



March 22, 2024

Dear Superintendent Lama:

Thank you for submitting the Kids Care 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 identifies several data sources that were used in creating the plan.
- The plan describes a variety of ways they will share the progress of the plan with stakeholders.
- The plan identifies ways that adult implementation will be monitored, and feedback provided to educators.

**This plan will benefit from:**

- Consider adding additional stakeholders to contribute to the creation of the RAP to reflect the building and community make-up.
- Consider collecting data that focuses on the five components of reading at different grade levels to help guide your instruction and the creation of the plan.
- Consider including intervention diagnostic data for specific skills.
- Consider adding more specific goals, such as defining the amount of growth students should make demonstrated in their progress monitoring measure.
- Consider adding protocols if students or adults are not progressing towards the goal.
- Consider adding decision rules to the plan to better define how students are placed into tiers of instruction.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Kids Care 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](mailto: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: Kids Care Elementary**

**DISTRICT IRN: 016836**

**DISTRICT ADDRESS: 3400 Kohr Blvd. Columbus, Oh 43224**

**PLAN COMPLETION DATE: 12/15/2023**

**LEAD WRITERS: Jamie Lama**

## 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
Jamie Lama	Instructional Specialist	Phalen Leadership Academies at Kids Care Elementary	<a href="mailto:jalama@phalenacademies.org">jalama@phalenacademies.org</a>

Name	Title/Role	Location	Email
Christopher Sanders	Principal	Kids Care Elementary	<a href="mailto:csanders@kidscareelementary.org">csanders@kidscareelementary.org</a>
Sheila Newton	ELL Teacher	Kids Care Elementary	<a href="mailto:snewton@kidscareelementary.org">snewton@kidscareelementary.org</a>
Maia Virgei	3rd grade Teacher	Kids Care Elementary	<a href="mailto:mvirgei@kidscareelementary.org">mvirgei@kidscareelementary.org</a>

**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 members met on several occasions in the Fall 2023 to analyze data from numerous sources including but not limited to: NWEA Map Fall 2023 data, Ohio State Test data Spring 2023 and Fall 2023, KRA Fall 2023 data, attendance data, and local common formative assessments. The team will monitor the plan via student and adult implementation indicators identified in Section 5. The plan and it's progress will be communicated to all stakeholders regularly in staff meetings and leadership meetings, board meetings, and parent engagement events.*

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

## 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.*

The Reading Achievement Plan is aligned to the Reading Improvement Plan and the One plan. The Reading Improvement Plan goal is “By Spring 2025, scholars in grades K-3 will increase from 10.9% on track to 20% on track as measured by the Early Literacy component of the Ohio Local Report Card” and the One Plan goals include “By 07/01/2023 we will improve the performance of All Students, Third Grade, Fourth Grade students at/in Kids Care Elementary to increase 3.00 % in Reading/Literacy using State Report Card – Progress Measure.”

Kids Care Elementary has historically performed below proficiency in grades K-3 for numerous years. Scholars enroll into Kindergarten behind and are not making enough progress to be on grade level by the time they become third graders. The school has committed to continuous improvement of literacy and it's evident by the professional development provided, on-going coaching, change of literacy curriculum and literacy strategies to align with the Simple View of Reading. Teachers and school leaders are committed to data analysis in teacher based teams weekly and dig into the weekly data to make further adjustments.

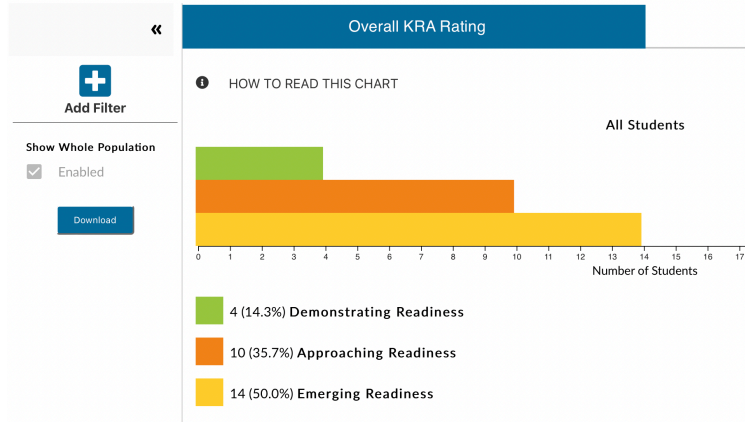
## SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL\*

### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

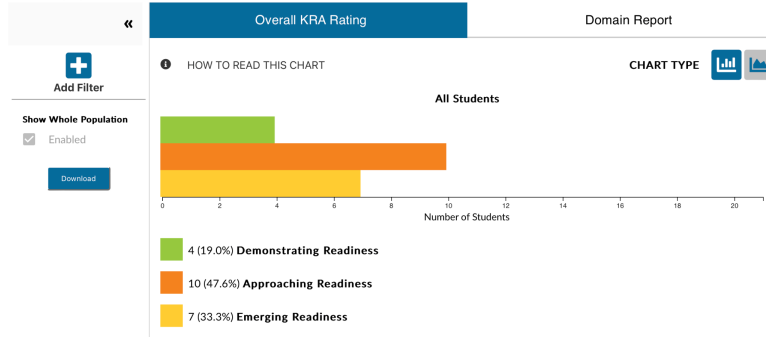
#### Kindergarten Readiness Assessment 22-23 and 23-24 school year:

Year over year KCE continues to have scholars that enter kindergarten not “ready” with the skills expected. 80% of the scholars each year are approaching or emerging readiness. The median score for the language and literacy component is 252 which is below the 263 scores to be “on track.”

