



December 2, 2024

Dear Superintendent Efe:

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

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

Strengths of the Reading Achievement Plan:

- The plan includes SMART goals
- The plan provides detailed introspection about the internal and external factors that contribute to low reading achievement
- Goals and strategies tie back to the foundational skill deficits identified in the data provided.

This plan will benefit from:

- Several data points are provided but there is no analysis of the data. Consider including analysis to make the plan stronger
- Transition from using guided reading to evidence-based strategies grounded in the science of reading.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Horizon Science Academy Dayton Downtown revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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 Dayton Downtown

DISTRICT IRN:

011976

DISTRICT ADDRESS:

121 South Monmouth Street, Dayton OH 45403

PLAN COMPLETION DATE:

December 08, 2023

LEAD WRITERS:

Emily Mershon

James Robinson

Jessica Shoaf

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.

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

Name	Title/Role	Location	Email
Emily Mershon	Principal	Horizon Science Academy Dayton Downtown	e.mershon@horizondayton.org
James Robinson	Assistant Principal of Academics	Horizon Science Academy Dayton Downtown	j.robinson@horizondayton.org
Jessica Shoaf	Director of Teaching and Learning	Concept Schools	shoaf@conceptschoools.org
Koral Meshulam	1st grade Teacher	Horizon Science Academy Dayton Downtown	k.meshulam@horizondayton.org
Ashley Alexander	Kindergarten Teacher	Horizon Science Academy Dayton Downtown	a.alexander@horizondatyon.org
Holly Harvey	2nd Grade Teacher	Horizon Science Academy Dayton Downtown	h.harvey@horizondayton.org
Susie Simpson	3rd Grade Teacher	Horizon Science Academy Dayton Downtown	ssimpson@horizondatyon.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 District Leadership Team developed the plan in conjunction with Administration, Teachers and Staff. Data from last year's Ohio State Tests, this year's STAR assessment data, Kindergarten Readiness Assessment, data from the tier 1 and tier 2 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

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

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 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. For the 23-24SY 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 phonics program would be beneficial and are finishing up their research on appropriate Phonics curriculum to implement.

Information from the District Literacy Committee was used to help develop this plan. For 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 and the 24-25 SY.

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.

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.

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

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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 with Sponsor, Buckeye Hope, 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 second year of this program. 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.

Fourth, we have identified the lack of books the students have access to within their homes. We have implemented various activities throughout the school year to increase students' access to books. Recently, we held a literacy night that allowed students to take home a book at no cost. These events are held throughout the year. We continue to look for opportunities that allow our students the ability to increase their home libraries with books of high interest at their reading levels.

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Finally, we are teaming with an area daycare that hosts many of our students to incorporate tutoring in the aftercare program based on students ability.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert *disaggregated* student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment**
 - 23-24 KRA:**
 - 0 (0%) Demonstrating Readiness**
 - 3 (20.0%) Approaching Readiness**
 - 12 (80.0%) Emerging Readiness**

- **Ohio's State Test for English language arts assessment for grades 3-8**
 - **3rd Grade - 46.7% Proficient or Higher**
 - **Advanced (13.3%)**
 - **Accomplished (20%)**
 - **Proficient (13.3%)**
 - **Basic (20%)**
 - **Limited (33.3%)**

 - **4th Grade - 30.8% Proficient or Higher**
 - **Advanced (0%)**
 - **Accomplished (7.7%)**
 - **Proficient (23.1%)**
 - **Basic (23.1%)**
 - **Limited (46.2%)**

 - **5th Grade - 20% Proficient or Higher**
 - **Advanced (5%)**
 - **Accomplished (10%)**
 - **Proficient (5%)**
 - **Basic (30%)**
 - **Limited (50%)**

 - **6th Grade - 9.5% Proficient or Higher**
 - **Advanced (0%)**
 - **Accomplished (0%)**
 - **Proficient (9.5%)**
 - **Basic (28.6%)**
 - **Limited (61.9%)**

 - **7th Grade - 23.5% Proficient or Higher**

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- **Advanced (0%)**
 - **Accomplished (0%)**
 - **Proficient (23.5%)**
 - **Basic (35.5%)**
 - **Limited (41.2%)**
- **8th Grade - 18.2% Proficient or Higher**
 - **Advanced (0%)**
 - **Accomplished (9.1%)**
 - **Proficient (9.1%)**
 - **Basic (13.6%)**
 - **Limited (68.2%)**
-

