



March 4, 2024

Dear Superintendent Parshall-Fry:

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

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

Strengths of the Reading Achievement Plan:

- The plan includes a School Excellence Committee to monitor the implementation and fidelity of the plan, this group meets monthly.
- The plan identifies external factors however it also identifies that many of these things are outside of the school’s control.
- The plan uses a “5 Why” and “Fishbone” protocol to identify root causes.
- The plan identifies administrative walkthroughs to identify teachers in need of additional professional learning offered through coaching cycles with instructional coaches.
- The plan identifies weekly walkthroughs completed by administrators and instructional coaches to ensure fidelity of program implementation and quality of instruction.
- The plan states that teachers in grades K-7 will complete a professional development course that aligns with Ohio’s Dyslexia guidebook to meet the 18- hour requirements.

This plan will benefit from:

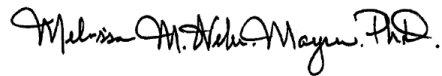
- Consider including sub-scores in the five components of reading (phonemic awareness, decoding, fluency, vocabulary, comprehension)
- Consider disaggregating the data to better identify subgroups of students that may need additional supports.
- Consider including diagnostic assessment data.
- Consider expanding your intervention in kindergarten and first grade to include letters (Graphemes) and letter sounds (phonemic awareness) to prevent additional decoding problems in second grade.

- Consider adding adult implementation goals to monitor implementation of programs.
- Consider adding decision rules to your plan to help identify the steps in your MTSS structure.
- Consider addressing Culturally Responsive Practices into your professional development plan

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

DISTRICT IRN: 014139

DISTRICT ADDRESS: 4656 Heaton Rd Columbus, Ohio 43229

PLAN COMPLETION DATE: 12/5/2023

LEAD WRITERS: Lauren Turner

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.

Cultural Commitments: Teachers at Imagine Columbus Primary are tasked with supporting a diverse population of 70% English Language Learners.

In response to our unique demographics, educators are committed to developing and implementing culturally responsive practices. As such, the following commitments will promote and support the establishment of a culturally responsive culture within the school and classroom communities:

- 1. Teachers and staff will hold all students to academic achievement expectations and support scholars in meeting and exceeding grade level standards and expectations:**
 - Teachers will develop and differentiate classroom instruction that supports underserved students.
 - Instructors, leadership, and support staff will sustain an environment that models growth mindsets and goal-oriented approaches to learning for children.
 - PBIS and Character Education programming will promote student ownership of learning, the development of problem-solving skills, citizenship, collaboration, and student voice and expression.
 - Counseling will be offered by our PBIS leader and NYAP to students to promote social-emotional development and wellbeing.

- 2. Teachers and staff will demonstrate knowledge of students’ cultures and promote the exploration and development of students’ academic, social, and emotional identities:**

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

- Teachers will learn about students’ families and their native and local cultures. Teachers will host and facilitate cultural discussions in the classroom to promote students’ sense of belonging in their classroom communities.
- Our School-Family Liason (Mr. Timsina) will support staff with translation and provide relevant training on values, celebrations, and belief systems, so these components of culture can be integrated into ICPA’s school community.
- Family events and diverse holiday celebrations will be planned to represent the cultures of our students, especially for families who have recently transitioned from refugee camps.
- After-school programming will prioritize elements of students’ culture, such as soccer, volleyball, and gardening - all culturally relevant to students from Nepali and African communities.

3. Teachers and staff will design instruction and activities that reflect and build upon the life experiences of students and their families:

- Teachers will select culturally-relevant classroom texts, resources, and practices that allow all students to connect to individual, community, national, and global identities.
- ELL teachers and translators will support students in language acquisition and serve as a resource for students who are English Language Learners and their core instructional teachers.

4. Teachers and staff will design empathetic learning communities that support all students’ abilities to care for themselves and others.

- Teachers will create consistent routines and expectations and tailor physical classroom set-ups with students’ experiences in mind.

5. Teachers and staff will examine and reflect upon cultural identity and behaviors as related to classroom management, discipline and academic expectations:

- Teachers are committed to learning new teaching methods and will set goals related to growing in their own cultural competencies and responsiveness.

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
Elizabeth Fry	Principal	Imagine Columbus Primary	elizabeth.fry@imgcpa.com

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

Name	Title/Role	Location	Email
Heather Carrick	Regiona Academic Director	Imagine Schools - Regional Team	heather.carrick@imagineschools.org
Summer Beach	Assistant Principal, Instructional Coach	Imagine Columbus Primary	summer.beach@imgcpa.com
Lauren Turner	Title I Coordinator, Instructional Coach	Imagine Columbus Primary Academy	lauren.turner@imgcpa.com
Katina Allen	Pre-Kindergarten Director	Imagine Columbus Primary Academy	katina.allen@imgcpa.com
Jazatavia Allen	Director of Student Empowerment / PBIS and Character Education	Imagine Columbus Primary Academy	jazatavia.allen@imgcpa.com
Lachuman Timsina	Family Support Liaison, Translator, and ELL Instructor	Imagine Columbus Primary Academy	lachuman.timsina@imgcpa.com
Todd Fulkert	ELL Instructional Staff	Imagine Columbus Primary Academy	todd.fulkert@imgcpa.com
Kimberlee Booker	Title 1 Instructional Staff	Imagine Columbus Primary Academy	kimberlee.booker@imgcpa.com
Amanda Yahle	Title 1 Instructional Staff	Imagine Columbus Primary Academy	amanda.yahle@imgcpa.com

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.

Development of the Reading Achievement Plan: The 2023-2024 Reading Achievement Plan has been developed by Imagine's regional and ICPA's leadership teams and educators in order to ensure allegiance to and alignment with the Ohio Department of Education's early literacy initiatives.

To develop this plan, our team used state-issued resources and guidelines in addition to templates and models provided by the Future Forward Ohio SST11 Literacy Team. Lauren Turner (Title 1 Coordinator, Instructional Support Coach) attended the Ohio Department of Education Reading Achievement Plan workshop in December to obtain strategies for the development of a comprehensive and systematic early literacy plan.

