February 24, 2025

Dear Administrator Thompson:

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

Your plan has been reviewed and is compliant with Ohio Revised Code 3302.13. Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists in your State Support Team are available to support the implementation of your plan.

Strengths of the Reading Achievement Plan:
- Student achievement goals are measurable and attainable
- Introspective assessment of internal and external factors contributing to reading achievement
- Utilization of instructional coaching throughout the plan

This plan will benefit from:
- The plan would benefit from more specifics about its professional development plan, including teachers completing the Department's Science of Reading Professional Development course as required by state law
- The plan would benefit from using an approved Core ELA Program from the Department's approved list for grades 1 through 5
- The plan would benefit from more stakeholders being involved in the plan's development such as teachers, sponsor, or State Support Team

The Reading Achievement Plan and this memo will be posted on the Department's website. If Imagine Leadership 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 and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy Achievement and Academic Success

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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 OR COMMUNITY SCHOOL NAME: Imagine Leadership Academy

DISTRICT IRN: 014121

DISTRICT ADDRESS: 2405 Romig Rd Akron, Ohio 44320

PLAN COMPLETION DATE:

LEAD WRITERS: District CSLT
Walter Thompson- School Leader
Yolanda Brown- Asst School Leader/EMIS Coordinator
Amy Morse- Academic Coach/Testing Coordinator

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing 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.](#)*

Department of Education & Workforce

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
Walter Thompson	School Leader	Imagine Leadership Academy	Walter.Thompson@imgleadership.org
Yolanda Brown	Assistant School Leader	Imagine Leadership Academy	Yolanda.Brown@imgleadership.org
Amy Morse	Academic Coach	Imagine Leadership Academy	Amy.Morse@imgleadership.org

Ohio Department of Education & Workforce

Name	Title/Role	Location	Email

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

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

The district leadership team completed a root cause analysis for the 2023-2024 school year based upon the data from our quarterly benchmark vendor STAR (Renaissance Learning) and the Spring 23-24 Ohio State Test. The root cause analysis determined that students required intensive interventions in phonemic awareness, phonics, comprehension, fluency, and vocabulary. We will administer these explicit interventions through the Heggerty program, explicit instruction with HMH's Into Reading program for grades 1-6, and high dosage tutoring through CATAPULT. . These supports will provide students with the necessary interventions based on our root cause analysis. This plan will be communicated with a professional development on both Heggerty and Science of Reading strategies used in Into Reading during our August professiona; development. The plan will be monitored monthly by our school leader, academic coach, and CSLT with walk-through observations.

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.

Phonemic Awareness:

In first through third grade, phonemic awareness work consists of blending and segmenting sounds, rhyming, and the manipulation of sounds using the Heggerty program. Each day we focus on this for fifteen minutes for direct instruction, and then it is integrated into small groups and intervention with RTI groups. This program provides a progression of skills, explicit and systematic instruction, opportunities for teachers to model the skill, concrete materials and hand motions are used with initially teaching the skill, consistent daily practice and is designed to include all students (remediation/extensions).

Phonics:

Currently in first through third grade, phonics work consists of letter sound correspondence work, CVC word work, and decoding. Each day we focus on this for fifteen minutes for direct instruction, and then it is integrated into small groups and intervention with RTI. Also, on a bi-monthly basis it is the focus for forty minutes during our intervention/enrichment block five days a week. We are currently using a research based curriculum INTO Reading in grades 1-6. This programs provide teaching strategies for letter-sound associations, a logical scope and sequence, explicit instructional routines, and many opportunities for practice including phoneme-grapheme mapping, writing words, phrases and sentences, and decodable texts.

Fluency:

Grades one through three, work on fluency during daily reading block with all readers. Grades 1-6 use the INTO Reading program for small groups while utilizing the Rigby readers and Star Readers. Through the INTO Reading program, students will be exposed to opportunities to enhance fluency practice with phrases, sentences, and stories using decodable texts.

Vocabulary:

Currently, we are implementing a vocabulary instruction program in the first through third grades. This program targets age-appropriate yet unfamiliar words that are crucial for comprehension. These words are selected from weekly read-aloud texts that align with our curriculum standards. Sight words are also integrated into our vocabulary instruction. Furthermore, differentiated vocabulary is incorporated into our daily reading lessons. This program will be evaluated using the Bullseye observation tool.

