needs, root causes, strategies and current levels of need. In addition, the current year's classroom walkthrough, evaluation and observation data was reviewed and used to determine present level of teacher capacity. Teacher professional development surveys and identified needs were also reviewed and professional development for the remainder of the year was determined based on needs and current capacity of teachers and was taken into consideration as this plan was developed.

Curriculum was also reviewed as well as time allotted to teaching the curriculum. Walkthrough, observations and lesson plan reviews were looked at to determine the fidelity of implementation and the need for further PD of the program/curriculum. The curriculum, Collaborative Literacy was adopted in the 22-23SY. Teachers continue to receive training on the program/curriculum and continue training this year. For the 23-24SY and the 24-25 SY changes to the time allotted for teaching ELA was increased from 90 minutes to 120 minutes to better align strategies and objectives. The Literacy committee has also reviewed the curriculum to ensure that all required components of the Science of Reading are included. The team did discover that a whole group PA/phonics program would be beneficial and are finishing up their research on appropriate PA/Phonics curriculum to implement.

Information from the District Literacy Committee was used to help develop this plan. In the 23-24SY, a district literacy team was created and a partnership with the University of Cincinnati was developed. Administrators and key teacher leaders are on the committee and meet monthly to discuss implementation of strategies and brainstorm solutions to roadblocks that are hindering progress of students. In addition, Professional Development in the Science of Reading and the Why and What of Phonics has been scheduled for ELA teachers for completion this year. This partnership will continue throughout this school year.

The team will communicate this plan to teachers during a staff meeting and re-iterate the plan during TBT meetings and department meetings. Portions of the plan will also be communicated with parents through newsletters, conferences and progress reports/letters home.

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

The team will monitor the plan through monthly BLT meetings that include administration and grade level team leads. In addition, the plan will be reviewed during regular TBT meetings as well as after mid year and end of the year vendor assessments.

The team will monitor this plan by having weekly and monthly meetings to review updated data and monitor progress towards goals. The team will communicate this plan with parents by sharing the goals electronically, posting progress updates, and holding informational sessions.

This plan will be monitored with input from our Literacy Specialist including Professional Development, growth towards success and needs hindering success. This plan will be monitored with support from the State Support Team and our Sponsor the Educational Service Center of Lake Erie West in partnership with our management company Concept Schools.

## 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.*

This plan is aligned to and supports the overall continuous improvement and equity efforts of the school by continuing to ensure our focus on early literacy and specifically foundational literacy. The schools' improvement plan includes an increase in academic achievement in ELA.

Through an analysis of data, it was determined that root causes stem from a variety of factors. First, is the teacher capacity to teach and implement high yield strategies to teach foundational and comprehension lessons. Through the work with the District Literacy Committee, Professional Development surveys, walk throughs and observations, it was determined that teachers are in need of training to appropriately implement strategies with competence and fidelity. A hindrance to our teacher's capacity is the lack of skilled teachers and the increase in teachers on a substitute license without formal training. Mentoring activity, Professional Development opportunities, modeling, TBT meetings, and vertical alignment meetings have been implemented to build teacher capacity and create a collaborative learning and teaching environment.

Second, new curriculum was adopted in the 2022-2023 School Year. The change in curriculum required an increase in the amount of time needed for ELA. The 2023-2024 School Year the time allotted to ELA increased from 90 minutes to 120 minutes. This is the third year of this program, however having an increase in new teachers has led to additional training in curriculum each year impacting the fidelity of implementation. The program includes culturally responsive materials and stories. The school continues to train, explore and implement the program with increased fidelity as the year progresses.

Third, the number of students with a pre-school education continues to decrease each year. Our school is located in a high poverty area and 100% of our students qualify for free and reduced lunch. With the decrease in students with a pre-school education we are having a increase in the number of students with no knowledge of print concepts, parts of the book, little to no knowledge of letter or letter sounds, deficiencies in fine and gross motor skills, as well as a decrease in the understanding of common vocabulary words. With this we are finding a lack of background knowledge needed in comprehension skills and phonological awareness.