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

The 2023-2024 Reading Achievement Plan set forth reflects existing and overarching action plans and goals established within our School Excellence Plan (SEP). In the ongoing development of our SEP, stakeholders, school leaders, and teachers collaborate to analyze performance measures, evaluate outcomes, monitor progress, and develop concrete action plans. School Excellence committee meetings occur monthly in order to ensure the plan is implemented and updated with fidelity.

SEP strategies are designed to increase academic achievement, promote social-emotional development, and provide parent and family support, resources, and opportunities for involvement. The initiatives also reflect professional development provided by AIMSPathways regarding language acquisition and development and Dyslexia awareness.

In addition to attending the SSTT11 training and workshop and participating in regular School Excellence meetings, ICPA's leadership team conducts formal data analysis sessions in order to: 1) analyze student performance and progress on Early Literacy benchmark assessments, 2) coordinate intervention and enrichment programming, and 3) plan for responsive Professional Development to build our capacity for delivering and implementing high quality literacy instruction which reflects the Science of Reading shift. In data meetings, we deploy a 5 Why Template to better understand performance data.

As a result of the aforementioned data reviews, ICPA's 2023-2024 early literacy action items have been established and include:

- Identification of foundational focuses reflecting Scarborough's Reading Rope, encompassing phonological awareness, phonics, fluency, vocabulary, and comprehension development
- Deploying Science of Reading aligned instruction and intervention for students in Grades K-3 using Reading Mastery, Heggerty's, and iReady programming
- Engaging in routine Benchmark testing and subsequent data analysis in order to develop responsive programming and support, including Title 1 instruction
- Providing ongoing and comprehensive professional development on early language and literacy acquisition and development
- Coordinating the training and support of new teachers in delivering high quality literacy instruction through routine walkthroughs, formal observations, and coaching cycles.

Communication and Monitoring of Reading Achievement Plans: The goals and corresponding action steps outlined in this Reading Achievement Plan have been and will continue to be presented to staff and monitored during weekly data meetings.

Formal literacy development check-ins will take place on February 7, 2023 during Professional Development and in subsequent training sessions as delineated in Section 5.

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.

Resources for Reading Achievement Plan Development: In creating this plan, we reviewed feedback from the State

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

regarding our former Reading Achievement Plans, in addition to results and performance trends from the following current and historical data resources: Kindergarten Readiness Assessment (KRA), Renaissance Star/Early Literacy benchmark scores, Ohio English Language Proficiency Assessment (OELPA) results, iReady Reading Diagnostics, Dyslexia screening reports, and Mastery Portfolio standards-based student achievement reports. ICPA's literacy initiatives represent a comprehensive approach to the development of foundational skills reflective of Scarborough's reading rope with overarching emphases on phonemic and phonological awareness leading to fluency and vocabulary gains.

Continuous Improvement Plan Alignment: The following strategies are already established at ICPA in order to ensure the fidelity of this plan and the capacity for staff and educators to implement and track literacy development:

- ICPA's leadership team conducts weekly data meetings with K-3 Reading instructors in order to review student work, discuss progress, and develop actionable strategies to improve outcomes.
- ICPA uses evidence-based, standards and Science of Reading aligned Phonics programs, such as Reading Mastery, Foundations, and Heggerty in order to drive early literacy performance.
- K-3 instructors receive professional development regarding the effective use of the aforementioned Phonics programming.
- Students performing below level are identified through Reading Improvement Plans. These plans are submitted by teachers for review and are shared with families with resources to encourage literacy development and growth at home.
- Students flagged as below proficient with the English language on the OELPA receive daily ELL support in small groups.
- Students, parents, and staff have daily access to two translators who are familiar with students' native languages.
- Title 1 staff members support early literacy initiatives by providing small group instruction to students identified as lacking phonics foundations.
- Instructional coaches provide daily feedback regarding early literacy instruction with an emphasis on using programs with fidelity, teaching with rate and repetition, and differentiating instruction to promote growth.
- ICPA leadership has established non-negotiable instructional practices and coaches use these guidelines to develop goals for instructional staff.
- ICPA's educators and leadership team collaborate to engage in data review and analysis to determine if there's been student progress, inclusive of vulnerable populations.
- ICPA promotes staff collaboration through the establishment of committees, such as Curriculum Committees (whereby teachers review potential curriculums to implement), and a PBIS committee (whereby administrators and educational staff discuss behavioral patterns and best practices).
- ICPA provides free after-school tutoring provided by teacher representatives in K-3 with a focus on foundational literacy development.
- To promote equity, ICPA has hired a Director of Student Empowerment, recognizing the importance of positive school culture and climate to develop and maintain an environment that is conducive to teaching and learning as it relates to language and literacy instruction and intervention, especially for students in K-3.

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:*

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

- ***The Kindergarten Readiness Assessment,***
- ***Ohio's State Test for English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include subscores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities and***
- ***benchmark assessments, as applicable.***

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

School Early Literacy

Imagine Columbus Primary Academy : 014139

Report Selection Page

Overall Rating

ELA Proficiency

Improving Literacy



Select a School Year:

2022-2023

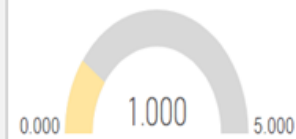
Early Literacy
Tech Doc



Early Literacy Component Rating

1 Star

Early Literacy Component Points



Component Rating Scale

Rating	Scale
5 Stars	$\geq 88\%$
4 Stars	$\geq 78\%$ to $< 88\%$
3 Stars	$\geq 68\%$ to $< 78\%$
2 Stars	$\geq 58\%$ to $< 68\%$
1 Star	$< 58\%$