<u>Comprehension:</u>

Currently in first through third grade, we incorporate comprehension questions throughout our weekly text, during our reading lessons, and RTI support groups. We align comprehension strategies (before, during and after reading) with the standard being taught (i.g.: sequencing, main idea and details, context clues, characters, setting, plot, etc.). Students will be exposed to grade level text during their whole group instruction time. We will continue elaborating on before, during, and after reading comprehension strategies.

Our High Dosage tutoring program through Catapult Learning is designed to cater to students across various grades, focusing on enhancing their academic proficiency through personalized support. The program aims to identify individual learning needs and tailor teaching strategies accordingly.

The students served through tutoring will benefit from targeted interventions in areas such as reading, vocabulary development, and comprehension skills. The integration of vocabulary instruction, as mentioned, will complement the tutoring efforts by reinforcing their language skills outside regular classroom hours.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **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.

RIMP data 2024-2025

Grade	# tested	# on track	% on track	# off track	% off track
First	29	22	76%	7	24%
Second	30	19	68%	9	30%
Third	30	14	47%	16	53%
Fourth	20	10	50%	10	50%

OST testing 2022-2023 compared to 2023-2024

Grade Level	% Reading Proficient 22-23	% Reading Proficient 23-24
Third	30%	20%
Fourth	15%	56%
Fifth	75%	54%
Sixth	28%	12%

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

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

Internal factors contributing to the challenges within our educational system include teacher turnover and student absenteeism. Moreover, we often recruit first-year teachers who possess limited experience in inner-city environments and a lack of exposure to cultural diversity. Additionally, there is a noted deficiency in teachers' understanding of how to provide direct instruction to students effectively

The plan for chronic absenteeism is addressed by Absence Intervention Team (AIT). The team consists of but is not limited to: homeroom teacher, parent, student, staff administrator, EMIS personnel,and/or a community partner. The team monitors attendance hours, and upon identifying a student with excessive absences, a letter is sent to notify the parents. If a student becomes chronically absent, we implement an intervention plan aimed at improving their attendance. This plan is monitored for sixty days and continues throughout the academic year for ongoing progress monitoring. We use Progress Book to track this monitoring. If the plan is not

followed through within the sixty days, the parent will be reported to the Juvenile Court.

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.

Upon completing our circle map, we discovered that the majority of our underlying needs were related to systemic issues. The primary problems identified included inconsistent adherence to schedules and a lack of feedback, specifically in the form of coaching. We also noted several programmatic challenges, such as the ineffective use of data to guide instruction, insufficient follow-through in coaching cycles, and a lack of professional development for teachers.

Additionally, we recognized incidental issues like students' limited background knowledge, minimal parent involvement, and teachers' hesitance to seek help when needed. External factors contributing to our challenges included staff issues related to self-regulation and personal circumstances outside of the school environment, such as attendance.

After completing our circle map, we transferred our findings to a fishbone diagram, which helped us distinguish between factors within our control and those outside of it. We eliminated items beyond our control and grouped similar observations made by the leadership team. Overall, it became clear that our teachers lacked the necessary skills to interpret and effectively utilize available data for instructional purposes. Systemically, teachers were also not provided with adequate background knowledge or training to successfully implement strategies in their lessons. This analysis underscored the urgent need for comprehensive training on curriculum, data analysis, and effective coaching for our staff.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

Describe the measurable learner performance goals addressing learners' needs 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.

- ***By the end of the school year, the median Reading SGP for all students should be 50 or greater***

- ***By June 2027, 60% of students in Grades 3-6 will be proficient on state tests in ELA***

- ***By the end of the school year, 60% of students will be at a Proficient Level or higher, as measured by the ELA State Assessment.***

Adult Implementation Measure: By June 2027, 100% of teachers will implement common assessments as provided within the adopted curriculum, to drive meaningful data conversations in Teacher Based Teams monthly.