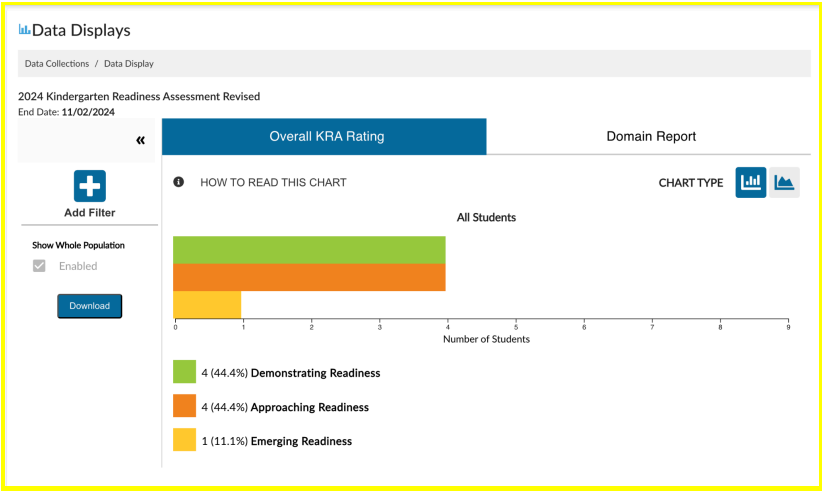
**\*Section headings marked with an asterisk are required by state law.**

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:

Per the Ohio Kindergarten Readiness Assessment-



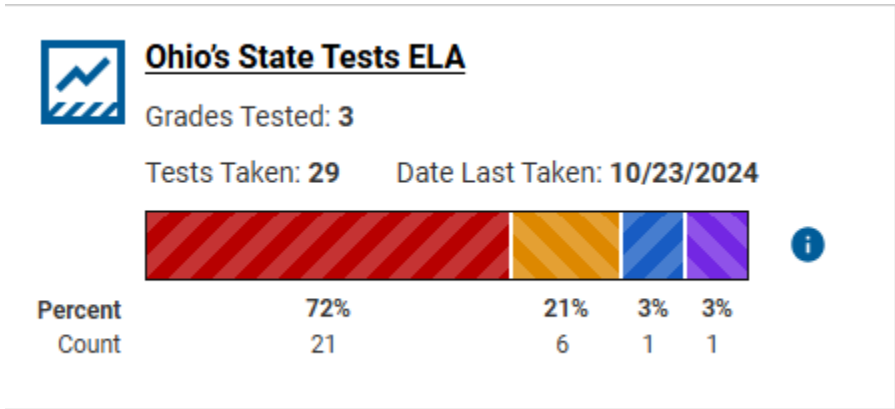
- Per the Ohio State Test English Language Arts Assessment for grades:

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
<a href="#">Grade 6 English Language Arts</a>	✓	Ohio's State Tests	6	Spring 2024 (OST)	26	669	<div><div></div><div></div><div></div><div></div></div> <div>Percent Count42%1146%128%24%1</div>
<a href="#">Grade 8 English Language Arts</a>	✓	Ohio's State Tests	8	Spring 2024 (OST)	32	670	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Percent Count66%2119%66%29%</div>
<a href="#">Grade 3 English Language Arts</a>	✓	Ohio's State Tests	3	Spring 2024 (OST)	17	662	<div><div></div><div></div><div></div></div> <div>Percent Count53%929%518%3</div>
<a href="#">Grade 7 English Language Arts</a>	✓	Ohio's State Tests	7	Spring 2024 (OST)	28	687	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Percent Count39%1118%529%84%111%3</div>
<a href="#">Grade 4 English Language Arts</a>	✓	Ohio's State Tests	4	Spring 2024 (OST)	16	651	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Percent Count81%136%16%16%1</div>
<a href="#">Grade 5 English Language Arts</a>	✓	Ohio's State Tests	5	Spring 2024 (OST)	26	671	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Percent Count54%1423%68%28%28%</div>

The 7th grade had the highest proficiency level at 40% of the students proficient. All other grade levels are lower than 40% this is pointing to low academic foundational skills in Reading.