- **K-3 Reading diagnostics (include subscores by grade level)**

STAR Early Literacy

- **Kindergarten**
 - **Below 25th Percentile - 65%**
 - **25th to 49th Percentile - 11%**
 - **50th to 74th Percentile - 5%**
 - **75th & Above Percentile - 0%**
- **1st Grade**
 - **Below 25th Percentile - 45%**
 - **25th to 49th Percentile - 20%**
 - **50th to 74th Percentile - 25%**
 - **75th & Above Percentile - 10%**

STAR Reading Assessment

- **2nd Grade**
 - **Below 25th Percentile - 72%**
 - **25th to 49th Percentile - 17%**
 - **50th to 74th Percentile - 6%**
 - **75th & Above Percentile - 6%**
- **3rd Grade**
 - **Below 25th Percentile - 25%**
 - **25th to 49th Percentile - 22%**
 - **50th to 74th Percentile - 13%**
 - **75th & Above Percentile - 0%**

- **The Ohio English Language Proficiency Assessment (OELPA)
2022-2023 OELPA**

- **Kindergarten - 1 student**
 - **Proficient - 0%**
 - **Emerging - 100%**
 - **Progressing - 0%**
 - **Proficient - 0%**

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- **Listening -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 33%**
 - **Early Advanced - 33%**
 - **Advanced - 33%**
 - **Reading -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 33%**
 - **Early Advanced - 33%**
 - **Advanced - 0%**
 - **Speaking -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 33%**
 - **Advanced - 67%**
 - **Writing -**
 - **Beginning - 67%**
 - **Early Intermediate 0%**
 - **Intermediate - 33%**
 - **Early Advanced - 0%**
 - **Advanced - 0%**
- **1st Grade - 3 Students**
 - **Proficient - 0%**
 - **Emerging - 0%**
 - **Progressing - 100%**
 - **Proficient - 0%**
 - **Listening -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 33%**
 - **Early Advanced - 33%**
 - **Advanced - 33%**
 - **Reading -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 33%**
 - **Early Advanced - 33%**
 - **Advanced - 0%**
 - **Speaking -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 33%**
 - **Advanced - 67%**
 - **Writing -**
 - **Beginning - 67%**

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- *Early Intermediate* 0%
 - *Intermediate* - 33%
 - *Early Advanced* - 0%
 - *Advanced* - 0%
- **2nd Grade - 2 Students**
 - **Proficient - 0%**
 - *Emerging* - 50%
 - *Progressing* - 50%
 - *Proficient* - 0%
 - **Listening -**
 - *Beginning* - 50%
 - *Early Intermediate* 0%
 - *Intermediate* - 0%
 - *Early Advanced* - 50%
 - *Advanced* - 0%
 - **Reading -**
 - *Beginning* - 50%
 - *Early Intermediate* - 50%
 - *Intermediate* - 0%
 - *Early Advanced* - 0%
 - *Advanced* - 0%
 - **Speaking -**
 - *Beginning* - 50%
 - *Early Intermediate* 0%
 - *Intermediate* - 0%
 - *Early Advanced* - 50%
 - *Advanced* - 0%
 - **Writing -**
 - *Beginning* - 100%
 - *Early Intermediate* - 0%
 - *Intermediate* - 0%
 - *Early Advanced* - 0%
 - *Advanced* - 0%
- **3rd Grade - N/A**
- **4th Grade - 2 Students**
 - **Proficient**
 - *Emerging* - 0%
 - *Progressing* - 50%
 - *Proficient* - 50%
 - **Listening -**
 - *Beginning* - 50%
 - *Early Intermediate* 0%
 - *Intermediate* - 50%
 - *Early Advanced* - 50%
 - *Advanced* - 50%
 -

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

- **Reading -**
 - **Beginning - 50%**
 - **Early Intermediate - 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 50%**
 - **Advanced - 0%**
 - **Speaking -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 100%**
 - **Advanced - 0%**
 - **Writing -**
 - **Beginning - 50%**
 - **Early Intermediate - 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 50%**
 - **Advanced - 0%**
 - **5th Grade - 2 students**
 - **Proficient**
 - **Emerging - 0%**
 - **Progressing - 100%**
 - **Proficient - 0%**
 - **Listening -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 100%**
 - **Advanced - 0%**
 - **Reading -**
 - **Beginning - 0%**
 - **Early Intermediate - 0%**
 - **Intermediate - 50%**
 - **Early Advanced - 50%**
 - **Advanced - 0%**
 - **Speaking -**
 - **Beginning - 0%**
 - **Early Intermediate 0%**
 - **Intermediate - 0%**
 - **Early Advanced - 50%**
 - **Advanced - 50%**
 - **Writing -**
 - **Beginning - 0%**
 - **Early Intermediate - 0%**
 - **Intermediate - 100%**
 - **Early Advanced - 50%**