Grade 3 ELA
Proficiency Percent

28.1

Grade 3 ELA
Weight

40%

Weighted Grade 3
ELA Proficiency
Percent

11.2

Improving Literacy
Percent

9.1

Improving
Literacy Weight

25%

Weighted Improving
Literacy Percent

2.3

Promotion to 4th Grade
Percent

96.7

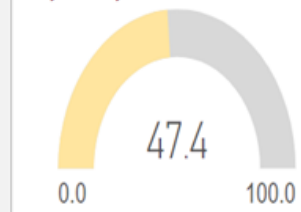
Promotion to 4th
Grade Weight

35%

Weighted Promotion to
4th Grade Percent

33.8

Early Literacy Percent

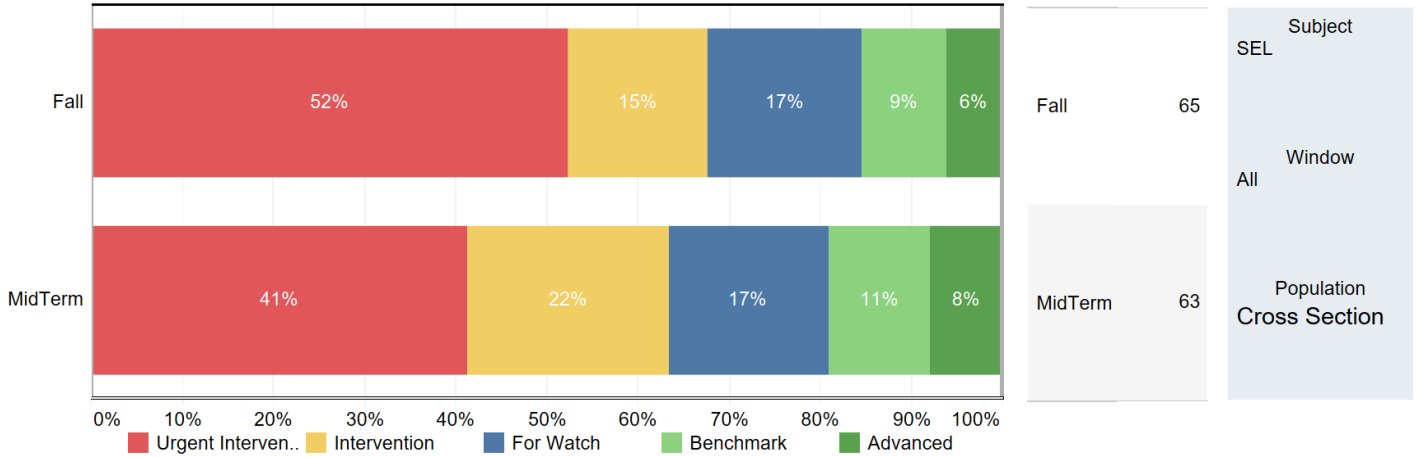


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2023-2024 Academic Year
Progress Monitoring Report Cross Section

State	EVP	School	Gender	Ethnicity	Economic Status	English Proficiency	Special Ed	At-Risk Reading	At-Risk Math	Grade	Teacher	Quartile
OH	Amy Butt..	Columbu..	All	All	All	All	All	All	All	Multiple v..	All	All

Distribution of Student Scores by Category - SEL



Summary

Window	N	Mean NCE	Mean LG	Median SGP
Fall	65	26		
MidTerm	63	28	1.07	

Proportion of Students

Window	Urgent Intervention	Intervention	For Watch	Benchmark	Advanced
Fall	52%	15%	17%	9%	6%
MidTerm	41%	22%	17%	11%	8%

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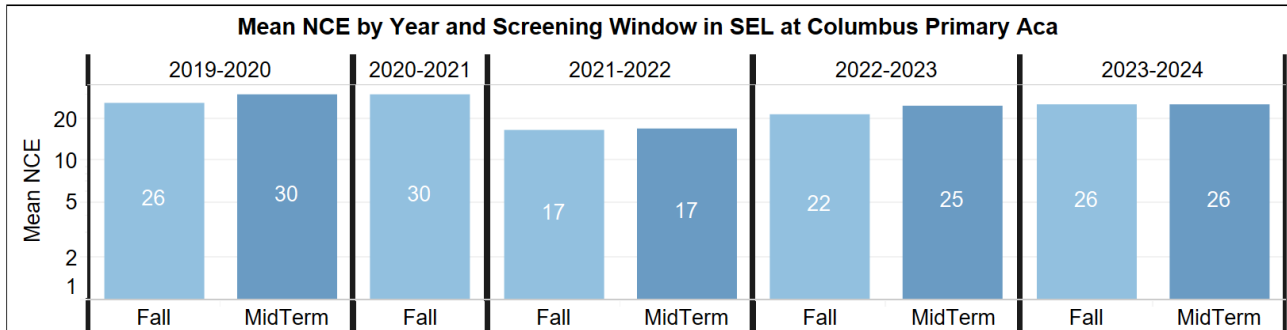
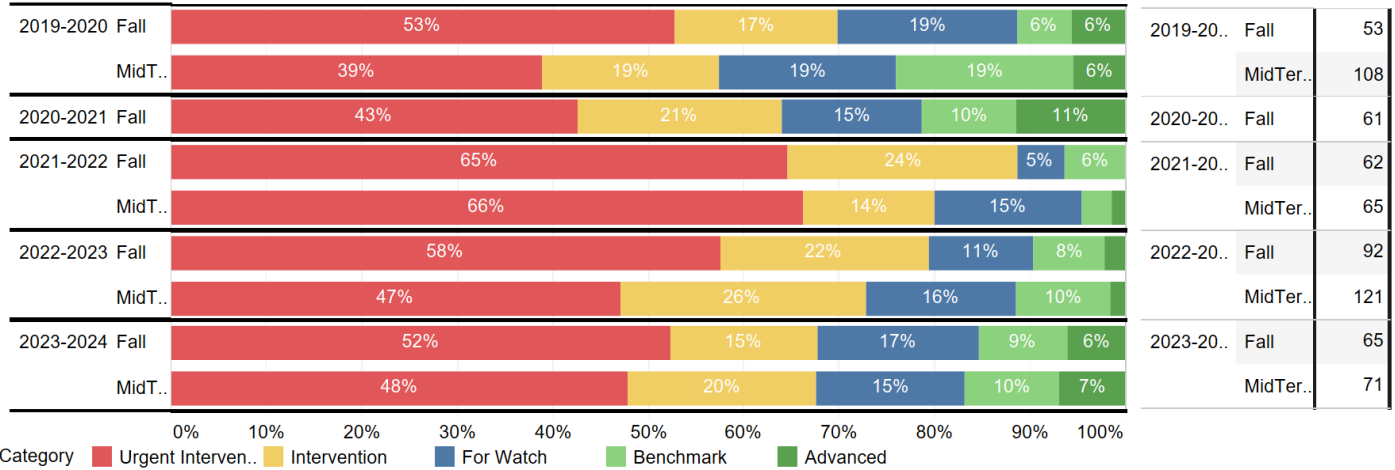