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

Fall 2024 3rd grade OST data shows the following:



With only 6% of the current 3rd grade students proficient on the OST ELA assessment, we see from the 3rd grade I-Ready data (below) that Phonics is still an issue in the 3rd grade.

- Per the I-Ready K-8 I-Ready Diagnostic test taken in the fall of 203, 2024 and the Spring of 2024 our students have yielded the following results over the past two years.

Fall of 2024

Grade	PA % Students Below Grade Level	Phonics % Students Below Grade Level	HFW % Students Below Grade Level	Vocabulary % Students Below Grade Level	Comp: Overall % Students Below Grade Level
K	80%	80%	80%	50%	30%
1	83%	88%	88%	83%	92%
2	50%	88%	69%	94%	94%
3	0%	71%	45%	87%	87%
4	0%	56%	22%	83%	89%
5	0%	58%	13%	96%	88%
6	0%	42%	0%	87%	94%
7	0%	20%	6%	89%	89%
8	0%	5%	0%	73%	73%

Spring 2024

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



<b>Grade</b>	<b>PA % Students Below Grade Level</b>	<b>Phonics % Students Below Grade Level</b>	<b>HFW % Students Below Grade Level</b>	<b>Vocabulary % Students Below Grade Level</b>	<b>Comp: Overall % Students Below Grade Level</b>
<b>K</b>	20%	40%	50%	35%	20%
<b>1</b>	69%	63%	44%	75%	88%
<b>2</b>	46%	65%	31%	69%	73%
<b>3</b>	0%	53%	20%	60%	80%
<b>4</b>	0%	81%	19%	100%	94%
<b>5</b>	0%	38%	0%	81%	85%
<b>6</b>	0%	29%	17%	79%	83%
<b>7</b>	0%	7%	0%	66%	72%
<b>8</b>	0%	16%	0%	81%	68%

Fall of 2023:

<b>Grade</b>	<b>PA % Students Below Grade Level</b>	<b>Phonics % Students Below Grade Level</b>	<b>HFW % Students Below Grade Level</b>	<b>Vocabulary % Students Below Grade Level</b>	<b>Comp: Overall % Students Below Grade Level</b>
<b>K</b>	70%	90%	80%	85%	75%
<b>1</b>	80%	80%	80%	87%	93%
<b>2</b>	50%	88%	73%	96%	96%
<b>3</b>	0%	67%	53%	87%	93%
<b>4</b>	0%	79%	36%	100%	100%
<b>5</b>	0%	56%	28%	92%	92%
<b>6</b>	0%	42%	13%	83%	83%
<b>7</b>	0%	13%	4%	79%	71%
<b>8</b>	0%	21%	3%	90%	83%

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

Based on the above data, while there has been some improvement from the beginning to the end of the year, we still have a high number of students lacking foundational skills in PA and Phonics at the 1st and 2nd grade levels as well as a high number of students lacking Phonics skills through 6th grade by the end of the year. End of the year comprehension data is also of concern and needs further assessed and addressed

- At the moment, we have not had any students who qualified to take the Ohio English Language Proficiency Assessment (OELPA) or the Alternate Assessment for Students with Significant Cognitive Disabilities.

### 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.*

Majority of our students come from a low socioeconomic status and suffer from a severe lack of educational resources within their own home. Many of our students also lack parent involvement in their education. This makes the school the primary resource for the students' education. Unfortunately, Chronic Absenteeism has been the greatest challenge when it comes to providing students with educational opportunities and resources.

In the 2022-2023 school year, Horizon Science Academy-Cincinnati had a Chronic Absenteeism rate of 56.5%. Attendance was affected by a busing system that did not provide adequate transportation for students. When students are not in the classroom they are missing out on learning opportunities. The transportation issue has been addressed for the 2023-2024 school year.