2022 Kindergarten Readiness Assessment Revised  
End Date: 11/01/2022



2023 Kindergarten Readiness Assessment Revised  
End Date: 11/01/2023



REFRESH DATA

#### Early Literacy Component

The Early Literacy Component on the Local Report Card is improving but still significantly behind. The overall component score grew from a 40.2% to 50.6% with the Improving K-3 literacy measure improving from 10.9% (SY22/23) to 17.6% (SY23/24).

★☆☆☆☆  
Needs significant support to meet state standards in early literacy (K-3).

## Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

In your school... [Details of Measure](#)

5 Students Moved to On Track 46 Students Started Off Track

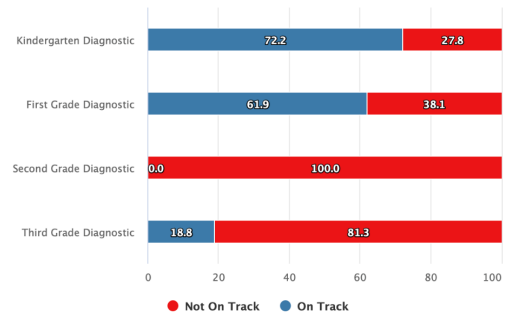
10.9%

● Moved to On Track ● Remained Off Track

Measure	Percentage
Proficiency in Third Grade Reading	25.0%
Promotion to Fourth Grade	78.6%
Improving K-3 Literacy	10.9%
Component Percent	40.2%

[3rd Grade Proficiency and Promotion](#) [On Track by Grade Level](#)

Percentage On Track Reading Diagnostic



Grade	On Track (%)	Not On Track (%)
Kindergarten Diagnostic	72.2	27.8
First Grade Diagnostic	61.9	38.1
Second Grade Diagnostic	0.0	100.0
Third Grade Diagnostic	18.8	81.3

★☆☆☆☆  
Needs significant support to meet state standards in early literacy (K-3).

## Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

- [Early Literacy Component](#)
- [Early Literacy Component Details](#)
- [Fall Reading Diagnostics](#)
- [Improving K-3 Literacy Measure Details](#)

### Early Literacy Component

Ohio's Plan to Raise Literacy Achievement provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

50.6%

Measure	Measure Percentage
Proficiency In Third Grade Reading	28.0%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	17.6%
<b>Early Literacy Component</b>	<b>50.6%</b>

**OHIO DEPARTMENT OF EDUCATION AND WORKFORCE**

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### Achievement Data on 22/23 Ohio State Assessment:

28% of third graders achieved proficiency in ELA

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



56% of third graders achieved proficiency in Mathematics

0% of fourth and fifth graders achieved proficiency in ELA, Mathematics, and Science

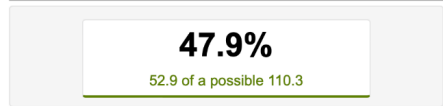


## Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

### Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



Calculation [Pie Chart](#) [Trend](#)

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	4	X	1.2	=	4.8
Accomplished	5	X	1.1	=	5.4
Proficient	13.9	X	1.0	=	13.9
Basic	18.8	X	0.6	=	11.3
Limited	58.4	X	0.3	=	17.5
Untested	0	X	0.0	=	0.0

52.9

### Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators	Comparison	Achievement Levels	Trend
<b>Third Grade</b>			
English Language Arts		28.0%	
Mathematics		56.0%	
<b>Fourth Grade</b>			
English Language Arts		0.0%	
Mathematics		0.0%	
<b>Fifth Grade</b>			
English Language Arts		NC	
Mathematics		NC	
Science		NC	

## OHIO DEPARTMENT OF EDUCATION AND WORKFORCE

Stephen D. Dackin, Director | 25 South Front Street, Columbus, Ohio 43215

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

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

*Internal factors include:*

- *change of Principals for numerous years and teacher turnover annually.*
- *Prior to school year 2022, the curriculum and curriculum support was inadequate.*
- *Staff daily attendance*

*External factors include:*

- *high chronic truancy*
- *scholars enrolling in kindergarten not prepared.*
- *Low socio-economic factors that impact living situations for families.*

## 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.*

*Root cause analysis reveals that although attendance data significantly improved from SY21/22 to SY22/23, there are several families that continue to have chronic truancy. Scholars that are absent or late to school often are not making satisfactory progress in literacy or mathematics. In addition, turnover of teachers and hiring of highly qualified educators continues to be a challenge. In the 23/24 school year 71.4% of the classroom teachers are new to the building with 43% new to the teaching profession. KCE serves 100% free and reduced population and 67 of 135 scholars are receiving English Language Learner support services accounting for 50% of the school population not fluent with the English Language.*

## 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.*

**Goal: By Spring 2025, scholars in grades K-3 will increase from 17.9% to 30% on Improving K-3 Literacy measure as the Early Literacy component of the Ohio Local Report Card.**

Scholars in grades K-2 will move to on track from not on track at a rate of 40% per grade level. Scholars in grade 3 will move from not on track to proficient at a rate of 40% which in the 23/24 school year is 8 scholars must score proficient or better.