Department of Education & Workforce

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 (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # ___ Action Map

Goal Statement: **By the end of the school year, the median Reading SGP for all students should be 50 or greater**

Evidence-Based Strategy or Strategies:

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Teacher Actions- guide students to create goals for STAR testing as well as MyLexia	Weekly First-3rd grade level meetings to support data analysis and unpacking standards	Teacher Actions- use the Gradual Release of Responsibility when planning and instructing (evidenced by lesson plans) Explicit instruction of learning goals
Timeline	24-25 School Year	24-25 School Year	24-25 School Year
Lead Person(s)	1-3 Teachers, Academic Coach Administration	Academic Coach Administration	Academic Coach Administration
Resources Needed	-InTo Reading	-InTo Reading	The *New* Classroom Instruction That Works book
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	STAR data training IXL data training MyLexia data training	Science of Reading Training (Sound walls (K-2)/ Academic Vocabulary wall (3-6)	Strategy instruction and modeling-
Measure of Success	Student STAR results/Bullseye walkthrough data	Student STAR results/Bullseye walkthrough data	Bullseye walkthrough data
Description of Funding	Title 1 funding	Title 1 funding	Title 1 funding

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly coaching meetings	Weekly coaching meetings	Weekly coaching meetings

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.

Kindergarten: We do not service KDG students. Our grade band is 1-6

First-Third Grade:
The STAR Reading report shows focus skills needed for proficiency on grade-level standards. Teachers pull these focus skills for small group instruction and Title One groups daily. Teachers get weekly walk-throughs to check on progress of small groups. Teachers submit lesson plans, which reflect focus skills, and are given feedback weekly.
Response to Intervention (RTI) meets monthly to check-in on students who are not meeting grade-level expectations and a monitoring plan is put in place to support those deficits. The STAR Reading is measured four times per year; Fall (September), Benchmark (October), Winter (January), and Spring (May). The report is pulled by our academic team and data is analyzed, as shown in Section 3. We have completed the CBM screener for grades 1-3 as a fall benchmark and will screen again in winter and spring. Kindergarten will be screened using the CBM in January (winter) and spring.

Third Grade State Test :
The Ohio State testing portal releases a report that shows focus skills students met, and areas for growth. The third grade teacher and Title One teacher pull these focus skills for small group instruction groups daily. Third grade also has daily test prep practice for thirty minutes, to focus on these skills. Teachers get weekly walk-throughs to check on progress of small groups. Teachers submit lesson plans, which reflect focus skills, and are given feedback weekly. The OST test is measured through testing windows which include Fall (October), Spring (April), and Summer (July). The report is pulled by our academic team and data is analyzed, as shown in Section 3.

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 evidence-based strategy we are focusing on is direct, explicit instruction (0.59). This research based strategy states when used effectively, students should show over a years worth of growth. Direct, explicit instruction provides support and guides students through the learning process using clear and purposeful statements. It also gives clear explanations and demonstrations of the instructional target. The Heggerty program addresses areas of deficit in phonemic awareness. Utilizing direct instruction with the Heggerty program will provide immediate feedback for teachers and students .

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 7, 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.*

Imagine Leadership Academy will build the capacity of teachers to analyze and use data to guide their instruction, intervention, and enrichment in grades 1-6. The staff will implement high-quality evidence-based strategies to meet the needs of each learner, including all subgroups within the school.

Overall, the evidence suggests that using data to guide instruction can be an effective approach for improving student achievement, teacher effectiveness, and collaboration among educators. Mandinach, E. B., & Jackson, S. S. (2012). Data-driven decision making for school improvement: Research implications for the field of education. In J. H. McMillan (Ed.), Sage handbook of research on classroom assessment (pp. 442–462).

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. 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.

Implementation of our comprehensive literacy professional development plan will include whole-staff instruction, grade-level instruction and individual instruction. The sessions will have face-to-face and online components. High-quality on-boarding professional development will bring all new staff to the level of our more seasoned teachers. Sessions will occur the first two weeks after teachers return in the summer. Professional Development will continue throughout the year and will facilitate sustained growth. We will support and expand the learning presented during the onboarding session for new staff. For experienced staff, booster sessions will be conducted and needs surveys will help us to grow our staff professional skills.

1. Effective usage of INTO Reading
2. Effective usage of Mylexia
3. 120 minute ELA/Writing block framework training, resources and coaching for teachers
4. Resources to support teacher understanding of interactive read- alouds, guided reading and writing workshops
5. Heggerty Phonics/Phonemic Awareness curriculum programs to ensure appropriate and consistent lesson delivery.
6. Effective lesson delivery and rigor

**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.*

Appendices

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