In grades 3-5 only 17.4% of students scored proficient on the 2023 Ohio State Test (OST). Data from the 2023 OST shows Literary Text is the greatest need of intervention. With so many students below proficiency, classrooms need to have strong Tier 1 instruction in place with an emphasis on Literary Text. In grades K-3 only 8% of students performing below grade level moved from Not on Track to On Track per the I-Ready reading diagnostic. Data from the I-Ready reading diagnostic shows Phonics is the greatest need of intervention.

Many of our teachers lack a knowledge of the Science of Reading to help address our Phonics interventions and there's a great need for professional development in this area. Previously, our English curriculum was not implemented with fidelity to help address our areas of need with our students.

### 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.*

-High level of Chronic Absenteeism

-Lack of a formal Intervention Program with progress monitoring

- Low foundational reading skills in Phonological Awareness and Phonics

-Need to implement the curriculum as it addresses the Science of Reading and focus on comprehension in the 2nd-8th grades.

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

#### 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.*

Horizon Science Academy Cincinnati is participating in a VLifts – Literacy cohort with the University of Cincinnati this school year. Through the Cohort teachers are completing Science of Reading modules with the organization as well as the science of reading modules with DEW.

Horizon Science Academy Cincinnati will be focusing on using the reading program – Collaborative Classroom with fidelity and monitoring standard mastery on reading standards for Literature using the I-Ready reading diagnostic.

Teachers will implement the Collaborative Classroom resources with fidelity. Teachers will provide the students with all components of the Being a Reader program each day: Reading (30 minutes), Word Study (20 minutes) and the Being a Writer program for 45-60 a day. Phonics (UFLI ) 30 minutes a day. Implement Small Groups and Focus on Tier 1 instruction.

The implementation of small groups will begin in each K-5 classroom focusing on student deficits. The iReady reading diagnostic and classroom assessments will be used to create small groups of students with similar needs. Groups will be conducted at a minimum of three times a week for 20 minutes. Small group instruction will be monitored through lesson planning, administrative walkthroughs and observations.

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

## SECTION 5: ACTION PLAN MAP(s) FOR ACTION STEPS\*

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

### Goal # 1 Action Map

Goal Statement: By the end of the 2026-27 School Year, 100% of students in Kindergarten-2nd grade will be proficient in the foundational skills of Phonological Awareness and Phonics

Evidence-Based Strategy or Strategies: Daily Phonological Awareness Activities: Implement short, daily activities focusing on rhyming, segmenting, blending, and manipulating sounds.

### Systematic Phonics Instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train Kindergarten - 2nd grade teachers on UFLI	Monitor implementation of the program with the required elements	Meet with teachers to discuss Progress monitoring and changes to instruction.
Timeline	August-November 2024	Aug 2024-May 2025	August 24-May 2025
Lead Person(s)	District Coach and DTL	Principal, Assistant Principal, Coach and DTL	Assistant Principal, Coach
Resources Needed	Teacher editions to UFLI, Time	Time, Instructional Guarantee form	Time, Progress Monitoring system
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	UFLI teachers edition to be requested by the DTL to the sponsor. DTL or coach to deliver the TE to the school. Coach an DTL to train teachers on the program	Train Admin on what to look for in the classroom with implementation by the coach and the DTL	Train teachers how to assess and monitor progress of students. Make time for meetings with admin and teachers to discuss the data.
Measure of Success	Teacher are able to implement the program with fidelity	Walkthrough data supports the implementation with fidelity	Increase in student proficiency at the PA/Phonics level on the diagnostic data at the end of the year.