2022-2023 Academic Year
Historical Analysis Cross Section - Generics



Populati..	Subject	Academ..	Window	State	EVP	School	Current Grade	Historical Grade	Current Teacher	Historical Teacher	Ethnicity	English Proficie..	Special Ed
Cross..	SEL	Multipl..	Multipl..	OH	All	Colum..	All	All	All	All	All	All	All

Distribution of Student Scores by Category in SEL at Columbus Primary Aca



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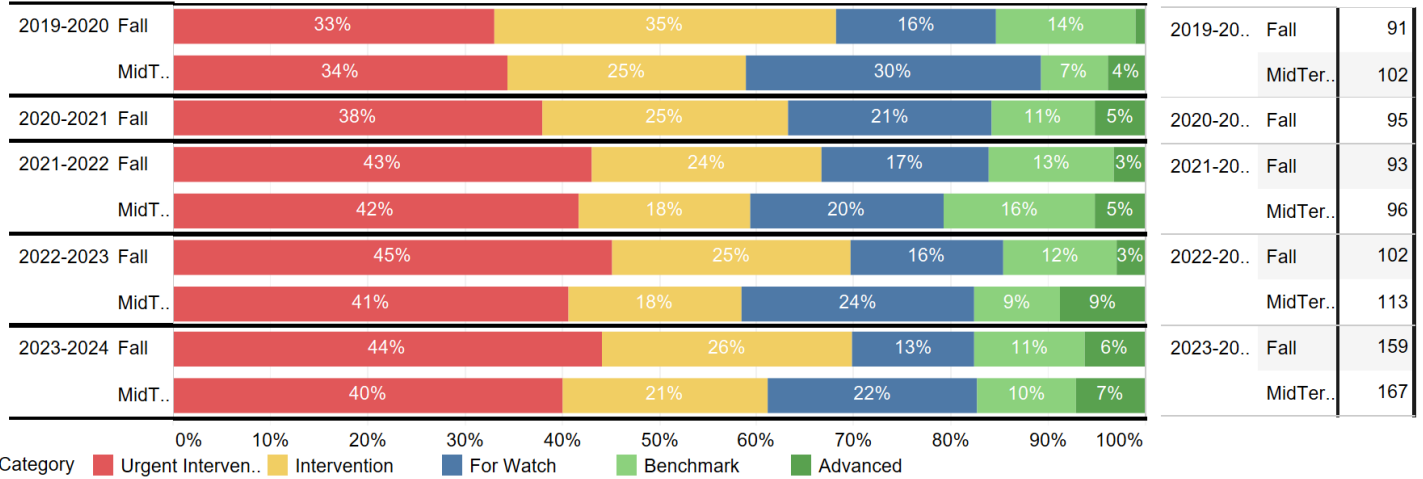


2022-2023 Academic Year
Historical Analysis Cross Section - Generics

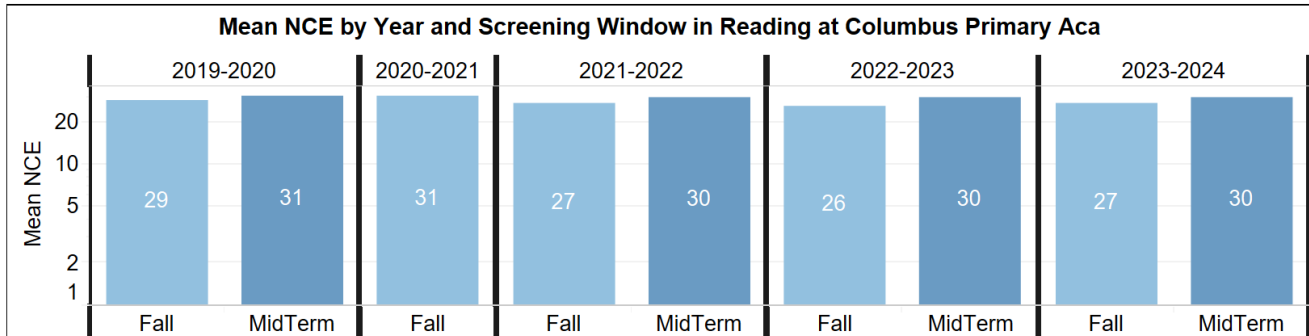


Populati..	Subject	Academ..	Window	State	EVP	School	Current	Historical	Current	Historical	Ethnicity	English	Special
Cross..	Reading	Multipl..	Multipl..	OH	All	Colum..	Grade All	Grade All	Teacher All	Teacher All	All	Proficie.. All	Ed All

Distribution of Student Scores by Category in Reading at Columbus Primary Aca



Categories are Based on Percentile Rank (PR) Urgent Intervention <= 9 Intervention 10-24 For Watch 25-49 Benchmark 50-74 Advanced >= 75



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

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

Internal Factors	External Factors
<u>Teacher Turn-over and Lack of Teacher Training</u> ICPA faces struggles commensurate with today's education climate, whereby teacher turnover is frequent,	<u>Language Barriers</u> Our school supports a diverse student population: Close to 70% of our students emanate from Nepal and various

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and many of our educators have limited teaching experience and lack exposure to formal teacher training programs. As a result, our need for Professional Development is high.