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

- **Advanced - 0%**
 - **6th Grade - 4 Students**
 - **Proficient**
 - **Emerging - 50%**
 - **Progressing - 50%**
 - **Proficient - 0%**
 - **Listening -**
 - **Beginning - 25%**
 - **Early Intermediate- 250%**
 - **Intermediate - 0%**
 - **Early Advanced - 25%**
 - **Advanced - 25%**
 - **Reading -**
 - **Beginning - 50%**
 - **Early Intermediate - 25%**
 - **Intermediate - 25%**
 - **Early Advanced - 0%**
 - **Advanced - 0%**
 - **Speaking -**
 - **Beginning - 25%**
 - **Early Intermediate- 50%**
 - **Intermediate - 0%**
 - **Early Advanced - 25%**
 - **Advanced - 0%**
 - **Writing -**
 - **Beginning - 50%**
 - **Early Intermediate - 0%**
 - **Intermediate - 50%**
 - **Early Advanced - 0%**
 - **Advanced - 0%**
 - **7th Grade - N/A**
 - **8th Grade - N/A**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

N/A



Star Reading Assessments Completed ↓↑

Star Reading Percentile Rank ↓↑

Star Reading Estimated State Benchmark Level ↓↑

School Overall

178

59.1 %

81.8 %

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.

In the 2022-2023 school year, Horizon Science Academy Dayton Downtown had a Chronic Absenteeism rate of 65.19%. Attendance was affected by a busing system that did not provide adequate transportation for students. In addition to the faulty transportation system there were 126 out of school suspensions during the school year. When students are not in the classroom they are missing out on learning opportunities.

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 second year of this program. 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.

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.

Due to the lack of reliable transportation students were not able to have consistent daily instructional time.

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Additionally, a high mobility rate influences overall student performance. In the 2023-2024 School year, 32% of students (not including kindergartners) are in their 1st year of enrollment at the school. The high mobility rate decreased the consistency of instruction from year to year.

Staff retention also plays an important role in student academic performance. 33% of the teachers were new in the 2023-2024 School year. The large number of turnover makes it difficult when creating consistency year to year in academic and behavior expectations. An increase in training needs and professional development needed to induct teachers to the building, curriculum and the culture causes other areas that need to be addressed to fall to the wayside.

Teachers are working to introduce small group instruction into the daily schedule. The new curriculum requires 120 minutes of reading instruction a day which is a challenge to fit into the schedule and plan for as well. Changes to the daily schedule will allow more time for Reading and Writing instruction. Professional Development on using the reading program with fidelity is on going.

Progress monitoring data is not being used to determine growth

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 Dayton Downtown 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 and working as a team to compare reading curriculum against the Science of Reading to determine where there are gaps. Teachers will have 100% completion of Module One by October 27, 2023, 100% completion of Module two by January 31, 2024 and 100% Completion of Module 3 by April 30, 2023.

HSADD will be focusing on using the reading program – Collaborative Classroom with fidelity and monitoring standard mastery on reading standards for Literature using the STAR Assessment and Reading Readiness Assessments. Administration will use the Collaborative Classroom fidelity rubric to monitor the implementation of curriculum requirements. Fidelity checks will be done completed quarterly by November 15, 2023; February 15, 2024 and May 15, 2024

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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 (SIPPS) 30 minutes a day. The implementation of the 4 components of the curriculum will be monitored through weekly lesson plan checks.

The Implementation of Small Groups will begin in each K-3 classroom focusing on student deficits. The STAR reading assessment and classroom assessments will be used to create small groups of students with similar needs. Groups will be conducted at a minimum of two times a week for 20 minutes. Small group instruction will be monitored through lesson planning and walkthroughs.

Conscious Discipline is being introduced to staff. Professional Development days during the 2023-2024 school are being dedicated to focusing on Handling Upset: The Adult-First Mindset Shift. The staff will complete 8 1-hour e-learning courses as a team by April 2024 to learn strategies of self-regulation in order to provide a safe learning environment for all students.

Teachers will track phonics growth using Star Early Literacy
Restorative practices are being implemented into the discipline policy in order to build connections and repair relationships in times of conflict.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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

Goal # __1_ Action Map

Goal Statement: By the end of the 2023-2024 school year, increase Phonemic Awareness proficiency of students in 1st-3rd grade from 50% to 75% as measured by the STAR Assessment.

Evidence-Based Strategy or Strategies: Develop awareness of the segments of sound in speech and how they link to letters.