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	No funding needed. TE are free with from our sponsor	General funds for any additional resources the teacher may need including individual whiteboards, markers, magnetic alphabet etc. Instructional Guarantee walkthrough document already exists	General funds for any additional resources the teacher may need including individual whiteboards, markers, magnetic alphabet etc for reteaching
Check-in/Review Date	October 2024, January 2025, May 2025	Monthly check ins	Monthly check ins

### Goal # 2 Action Map

Goal Statement: By the end of the 2026-27 School Year, 55% of 3rd grade students will be proficient on the OST

Evidence-Based Strategy or Strategies: Develop awareness and proficiency of comprehension skills and differentiate instruction for students

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

<b>Implementation Component</b>	Analyze data from the Fall 2024 OST	Small groups implementation of comprehension skills	Utilize the released OST items in instruction
Timeline	January 2025	December 2024-May 2025	December 2024-May 2025
Lead Person(s)	Classroom Teachers; APA; Literacy Lead	Classroom Teachers	Classroom Teachers
Resources Needed	OST Data	Small Group materials provided by iReady	Released Test Items; Lesson Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	PD on how to analyze data  Coaching from District and School Leadership	PD from I-Ready on student grouping and materials in iReady  Coaching from District and School Leadership Team  Walkthrough and Classroom interventions to ensure small group implementation  Weekly team Meetings to discuss progress/review needs	Walkthrough and Classroom interventions to ensure use of questions  Weekly TBT Meetings to discuss progress/review needs
Measure of Success	Spring OST scores	iReady Monitoring	Spring OST Scores
Description of Funding	General Funds	General Funds	General Funds

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

<b>Implementation Component</b>	Analyze data from the Fall 2024 OST	Small groups implementation of comprehension skills	Utilize the released OST items in instruction
Check-in/Review Date	Review and Check-in monthly with teachers at team meeting	Review and Check-in monthly and after Winter Vendor Assessment	Review and Check-in monthly and after Winter Vendor Assessment

## 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.*

Implementation and monitoring the progress of the Schools' plan will occur in the following ways:

- TBT meetings for the identified grade levels to discuss the implementation of the plan with School Leadership and District staff as appropriate
- Predetermined meeting dates to do check ins.
- Walkthroughs and Classroom observations performed by School Leadership, District Personnel, and Management Company and Academic Team
- Individual teacher meetings
- Data Meetings
- Weekly TBT meetings to review needs and resources attended by the School Leadership Team and/or District personnel
- BLT and Administration meetings
- PD sign in sheets
- Progress Monitoring data from small group instruction
- Data from the Winter and Spring Vendor Assessment as well as the Spring 3rd grade OST data
- Short Cycle assessments

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



## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

*\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

The strategies mentioned in Section 5 align with evidence-based practices in literacy instruction, particularly for learners on Reading Improvement and Monitoring Plans (RIMPs). By breaking down each component and we can discuss how they contribute to improving reading skills:

#### **Develop Awareness of Sound Segments:**

Phonemic Awareness: This involves the ability to identify and manipulate individual sounds (phonemes) in spoken words. Evidence suggests that developing strong phonemic awareness is foundational for successful reading. Activities like rhyming games, blending and segmenting sounds, and manipulating phonemes help students build this awareness.

#### **Teach Decoding Skills and Word Analysis:**

Systematic Phonics Instruction: Provide explicit and systematic instruction on the relationships between letters and sounds. Evidence supports the use of phonics programs that progressively introduce and reinforce these relationships, helping students decode unfamiliar words.

Word Analysis: Teach students to analyze word parts, including prefixes, suffixes, and root words. This skill enhances their ability to decipher the meaning of unfamiliar words and contributes to vocabulary development.

#### **Ensure Daily Reading of Connected Text:**

Independent Reading: Regular exposure to connected text is crucial for developing reading accuracy, fluency, and comprehension. Independent reading allows students to apply the decoding skills they've

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

learned in a meaningful context. Teachers can select texts that match students' current reading levels to provide an appropriate challenge without overwhelming them.