Adults must teach the literacy curriculums daily with fidelity. The curriculum is aligned with the Science of Reading.

## 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 Spring 2025, scholars in grades K-3 will increase from 17.9% to 30% by Improving K-3 Literacy measure on the Early Literacy component of the Ohio Local Report Card.

Evidence-Based Strategy or Strategies: Direct Instruction of structured literacy through the use of Amplify mClass, Heggerty and HMH Into Reading curriculums.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	100% of instructional staff will use identified literacy strategies as a part of daily instruction as evidenced by walk through data.	100% of scholars in grades K-3 will demonstrate adequate growth on NWEA Map Reading Assessment according to the NWEA growth cutscore norms.	100% of scholars in grades K-3 will demonstrate continuous growth on progress monitoring measures every 10 days within the Amplify mClass reading curriculum.
Timeline	August 2023-May 2025	August 2023-May 2025	August 2023-May 2025
Lead Person(s)	Instructional Specialist and Principal	Instructional Specialist, Principal, and Teachers	Instructional Specialist, Principal, and Teachers.
Resources Needed	Coaching cycle observation platform with rubrics	NWEA	Mclass Curriculum
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	PD from Instructional Specialist and PD team on John Hatties Instructional Strategies and structured literacy	PD from Instructional Specialist on NWEA assessment and tools for data analysis	PD from Amplify on mClass curriculum and on-going support from the on-site instructional specialist
Measure of Success	Coaching cycle data analysis tool for growth	NWEA assessment data given 3 times a year	mClass data provided every 10 days
Description of Funding	General Funds	General funds	ESSER
Check-in/Review Date	Weekly checks utilizing observational tracking tools	Winter and Spring NWEA Map assessment data utilizing reports and dashboards	Weekly checks utilizing the observational tracking tool and mClass dashboard

## 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 adult implementation (100% of instructional staff will use literacy strategies...) will be monitored daily with walk-throughs and observations from the school leadership. The walk-throughs and observations will be documented for data analysis on several tracking tools (coaching platform, observation tracking tool, and coaching tracking tool). Additionally, the adult implementation/scholar implementation (100% of scholars grades K-3 will demonstrate growth through progress monitoring of mClass) will be monitored weekly via the mClass dashboard which shows students that have been progress monitored and their results. This monitoring will also be documented on the coaching tracking tool.

The scholar implementation (100% of scholars K-3 will demonstrate adequate growth on MAP) will be monitored two times a year; Winter (Dec/Jan) and Spring (May). Data tracking dashboards are used by the teachers as well as school leaders in addition to using the achievement summary and quadrant reports provided within the NWEA Map growth tools.

## 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.**

- 1. Intellectual Prep with lesson plans - lesson plans are submitted weekly and checked by the Principal and Instructional Specialist. Teachers are required to include particular components and the school leadership provides feedback to the teachers. If need be, additional planning will be provided to the teacher to improve instructional practices.*
- 2. Classroom Observations - teachers are observed weekly by the Principal and/or Instructional Specialist. The observations are recorded by Domain (Charlotte Danielson) and scored on a rubric and is posted for the teachers to read the written feedback which includes a bite-sized goal. The school leadership also conducted a coaching conversation and that is also recorded for the teacher to read in the Coaching Cycle Platform.*
- 3. Weekly Teacher Based Team Meetings - weekly the teachers are required to attend teacher based team meetings to discuss the latest data provided from either MAP, CFA (Common Format Assessments), and/or mClass curriculum progress monitoring. The heart of the conversations include best practices for instructional delivery and student level data and how to maximize the results.*
- 4. Tier 2 Instruction - scholars that need additional support are provided daily instruction from a specialist. The specialist instructs using the Amplify mClass reading intervention curriculum.*

### 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.*

*Kids Care Elementary will ensure that strategies from 8A will be effective, show progress and continuously improve as evidence by daily observations and coaching, the analytics provided from the observations and evaluations, student level data and the trend lines moving in an upward line for scholars on Map assessments and mClass assessments.*

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

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

*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

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

*Professional Development Literacy Plan:*

- 1. All teachers, support staff, and school leaders will participate in Amplify mClass curriculum training provided by Amplify consultants.*
- 2. All teachers, support staff, and school leaders will commit to on-going coaching by the Instructional Specialist.*
- 3. A All teachers, support staff, and school leaders will participate in HMM Into Reading curriculum training provided by HMM consultants.*
- 4. All teachers, support staff, and school leaders will engage in the TBT and BLT Ohio 5-step process with a focus on literacy.*





## APPENDICES

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