Curriculum Shifts Teachers require additional training in order to implement curriculum with fidelity. In addition, teachers need direction in differentiating and adapting curriculum in order to meet the needs of a 70% ELL population.

As a leadership team, we anticipate a curriculum shift to align with the Science of Reading and have been exploring Phonics programming to see which curricula best fits our high ELL population.

We will likely see a transitional growth period in which we adapt a better-suited Phonics curriculum schoolwide.

countries in Africa. Many of our students come to our school shortly after transitioning from refugee camps and require additional support from our Family Liaison to acquire and secure housing, employment, and resources such as groceries, utilities, and common medical care. These students have limited exposure to the English language because it is not spoken in the home or their community.

Low socioeconomic –economically disadvantaged

100% of our students qualify for the federal guidelines for the free lunch program. Students who come from high poverty areas have shown decreased foundational language skills and reading fluency performance in school.

Lack of environmental print in the home

Children from impoverished homes are more likely to have limited resources for books and other print materials.

Limited Parental Education

Through conferences with parents, many of them have told teachers that even though they attempt to assist their students with homework, they lack the literacy skills necessary to do so. Translators are required for everyday conversations between teaching staff and guardians.

Lack of Preschool Training

Through the initial screening at the beginning of the year and conferences with parents, our kindergarten students come to us with little to no preschool training or exposure. Exposure to preschool helps to improve readiness for the public school environment.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

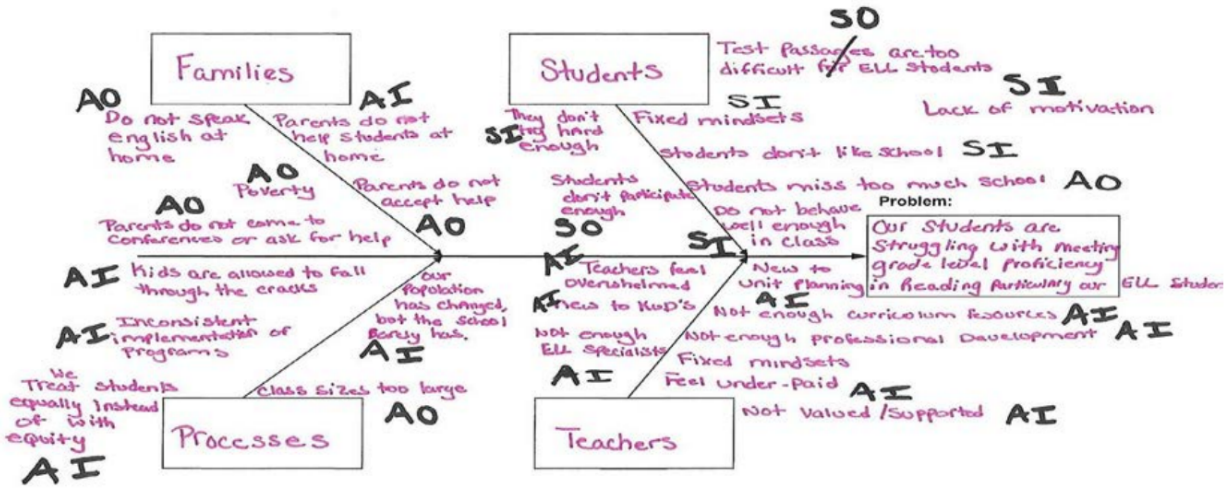
Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

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H: Adult-Based
 S: Student Based
 I: In our Control
 O: Out of our Control

ICPA

Fishbone Diagram Worksheet



Asking Powerful Questions
 5 Whys Worksheet

Define the Problem:
 Students are performing low on standardized assessments

Why is it happening?

1. Students are not accustomed to the level of rigor presented.

Why is that?

2. Students lack experience with grade-level cold reads/novel questions.

Why is that?

3. Instruction doesn't reflect testing content and format.

Why is that?

4. Core curriculum doesn't provide leveled testing content (cold reads).

Why is that?

5. Curriculum only publishes grade-level materials, and there's a time constraint.

Caution:

- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

Reminder:

- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Identified Root Cause:

Instruction and curriculum need to be adapted to foster skill transfer across assessments and settings.

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

Action/ Plan to Address the Problem:

- Introduce cold read format to teachers through Professional Development
- Identify teachers' current focus standard to devise weekly standardized exit tickets (1 per week on Mastery Scale)
- Track standard performance over time

Action Plan Double Check:

1. Does your action plan indicate who is responsible for each action element?
2. Does your action plan involve a plan for communicating to relevant stakeholders?
3. Are the various elements of your action plan connected to a time frame? When will each piece be accomplished? Are deadlines set?
4. How will you assess whether the changes brought about within your plan have made a difference? How will you know if you solved the problem?

¹ This template was modified by the Utah Education Policy Center from the Residents First HQQ Initiative, available at www.hqontario.ca/Portals/0/Documents/qj/rf-5-why-tool-en.docx.

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.

Data Points Inspiring and Informing Action Plans: The following data points have driven the creation of action plans. Our two leading action plans include 1) facilitation of professional development and coaching to improve phonics instruction and outcomes, and 2) the implementation and monitoring of targeting intervention cycles using Title 1 programming.