### **Support Reading Accuracy, Fluency, and Comprehension:**

Systematic teaching of phonics helps students understand the relationship between letters and sounds, which is crucial for decoding words accurately. Use texts that align with the phonics skills being taught to give students practice with applying their decoding skills. Provide immediate and constructive feedback when students make reading errors to help them learn from their mistakes. Practice reading aloud with guidance from a teacher or mentor, focusing on speed, accuracy, and expression. Encourage students to read the same text multiple times to improve their reading speed and confidence. Use activities like reader's theater or poetry recitation to make reading practice engaging and help students work on their fluency. Teach both the meanings of individual words and strategies for determining word meanings from context. Teach students strategies like summarizing, predicting, questioning, and clarifying to help them understand and remember what they read. Conduct read-aloud sessions where students can discuss the text, ask questions, and make connections, fostering deeper understanding. Use tools like story maps, Venn diagrams, and concept webs to help students organize and understand information from their reading.

### **Comprehension Strategies:**

Explicitly teach comprehension strategies such as predicting, questioning, summarizing, and monitoring comprehension. These strategies enhance students' ability to understand and retain information from the texts they read.

### **Monitoring Progress and Adjusting Instruction:**

Formative Assessment: Regularly assess students' reading abilities through formative assessments. These assessments should inform instructional decisions, allowing teachers to identify areas of strength and areas that need additional support. Ongoing monitoring is a key component of a Reading Improvement and Monitoring Plan.

### **Differentiation and Personalization:**

Individualized Instruction: Tailor instruction to meet the unique needs of each student. Differentiate materials and activities based on individual skill levels and progress. Evidence supports the effectiveness of personalized approaches in literacy instruction.

These evidence-based strategies contribute to a comprehensive approach to literacy instruction and align with the goals of Reading Improvement and Monitoring Plans. By addressing phonemic awareness,

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

decoding skills, fluency, and comprehension, educators can support learners in building a strong foundation for reading success. Regular monitoring and adjustment of instruction based on individual progress are critical elements in ensuring the effectiveness of these strategies.

**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.*

To ensure the effectiveness, progress monitoring, and continuous improvement of the strategies for developing sound awareness, decoding skills, word analysis, and daily connected text reading, the district will implement a comprehensive plan that addresses these specific components:

1. Professional Development and Training:

- Provide ongoing, research-based professional development for teachers focused on effective instructional strategies for developing sound awareness, decoding, word analysis, and promoting daily connected text reading. This training should be designed to keep educators informed about the latest evidence-based practices.

2. Curriculum Alignment:

- Align the district's curriculum with evidence-based practices. Ensure that instructional materials, lesson plans, and assessments incorporate strategies that develop phonemic awareness, decoding skills, word analysis, and daily connected text reading.

3. Data-Driven Instruction:

- Implement a robust data collection and analysis system to monitor student progress. Regularly assess students using formative and summative assessments aligned with the identified strategies. Use this data to inform instructional decisions and adjust teaching methods accordingly.

4. Collaborative Planning and Professional Learning Communities:

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

- Encourage collaborative planning among teachers within and across grade levels. Establish professional learning communities where educators can share insights, successes, and challenges related to the implementation of these strategies.

#### 5. Differentiation and Individualized Support:

- Implement differentiated instruction to address the diverse needs of students. Provide targeted support for students who may require additional help in developing sound awareness, decoding skills, or reading fluency.

#### 6. Parent and Community Involvement:

- Engage parents and the community in supporting the strategies at home. Provide resources and workshops to help parents understand the importance of daily reading and how they can reinforce these strategies outside of the classroom.

#### 7. Progress Monitoring and Reporting:

- Establish regular checkpoints to monitor and report on student progress. Develop a system for communicating progress to parents, administrators, and other stakeholders. Celebrate successes and communicate areas for improvement.

#### 8. Adaptability and Continuous Improvement:

- Recognize that educational needs evolve, and strategies may need adjustments. Regularly reassess the effectiveness of implemented strategies and be willing to adapt based on ongoing assessments and feedback.

