



November 20, 2024

Dear Principal Duchene:

Thank you for submitting the Horizon Science Academy Columbus Elementary 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’s goal is measurable, achievable, and time-bound.
- The school has collaborated with an institute of higher education to support its transition to core curriculum aligned with the science of reading.

This plan will benefit from:

- The professional development plan lacked information about who will participate and how it is connected to goals and strategies outlined throughout the plan.
- This plan would benefit from an analysis of K-3 foundational skills data to inform goals and strategies.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Horizon Science Academy Columbus Elementary 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 and Workforce a Reading Achievement Plan by Dec. 31.

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

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

DISTRICT NAME:

Horizon Science Academy Columbus Elementary

DISTRICT IRN:

009990

DISTRICT ADDRESS:

2835 Morse Road
Columbus, OH 43231

PLAN COMPLETION DATE:

December 8, 2023

LEAD WRITERS:

Heather Duchene - Assistant Principal of Academics

Laurie Beech - Literacy Coach

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Celal Sarikamis	Building Principal	Horizon Science Academy Columbus Elementary	sarikamis@hsace.org
Heather Duchene	Assistant Principal of Academics	Horizon Science Academy Columbus Elementary	duchene@hsace.org
Laurie Beech	Literacy Coach	Horizon Science Academy Columbus Elementary	beech@hsace.org
Jessica Shoaf	Director of Teaching and Learning	Concept Schools	shoaf@conceptschoools.org
Staci Roberts	Third Grade Teacher	Horizon Science Academy Columbus Elementary	roberts@hsace.org

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

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 2022-2023 Ohio State Tests, this year's vendor assessment data, 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. Future teacher professional development was discussed 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 examined to determine the fidelity of implementation of the curriculum and any further PDs sessions that may be necessary. The curriculum, Collaborative Literacy was adopted in the 22-23SY. Teachers continue to receive training on the program/curriculum. For the 23-24SY, changes were discussed about how to incorporate more writing instruction into science and social studies. Teachers were also given training on how to use the curriculum and also include small group instruction into their 90 minute ELA block. The Literacy committee has also reviewed the curriculum to ensure that all required components of the Science of Reading are included and all Ohio State Standards are being addressed. The team did discover that there is a lack of phonics within the curriculum for upper elementary students. We are in the process of finding a program that will benefit our students the greatest.

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 grade level 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 staff and grade level meetings that include administration and grade level team leads. In addition, the plan will be reviewed after mid year and end of the year iReady 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 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. 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 our teachers' ability to teach and implement foundational and comprehension lessons based on student needs. The majority of our teachers have a 4-9 license and do not have experience in teaching necessary foundational reading skills. 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 adjustment to differentiation and the increase in teachers on a substitute license without formal training. A mentoring program, Professional Development opportunities, modeling, grade-level 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. For the 2023-2024 School Year, it was found that more time needs to be allotted to ELA instruction. We have found ways to incorporate it into other subjects. This is the second year of the new curriculum. 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 entering into the third grade performing multiple grade levels behind is creating a larger learning gap. Our school is located in a high poverty area and 100% of our students qualify for free breakfast and lunch. With this we are finding a lack of background knowledge needed in comprehension skills and phonological awareness. We are also finding that our students have difficulties with word recognition even though they have language comprehension.

Fourth, we have identified the lack of family engagement in terms of literacy within their homes. There is an extreme language barrier in the majority of our students' homes. We are working on reaching all of the families in our school and providing them with resources to increase the literacy activities at home.

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**
 - **N/A**

- **Ohio's State Test for English language arts assessment for grades 3-8**
 - **3rd Grade - 40% Proficient or Above**
 - **Advanced - 12%**
 - **Accomplished - 16%**
 - **Proficient - 12%**
 - **Basic - 21%**
 - **Limited - 39%**
 - **4th Grade - 39% Proficient or Above**
 - **Advanced - 9%**
 - **Accomplished - 17%**
 - **Proficient - 13%**
 - **Basic - 24%**
 - **Limited - 37%**
 - **5th Grade - 42% Proficient or Above**
 - **Advanced- 12%**
 - **Accomplished - 16%**
 - **Proficient - 14%**
 - **Basic - 31%**
 - **Limited - 27%**

- **K-3 Reading diagnostics (include subscores by grade level)**
 - **3rd Grade**
 - **Three or more grade levels behind - 6%**
 - **Two grade levels behind - 12%**
 - **One grade level behind - 9%**
 - **Early on grade level - 47%**
 - **Mid or above grade level - 27%**
 - **4th Grade**
 - **Three or more grade levels behind - 19%**
 - **Two grade levels behind - 7%**
 - **One grade level behind - 43%**
 - **Early on grade level - 13%**
 - **Mid or above grade level - 19%**