Grade	Trends/Key Data Points	Action Step/Measurable Goal/Timeline
K	Students need support in phonological awareness : 18/25 are below proficiency (Beginner) and 7/25 are "Developing" in the following categorization: OH.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken	Using Direct Instruction, Reading Mastery, and Heggerty's programming (to be provided by Title 1 support staff and our Kindergarten instructor), we will ensure that at least 15/25 students meet Kindergarten phonological awareness benchmark

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	words, syllables, and phonemes (sounds).	goals by Spring 2023.
1	<p>In first grade, students are lacking phonological awareness and student scores follow a continuum from Kindergarten. The phonological awareness standard most lacking is: OH.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>In Ms. Golding's class of 21 students, 19 students are Below Proficiency in Phonological Awareness. 1 student scored on a Developing scale, and 1 student scored proficient in phonological awareness.</p> <p>Of the 19 students in Ms. Baker's 1st grade class, 15 students scored Below Proficiency in Phonological Awareness, with 2 students categorized as Developing and 2 students scoring proficient.</p>	<p>Students in first grade will benefit from phonological awareness remediation and the introduction of phoneme isolation and segmentation.</p> <p>Due to the continuum of student performance, Kindergarten and first grade will share a common goal.</p> <p>Using Direct Instruction, Reading Mastery, and Heggerty's programming (to be provided by Title 1 support staff and our first grade instructors), we will ensure that at least 25 out of our 40 first grade students meet phonological awareness benchmark goals by Spring 2023.</p>
2	<p>In second grade, students' primary deficits are in decoding. OH.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels - Decode words with common prefixes and suffixes. In 2nd grade, 25 out of a total of 34 students scored below proficiency in decoding.</p>	<p>Students who are below proficiency will receive in-class remedial support in addition to Title 1 Direct Instruction using Reading Mastery programming with a focus on decoding. We will reduce the number of students with decoding deficits from 25 to 15 by Spring 2023 by focusing on the standards outlined.</p>
3	<p>In third grade, student scores indicate a need for further support and scaffolding in literary analysis, particularly: OH.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Although students showed vocabulary growth, text analysis continues to be below proficiency.</p>	<p>Third grade instruction and use of Journey's literacy programming will be tailored with a focus on literary standards related to theme. Title 1 support in 3rd grade will focus on comprehension to build analysis skills. By Spring of 2023, we will increase the number of students developing and proficient from 5 to 15 using targeted instruction.</p>

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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: Teacher Development - Teachers will participate in scheduled Professional Development sessions that reflect ICPA's 2023-2024 literacy initiatives.

Teachers will continue to engage in weekly instructional data meetings in which leadership and teaching staff collaborate to review student work and plan for data-informed instruction to improve K-3 literacy outcomes. Teachers identified as needing extraneous support will start coaching cycles.

Teacher data documented on our Bullseye Coaching Platform will demonstrate increased efficacy by March 2023, following the first professional development and coaching cycles launched in December 2023.

Evidence-Based Strategy or Strategies: Job-Embedded Professional Development (Including coaching, modeling, practice, and feedback - towards full implementation with fidelity)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Full Staff Professional Development Reflects Instructional Trends and Student Performance	Observations Track Fidelity of Phonics Curriculum and Instruction	Classroom Coaching Cycles Implemented for Teacher Improvement Plans
Timeline	Weekly Grade Meetings (Every Wednesday) - Full Staff Scheduled Professional Development Days (January 4, 2023; February 7, 2023; March 6, 2023; March 20, 2023; April 24, 2023; May 8, 2023; June 3, 2023)	December through May 2023 - Informal walkthroughs and subsequent classroom observations will occur twice a week during Phonics instruction. Teachers will receive the feedback from an instructional coach or administrator within 1 hour of the observed time. A debrief will be scheduled upon the teacher's request or as needed for Teacher Improvement Plans.	December through May 2023 - Teachers whose observations indicate they need training that transcends full staff professional development will engage in coaching cycles, whereby an instructional coach will model best instructional practices, facilitate goal-setting and implementation of new instructional strategies, and hold teachers accountable for meeting non-negotiable instructional expectations. Meetings will be held once a week during Prep and/or Recess time.

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Principal Assistant Principal Instructional Coach Outside Curriculum Trainers	Principal Assistant Principal Instructional Coaches	Principal Assistant Principal Instructional Coaches
Resources Needed	Bullseye Coaching Platform with Literacy Initiative Checklist Templates Embedded (Already Established) Outside Training Regarding Science of Reading, Phonics, and Language Acquisition	Bullseye Coaching Platform (Already Established)	Bullseye Coaching Platform (Already Established)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Weekly grade meetings and monthly instructional staff Professional Development trainings will reflect observational feedback and goals: -Use of curriculum and approved resources -Teaching with high rate and repetition -Teaching with rigor and planning for differentiation -Support with teaching ELL students when returning to full group instruction.	Instructional coaches will coordinate daily Phonics/Reading instruction walkthroughs and use the Bullseye platform to document and communicate trends. Instructional coaches will spend about 5 minutes in each K-3 reading classroom for walkthroughs and about 15-20 minutes for more comprehensive observations. Coaches will be looking first for classes to be on schedule, following the Scope and Sequence of the curriculum, and promoting engagement in the classroom.	Instructional coaches will analyze walkthrough and observation data in order to identify teachers who would benefit from coaching cycles. Instructional coaches will co-plan and co-teach for a one week cycle and then revisit the observation template to monitor progress and implementation, tailoring the approach to the teachers' teaching style and their classroom culture and students.
Measure of Success	Documentation on the Bullseye Coaching Platform will demonstrate increased staff proficiency in teaching using curriculum resources with fidelity.	From November to December, an average of 67% of observations reflected teachers following their lesson plan and adhering to the schedule.	Teachers identified as in Need of Improvement in December will be able to meet their instructional goals by March 2023, whereby they will transition out of the coaching