#### 9. Resource Allocation and Support:

- Ensure that teachers have access to the necessary resources, including instructional materials, technology, and professional support, to effectively implement the identified strategies.

#### 10. Feedback Mechanisms:

- Establish mechanisms for gathering feedback from teachers, students, and parents. Use this feedback to identify areas of success and areas that need adjustment or additional support.

#### 11. Documentation and Evaluation:

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

- Maintain detailed records of the strategies implemented, student outcomes, and adjustments made. Conduct regular evaluations to assess the overall effectiveness of the chosen strategies.

By incorporating these elements into the district's plan, the educational leaders will create a comprehensive and dynamic system that ensures the ongoing effectiveness of strategies aimed at developing reading skills. Regular assessments, collaboration, and a commitment to continuous improvement will contribute to sustained progress and refinement of instructional practices over the two prior consecutive school years.

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

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

**\*\*Under Ohio law (House Bill 33 of the 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.**

Topic	When	Who
Collaborative Classroom- Being a Reader	August 2024, February 2025	Classroom Teachers in Kindergarten-5th grade
Collaborative Classroom- Small Groups	August 2024, February 2024	Classroom Teachers in Kindergarten-2nd grade
UFLI	August 2024, September 2024, January 2025, February 2025	Classroom Teachers in Kindergarten-2nd grade

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

Collaborative Classrooms- SIPPs	August 2024, January 2025	Classroom Teachers in 3rd-5th grade, Intervention Specialists, Title Teachers
Science of Reading	Ongoing- June 2025	All ELA Teachers Kindergarten - 8th grade
Why of Phonics	January 2025	All ELA Teachers Kindergarten - 8th grade
What of Phonics	February 2025	All ELA Teachers Kindergarten - 8th grade
Vertical Alignment	February 2025	ALL Teachers

The Professional Development Plan was developed based on a number of factors.

1. Collaborative Classroom was a new curriculum in the 2022-2023 school year. During the past 2 years we did the Implementation and the Professional Development that supported implementation. In the 2024-2025 School Year, we have had new staff members who needed Professional Development in addition to current staff who need ongoing refreshers in the curriculum.
2. For the 2023-2024 and the 2024-2025, the school has contracted with the V-LIFTS program through the University of Cincinnati to provide school leadership with the skills and training needed to coach and train teachers in strategies under the Science of Reading. Based on this partnership the District Team determined ongoing PD series offered through the University of Cincinnati was beneficial to offer to the staff. This was based on walkthrough and observation data as well as vendor and state assessment results and teacher feedback/surveys. Therefore the Science of Reading, Why Phonics and What of Phonics is being completed by the teachers this year.
3. Based on the OST assessment results from the Spring of 2023, vendor assessment data from the Fall of 2023, the Dyslexia screening data from the Fall of 2023, teacher survey data, observation and walkthrough data, and an audit of our current ELA Program, we have determined that a whole group phonics program is needed. Therefore we will be implementing the program in January of 2024. Meetings are currently underway to make a final decision prior to winter break.

All PD activities were based on data collected from student sources and teacher sources and are all focused on student achievement. Professional development will be sustained through job embedded

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

activities including modeling and coaching. Frequent classroom observations will be conducted by district and school leadership to ensure the fidelity of Professional development activities. Based on this data as well as progress monitoring data, identified needs of teachers will be determined and detailed to ensure their needs are met. TBT and PLC will all incorporate a time in their agenda to review strategies and data.

The School is ensuring that Culturally Responsive Teaching as well as the Science of Reading is included in the PD plan. The Science of Reading continues to be a whole group topic and school administration is ensuring that all PD requirements are completed by the timeline as defined by the state. Culturally Responsive Teaching is addressed as part of every PD session. The curriculum was chosen by the Management Company in part because of the Inclusive and culturally responsive activities included. The Management Company also includes a department on Diversity, Equity and Inclusion that provides ongoing professional development throughout the year in person and via zoom.

## APPENDICES

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

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