- o **5th Grade**
 - **Three or more grade levels behind - 18%**
 - **Two grade levels behind - 29%**
 - **One grade level behind - 22%**
 - **Early on grade level - 20%**
 - **Mid or above grade level - 10%**
- **The Ohio English Language Proficiency Assessment (OELPA)**
 - o **3rd Grade - 55 Students**
 - **Proficiency**
 - **Emerging - 0%**
 - **Progressing - 67%**
 - **Proficient - 33%**
 - **Listening -**
 - o **Beginning - 0%**
 - o **Early Intermediate - 0%**
 - o **Intermediate - 22%**
 - o **Early Advanced - 44%**
 - o **Advanced - 35%**
 - o
 - **Reading -**
 - o **Beginning - 15%**
 - o **Early Intermediate - 15%**
 - o **Intermediate - 29%**
 - o **Early Advanced - 20%**
 - o **Advanced - 22%**
 - **Speaking -**
 - o **Beginning - 0%**
 - o **Early Intermediate - 7%**
 - o **Intermediate - 15%**
 - o **Early Advanced - 36%**
 - o **Advanced - 42%**
 - **Writing -**
 - o **Beginning - 13%**
 - o **Early Intermediate - 16%**
 - o **Intermediate - 29%**
 - o **Early Advanced - 20%**
 - o **Advanced - 22%**
 - o **4th Grade - 46 Students**

- **Proficiency**
 - **Emerging - 4%**
 - **Progressing - 76%**
 - **Proficient - 20%**

- **Listening -**
 - **Beginning - 2%**
 - **Early Intermediate - 2%**
 - **Intermediate - 17%**
 - **Early Advanced - 48%**
 - **Advanced - 30%**
 -

- **Reading -**
 - **Beginning - 9%**
 - **Early Intermediate - 7%**
 - **Intermediate - 41%**
 - **Early Advanced - 28%**
 - **Advanced - 15%**

- **Speaking -**
 - **Beginning - 7%**
 - **Early Intermediate - 2%**
 - **Intermediate - 9%**
 - **Early Advanced - 35%**
 - **Advanced - 48%**

- **Writing -**
 - **Beginning - 2%**
 - **Early Intermediate - 13%**
 - **Intermediate - 59%**
 - **Early Advanced - 15%**
 - **Advanced - 11%**

- **5th Grade - 55 Students**
 - **Proficiency**
 - **Emerging - 2%**
 - **Progressing - 73%**
 - **Proficient - 25%**

 - **Listening -**
 - **Beginning - 0%**

- **Early Intermediate - 5%**
 - **Intermediate - 11%**
 - **Early Advanced - 49%**
 - **Advanced - 35%**
 -
- o **Reading -**
 - **Beginning - 7%**
 - **Early Intermediate - 18%**
 - **Intermediate - 42%**
 - **Early Advanced - 15%**
 - **Advanced - 18%**
- o **Speaking -**
 - **Beginning - 0%**
 - **Early Intermediate - 9%**
 - **Intermediate - 30%**
 - **Early Advanced - 30%**
 - **Advanced - 31%**
- o **Writing -**
 - **Beginning - 2%**
 - **Early Intermediate - 9%**
 - **Intermediate - 64%**
 - **Early Advanced - 15%**
 - **Advanced - 11%**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**
 - o **Grade 4 Mathematics OST - 2 Students Tested**
 - **Limited - 0%**
 - **Basic - 0%**
 - **Proficient - 50%**
 - **Accomplished - 0%**
 - **Advanced - 50%**
 - o **Grade 5 Mathematics OST - 1 Student Tested**
 - **Limited - 0%**
 - **Basic - 0%**
 - **Proficient - 0%**
 - **Accomplished - 100%**
 - **Advanced - 0%**
 - o **Grade 4 ELA OST - 2 Students Tested**
 - **Limited - 0%**

- *Basic - 0%*
- *Proficient - 0%*
- *Accomplished - 100%*
- *Advanced - 0%*
- o *Grade 5 ELA OST - 1 Students Tested*
 - *Limited - 0%*
 - *Basic - 0%*
 - *Proficient - 100%*
 - *Accomplished - 0%*
 - *Advanced - 0%*
- o *Grade 4 Alt-OELPA - 1 Student Tested*
 - *Proficiency*
 - *Emerging - 0%*
 - *Progressing - 100%*
 - *Proficient - 0%*

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 Columbus Elementary had an inconsistent transportation system that resulted in many students missing critical instruction time. When students are not in the classroom they are missing out on learning opportunities.

From the 2022-2023 school year to the present year, there has been a high rate of teacher turnover.

The community that we serve is culturally diverse and economically disadvantaged which creates barriers to learning.

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.

Additionally, since our school enrolls 3rd-5th graders, our newly enrolled students in the third grade are taking their first Standardized State Test. They experience test anxiety, lack of knowledge of the testing system, and an overwhelming amount of test taking.

Staff retention also plays an important role in student academic performance. 28% 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.

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 Columbus Elementary 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, 2024.