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

	Action Step 1	Action Step 2	Action Step 3
		With more frequent feedback and walkthroughs, we are hoping to increase accountability to an 85% average of being on task and teaching curriculum content by January.	cycle or receive renewed goals.
Description of Funding	Professional Development will be funded by remaining ESSER funds allotted to ICPA to promote post-pandemic remedial instruction. In addition, budgeting commensurate with student enrollment supports ICPA's capacity to hire outside training.	Instructional coaching staff are funded by ICPA's budgeting, which is commensurate with enrollment. Title 1 funding will also support instructional coaching.	Instructional coaching staff are funded by ICPA's budgeting, which is commensurate with enrollment. Title 1 funding will also support instructional coaching.
Check-in/Review Date	February 7, 2023 - Check-in regarding the impact of weekly data meetings and trends from Quarter 1 and Quarter 2.	Weekly debriefs through June 2023 - Check-ins regarding the trends instructional coaches and administration are seeing after conducting phonics walkthroughs.	March 2023 - Check-in regarding the impact of coaching cycles on teachers identified as needing support

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Goal # 2 Action Map

Goal Statement: Strategic Intervention - ICPA will use a tiered reading intervention system and deploy Title 1 staff to provide early intervention in foundational literacy skills for students in K-3 who are identified as low performing students. Title 1 teachers will deploy Direct Instruction using evidence-based programs daily for 30 minutes to homogenous groups of students lacking phonics foundations. Following 7 week instructional cycles, students receiving support will be re-assessed, and performance measures will be analyzed to regroup students and guide literacy instruction.

Evidence-Based Strategy or Strategies: Response to Intervention, Direct Instruction, Effective Feedback

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Administration of Standardized Early Literacy Star Benchmarks and Subsequent Data Analysis	Title 1: 7 Week Intervention Cycles Using Reading Mastery's Direct Instruction	Progress Monitoring Per Quarter and Instructional Regroupings and Next Steps
Timeline	<p>Benchmark Administration: <u>Early Literacy Renaissance Assessments</u> Fall (September) Mid-term (November) Winter Spring</p> <p><u>iReady Diagnostic - Reading</u> Fall Winter Spring</p> <p>Data analysis meetings are conducted by leadership after the closing window of every Benchmark.</p>	Initial Data Meetings to Establish Instructional Groupings - 1 Week After Each Testing Window	Progress Monitoring Meetings Held at 3 Weeks and 7 Weeks
Lead Person(s)	Principal Assistant Principal Instructional Coach Teachers Instructional Staff (Special Education, ELL)	Principal Assistant Principal Instructional Coaches Title 1 Staff	Principal Assistant Principal Instructional Coaches Teachers Title 1 Staff

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

	Action Step 1	Action Step 2	Action Step 3
	Title 1 Staff		Instructional Staff (Special Education, ELL)
Resources Needed	Renaissance Star Platform Tableau Data Analysis Platform	Renaissance Star Platform Tableau Data Analysis Platform	Renaissance Star Platform Tableau Data Analysis Platform Additional Platforms Indicating Student Performance: iReady, Mastery Portfolio, Reading Mastery Placement Test, Dyslexia Screeners, IEP Documentation/ELL Documentation
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Early Literacy assessments will be administered by teachers as indicated in the timeline above.</p> <p>A proctor will be issued to K-3 teachers who are administering the tests in order to promote test fidelity.</p> <p>Following test administration, instructional coaches and admin will coordinate any outlier retesting needed.</p> <p>After the testing window closes, leadership will engage in Data Deep Dive meetings and share trends and information with staff.</p>	<p>A 7 week instructional cycle will be developed by administration and the Title 1 coordinator in order to ensure at-risk students receive small group Title 1 intervention using Direct Instruction for at least 30 minutes per day.</p> <p>The Title 1 specialist will strategically deploy Reading Mastery curriculum and assessments to enhance early foundational skills needed for students to meet grade-level expectations.</p>	<p>Title 1 staff and administration will review students' Title 1 Reading Mastery curriculum assessments as indicators of success. Students will be re-tested in order to determine their correct placement/skill level. iReady lessons and students' abilities to pass them will also guide the decision-making process, in addition to teacher input.</p> <p>A new schedule will be created, and students who failed to make adequate progress will remain for another 7 week cycle.</p>
Measure of Success	Students will be assessed 3-4 times a year so that we can understand student performance and track historical data.	At the 7 week mark, students will show momentum on their next Star Early Literacy benchmark, having met Reading Mastery goals in their instructional cycle. At least 20% of students will return to full-time classroom	At the 7 week mark, students will show momentum on their next Star Early Literacy benchmark, having met Reading Mastery goals in their instructional cycle. At least 20% of students will return to full-time classroom instruction

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

	Action Step 1	Action Step 2	Action Step 3
		instruction and cycle out of Title within a 7 week period.	and cycle out of Title within a 7 week period.
Description of Funding	Testing staff and software are funded by ICPA's budgeting, which is commensurate with enrollment. Title 1 funding will also support staff and testing.	ICPA receives funding for Title 1 specialist staff.	ICPA receives funding for Title 1 specialist staff.
Check-in/Review Date	December 1, 2023 - Check in regarding mid-term benchmark data and 3rd grade testing data End of January 2023 - Check-in regarding Winter achievement	End of January 2023 - Reconfiguration of Instructional Groupings	End of January 2023 - Reconfiguration of Instructional Groupings

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.

- **Star Renaissance Early Literacy Benchmarks** - ICPA will administer four benchmark assessments per year in order to track early literacy development (Fall, Midterm, Winter, Spring). Additionally, iReady Diagnostics will be conducted three times per year (Fall, Winter, and Spring) in order to further validate Early Literacy Star data.
- **Data Analysis** - After each testing window, a formal data analysis will be conducted by regional and ICPA leadership staff. The data analysis sessions will be published for Imagine School's regional leadership's review.
- **RIMPS and Intervention** - Data will be collected in order to identify students who qualify for Reading Improvement Plans (RIMPs), Title 1 intervention, and supplemental small group support in their Phonics classrooms.
- **Weekly Meetings** - Teachers and Title 1 instructional staff will bring evidence of student work and performance to weekly Grade Band meetings whereby administration and teachers will plan for intervention and differentiated instruction moving forward.
- **RIMP Updates** - Administration and teachers will collaborate to review early literacy data and update RIMPs for all qualifying students.
- **Instructional Cycles** - Following data analysis, a 7 week intervention cycle is established, whereby students will receive intensive direct instruction for 30 minutes per day provided by a Title 1 specialist, using evidence-based Phonics programming.
- **ELL** - ELL support specialists will continue to work with students flagged as below proficient on the OELPA and continue to assess student performance to transition students in and out of language programs.