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

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a Phonics Program whole group	Small groups implementation of Phonemic Awareness Activities/Strategies that follow the Science of Reading and Centers that focus on Reading, Word Work and Writing to support small group work	<p>Increase the amount of ELA time from 90 minutes to 120 minutes for an increase in whole group and small group</p> <p>All students who require a reading improvement and monitoring plan (RIMP) will be provided additional student specific intervention based on further diagnostic assessments that identify learning gaps.</p> <ul style="list-style-type: none"> • Diagnostic assessments • Additional Instruction beyond core • Interventions aligned to needs and core curriculum • Skill specific progress monitoring
Timeline	January 2024-May 2024	December 2023-May 2024	December 2023-May 2024
Lead Person(s)	Classroom Teachers	Classroom Teachers	Classroom Teachers Administration
Resources Needed	Phonics Program resources	Small Group materials provided by Collaborative Classroom	Schedule Adjustment Time Reassign Social Studies to another staff member
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	<p>PD on the Why and the What of Phonics</p> <p>Coaching from District and School Leadership</p>	<p>PD from Collaborative Classroom on Small Groups</p> <p>PD from management company Academic Lead</p>	Walkthrough and Classroom interventions to ensure fidelity of the schedule

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

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	Academic Lead with Management Company Walkthrough and Classroom interventions to ensure fidelity of the program Weekly TBT Meetings to discuss progress/review needs	Coaching from District and School Leadership Team Walkthrough and Classroom interventions to ensure fidelity of the program Weekly TBT Meetings to discuss progress/review needs	Weekly TBT Meetings to discuss progress/review needs
Measure of Success	STAR Assessments	STAR Assessment	STAR Assessment
Description of Funding	General Funds	General Funds	General Funds
Check-in/Review Date	Review and Check-in monthly and after Winter Vendor Assessment	Review and Check-in monthly and after Winter Vendor Assessment	Review and Check-in monthly and after Winter Vendor Assessment

Goal # 2 Action Map

Goal Statement: By the end of the 2023-2024 School Year, student proficiency in comprehension in literature and informational text will increase to 50% from 10% in grades 1st-3rd grade

Evidence-Based Strategy or Strategies: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure Fidelity of use of School curriculum, Collaborative Classroom	All teachers will implement the Collaborative Curriculum daily	

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	December 2023-May 2024	December 2023-May 2024	
Lead Person(s)	Classroom Teacher Leadership Team	Classroom Teacher	
Resources Needed	None	Curriculum Materials	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	PD for those teachers not implementing Collaborative Classroom Walk-throughs and observations to ensure fidelity, PD and coaching needs PD and Coaching from Leadership Team, District and Management Company personnel	Lesson Planning	
Measure of Success	STAR Assessment	Lesson Plan monitoring and walkthroughs	
Description of Funding	General Funds	General Funds	
Check-in/Review Date	Weekly check-ins; review monthly and after Winter vendor assessment	Weekly check-ins; review monthly and after Winter vendor assessment	

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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 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

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.**

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

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 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:

- **Guided Reading:** Implement guided reading sessions where students read texts at their instructional level with teacher support. This allows for targeted instruction on specific skills, addressing individual needs. It also helps improve reading accuracy, fluency, and comprehension.
- **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:

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

- **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, 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.

3. CURRICULUM ALIGNMENT:

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

- 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.
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4. 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.
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5. COLLABORATIVE PLANNING AND PROFESSIONAL LEARNING COMMUNITIES:

- 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.
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6. 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.
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7. 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.
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8. 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.
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9. 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.
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10. RESOURCE ALLOCATION AND SUPPORT:

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

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

11. 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.

12. DOCUMENTATION AND EVALUATION:

- 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 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

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

C. PD 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.

Topic	When	Who
Collaborative Classroom- Being a Reader	August 2023, January 2024	Classroom Teachers in Kindergarten-5th grade
Collaborative Classroom- Small Groups	August 2023, January 2024	Classroom Teachers in Kindergarten-2nd grade
Collaborative Classrooms- SIPPs	August 2023, January 2024	Classroom Teachers in Kindergarten-5th grade, Intervention Specialists, Title Teachers
Phonics Program	January 2024	Classroom Teachers in Kindergarten-2nd grade, Intervention Specialists, Title Teachers
Science of Reading	October 2024	All ELA Teachers Kindergarten - 8th grade
Why of Phonics	January 2024	All ELA Teachers Kindergarten - 8th grade
What of Phonics	February 2024	All ELA Teachers Kindergarten - 8th grade
Vertical Alignment	January 2024, May 2024	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 this year we did the Implementation and the Professional Development that supported implementation. In the 2023-2024 School Year, we have had new staff members who needed Professional Development in addition to current staff who need ongoing refreshers in the curriculum.

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

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. We also have a plan to continue the series in the 2024-2025 School 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 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.*