HSACE will be focusing on using the reading program – Collaborative Classroom with fidelity and monitoring standard mastery on reading standards for literature using the iReady Reading Diagnostic and Reading Readiness Assessments. Fidelity checks will be completed during administrative walkthroughs and observations of teachers.

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, Word Study and the Being a Writer program. Phonics (SIPPS) is being utilized by our Title One staff with students who are on Tier 2 and Tier 3 of the MTSS process. The implementation of these four components of the curriculum will be monitored through weekly lesson plan checks.

The implementation of small groups will begin in each 3-5 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 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, we will increase Proficiency of students in 3rd grade from 40% to 50% as measured by the Ohio State Test.

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Analyze data from the Fall 2023 OST	Small groups implementation of comprehension skills	Utilize the released OST items in instruction
Timeline	January 2024	December 2023-May 2024	December 2023-May 2024
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)	<p>Buckeye PD on how to analyze the data and next steps</p> <p>Coaching from District and School Leadership</p>	<p>PD from APA/Lit Lead on student grouping and materials in iReady</p> <p>Coaching from District and School Leadership Team</p> <p>Walkthrough and Classroom interventions to ensure small group implementation</p> <p>Weekly team Meetings to discuss progress/review needs</p>	<p>Walkthrough and Classroom interventions to ensure use of questions</p> <p>Weekly TBT Meetings to discuss progress/review needs</p>
Measure of Success	Spring OST scores	iReady Monitoring	Spring OST Scores

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	General Funds	General Funds	General Funds
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

Goal # _2_ Action Map

Goal Statement: By the end of the 2023-2024 school year, we will increase vocabulary benchmark scores of third graders from 42% to 70% as measured by the Spring iReady reading diagnostic.

Evidence-Based Strategy or Strategies: Collaborative Classroom word study curriculum will be used with fidelity, academic vocabulary incorporated through differentiated instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Collaborate Classroom word study curriculum in daily instruction	ELA staff participates in modules from VLifts – Literacy cohort with the University of Cincinnati	Small groups implementation of vocabulary skills
Timeline	September 2023-May 2024	October 2023-May 2024	December 2023-May 2024
Lead Person(s)	Classroom Teachers	ELA Staff	Classroom Teachers
Resources Needed	Collaborative Classroom word study materials	Modules and website information	small group and research-based vocabulary materials

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>PD on CC word study curriculum</p> <p>Coaching from school leadership and district reps</p> <p>Walkthrough and classroom observations to ensure fidelity of the program</p> <p>Weekly team meetings to discuss progress/review needs</p>	<p>PD led by literacy lead</p> <p>Discussions after each module with reflections and implementation</p> <p>Coaching from district and school leadership team</p> <p>Walkthrough and classroom observations to ensure fidelity of the program</p> <p>Bi-monthly meetings to discuss progress/review needs</p>	<p>Walkthrough and classroom observations to ensure fidelity of the schedule</p> <p>Monthly team meetings to discuss progress/review needs</p>
Measure of Success	iReady Assessments	iReady Assessments	iReady Assessments
Description of Funding	General Funds	General Funds	General Funds
Check-in/Review Date	Review and Check-in monthly and after Winter iReady Diagnostic	Review and Check-in monthly and after Winter iReady Diagnostic	Review and Check-in monthly and after Winter iReady Diagnostic

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 implementation and monitoring of the HSACE's plan will occur in the following ways:

- Third grade team level meetings to discuss the implementation of the plan with school leadership and district staff as appropriate
- Monthly team meeting check-ins.
- Walkthroughs and classroom observations performed by school leadership, district personnel, and management company academic team
- Individual teacher meetings
- Individual coaching
- Data meetings
- Weekly third grade team meetings to review needs and resources attended by the school leadership
- Administration meetings
- PD sign in sheets
- Progress monitoring data from small group instruction
- Data from the winter and spring iReady diagnostics as well as the spring 3rd grade OST data
- Dyslexia screener 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.*

The strategies mentioned in Section 5 align with evidence-based practices in literacy instruction, particularly for learners on Reading Improvement and Monitoring Plans (RIMPs).

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:

- 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.*

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.*

To ensure the effectiveness, progress monitoring, and continuous improvement of the strategies for developing sound awareness, decoding skills, word analysis, daily connected text reading and comprehension skills, 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, promoting daily connected text reading, and enhancing comprehension skills. 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, daily connected text reading, and comprehension skills.

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:

- 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. Include vertical alignment with the primary school.

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, reading fluency, or comprehension skills understanding.

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.

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.

9. ADAPTABILITY AND CONTINUOUS IMPROVEMENT:

- Recognize that educational needs to evolve, and strategies may need adjustments. Regularly reassess the effectiveness of implemented strategies and be willing to adapt based on ongoing assessments and feedback. Provide PD as needed for the adjustments.
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10. 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.

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.

APPENDICES

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