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

- **Advancement** - Following each 7 week cycle, student performance in the Reading Mastery intervention program will be analyzed using Reading Mastery assessments and placement tests.
- **Evolving Groups** - Instructional groupings will evolve contingent upon student performance, with some students cycling in and out of the intervention programs dependent upon growth.
- **Continual Adjustment of Programming** - RIMPS will be updated and reviewed every 7 weeks by classroom instructors based upon student performance and response to intervention.
- **Additional Supports** - Students who do not meet their growth projections will be recommended for free after-school Phonics support.

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.*

- **Evidence Based Strategy for Goal #1: Job-Embedded Professional Development (Including coaching, modeling, practice, and feedback - towards full implementation with fidelity)** - As outlined in Section 3 Part B, the majority of ICPA's instructional staff are new to the teaching profession and require supplemental training on best practices and curriculum implementation. Due to this, ICPA has coordinated Professional Development that occurs during scheduled PD days, weekly teacher prep times, during after-school meetings and through committee participation. Professional Development plans and protocols directly reflect the understanding that educator knowledge and efficacy plays a significant role in early language and literacy development, especially when the majority of our students are not native English speakers and require extensive scaffolding and direct phonics instruction. This plan also addresses the need for developing building leaders and veteran teachers into strong literacy-instructional leaders that support research and evidence based methods of instruction.
 - All Reading teachers will receive curriculum, Science of Reading, iReady, and Dyslexia training.
 - All Reading teachers will participate in routine data meetings during 1 prep period per week.
 - All Reading teachers will be invited to participate in School Excellence Plan meetings and curriculum committees so they better understand trends in literacy development and instruction.
 - New teachers will receive extended support and training in literacy through coaching cycles.
 - Teachers will receive weekly walkthrough feedback forms through the Bullseye platform designed to bring awareness towards and progress monitor ICPA literacy initiatives.
 - Teachers will be able to request support through instructional coaching.
 - Data and observations will guide administration in determining which teachers qualify for mandated coaching cycles in order to better reach ICPA's literacy goals.

- **Evidence Based Strategy for Goal #2 - Response to Intervention, Direct Instruction, Effective Feedback -** As outlined in Section 5, ICPA understands that data analysis and targeted intervention cycles are critical for addressing gaps in foundational literacy skills for students in K-3. As a result, ICPA conducts organized and comprehensive data analysis sessions in order to configure instructional groupings:
 - Teachers are required to administer the Star benchmark assessments with fidelity and with the support of proctors.

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

- Teaching staff and leadership are scheduled for formal data analysis following the closure of each benchmark testing window.
- All K-3 teachers are responsible for the completion of RIMPS, which are updated every 7 weeks, to outline the ways in which ICPA will support students who are below grade-level and/or not making projected growth.
- Administration and the Title 1 team participate in 7 week reconfiguration meetings whereby we review student performance data and determine next steps for each student qualifying for intervention.
- Title 1 staff will use Direct Instruction protocols in which they received training so that students are provided explicit phonics instruction in key foundational skills, designed to promote students through Scarborough's reading rope towards comprehension.
- Title 1 staff and instructional staff use Reading Mastery, Heggerty's, Foundations, and other evidence-based programming specifically for students identified as at-risk.
- Title 1 staff provide resources to all families whose children qualify for Title 1 support, including informational videos, training, free books, resources, leveled texts, and student work samples.
- ELL staff will use direct language instruction programs in order to facilitate English Language acquisition.

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.*

ICPA will use the following measures to monitor implementation:

- K-3 teachers will be observed and provided relevant and actionable feedback by instructional coaches on a weekly basis using forms that directly reflect literacy initiatives.
- K-3 teachers will submit lesson plans that address phonemic awareness and phonics instruction, especially in the explicit and direct instruction of students who qualify for RIMPs.
- K-3 teachers will participate in weekly data analysis meetings on Wednesdays, whereby teachers will bring student work samples and anticipate co-planning and discussing instructional practices.
- K-3 teachers will receive professional development regarding language acquisition and the Science of Reading.
- As part of our literacy monitoring, building leaders will communicate and follow-up on non-negotiable instructional practices and will use walkthrough and observational data to guide discussions and development of teachers.
- K-3 teachers will have access to instructional coaching and literacy support through the leadership team.
- K-3 students who qualify for RIMPs and fail to make adequate progress will receive remedial intervention by the Title 1 staff, whereby Reading Mastery curriculum will be administered with fidelity.
- Title 1 staff who support early literacy instruction in K-3 will submit weekly lesson plans outlining the targeted intervention programming and progress monitoring measures.

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

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.*

Teacher Professional Development ORC 3319.077

Structured Literacy Certification Process (Page 48) ORC 3319.078

Teacher Professional Development: AIM Institute & Ohio Department of Education Dyslexia Course Online

Teachers will complete a professional development course aligned with the guidebook that is evidence-based and requires instruction and training for identifying characteristics of dyslexia and understanding the pedagogy for the Science of Reading.

2022-2023 School year

Grades K-3/SPED/Administration: *Completed the Ohio Department of Education 18-hour Dyslexia Course Online*

2023-2024 School year

Grades K-7 Teachers/Title Staff: *Completed an intensive 18-hour Dyslexia Professional Development with the AIM Institute in August 2023 that required all participants to take a pre-test and pass a comprehensive post-test.*

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

Additional Provisions: Ohio Department of Education 18-hour Dyslexia is required for the 2023-2024 staff who work with students in K-2 before the beginning of the school year.

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.*