



March 4, 2024

Dear Superintendent Davis:

Thank you for submitting the Reading Community City Schools 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:

- There is considerable focus on supporting adult implementation that include both professional development and support from literacy coaches.
- There is a clear understanding of some of the internal and external factors that may be associated with reading underachievement, particularly for K
- students.
- There is a strong commitment to incorporating science of reading principles into reading instruction, both in terms of the curricula choices but also
- educator supports.

This plan will benefit from:

- The plan could benefit from a closer look at disaggregated data to clarify understanding of needs for tier 1 instruction.
- The plan could benefit from additional explanations of how specific measures of change, such as teacher walk throughs, will be used to support teacher practice.
- The plan could benefit from considering strategies for increasing/supporting family engagement, as that was identified as a potential reason for poor reading skills in Kindergarten students.

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

the same inbox.

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

Sincerely,



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

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

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

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

DISTRICT NAME:

Reading Community City Schools

DISTRICT IRN:

044693

DISTRICT ADDRESS:

810 E. Columbia Ave
Cincinnati, Ohio 45215

PLAN COMPLETION DATE: December 2023

LEAD WRITERS:

Susan Fraley
Sarah Blair
Mark Edwards
Rebecca Johnson

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
Ms. Susan Fraley	Elementary School Principal	Reading Elementary School	sfraley@readingschools.org
Mrs. Sarah Blair	Elementary School Assistant Principal	Reading Elementary School	sblair@readingschools.org
Mr. Mark Edwards	Director of Curriculum and Communication	Reading Community City Schools	medwards@readingschools.org
Dr. Damon Davis	Superintendent	Reading Community City Schools	ddavis@readingschools.org
Ms. Jen McNeil	Department Chair ELA Primary	Reading Elementary Schools	jmcneil@readingschools.org
Mrs. Amy Ceis	Department Chair ELA Intermediate	Reading Elementary Schools	acelis@readingschools.org
Mrs. Rebecca Johnson	Director of Student Services	Reading Community City Schools	rjohnson@readingschools.org

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

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

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

This plan was developed by analyzing all relevant data points , classroom observations, student outcomes and feedback from educators.

The plan will be monitored by using specific data points that will include Dibels 8, NWEA MAP, and OST.

The plan will be communicated with the district administrative team and core literacy team. It will also be shared out to all teaching teams and support staff. Outcomes and progress are monitored closely and frequently. Progress monitoring data, classroom based data and state testing data will be used.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

This Reading Achievement Plan is aligned to our equity and continuous improvement efforts. Literacy is ultimately an equity issue. We believe all students can and will read. We believe that all students should be supported on their learning journey, regardless of their background. In adopting curriculum materials we look at texts that are reflective of our student population and diverse authors. We include all families and students in our communications and all school programming by providing access to translated materials and on demand interrupters as needed. Staff are trained in Trauma Informed and Culturally Responsive practices. Select staff are undergoing further professional development to support our English Language Learners in our classrooms as well. Our team looks at the whole child by implementing a Positive Behavioral Intervention and Supports.

MTSS practices are well established. Intervention services and needs are data driven. A team is established at the building level and procedures are defined, monitored, and revised as needed. Universal data is reviewed by grade level teams and used to determine students requiring intervention.

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.**

[AASCD 2023](#)

[OELPA 2023](#)

[KRA 2022](#)

[OST fall third grade 2023](#)

[OST 2022-2023](#)

[FALL NWEA](#)

[DIBELS 8 FALL 2023](#)

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

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

In the context of low reading achievement in your school district or community school, both internal and external factors can contribute to this issue. Here are some factors based on the information provided:

Internal Factors:

1. Lack of Early Childhood Education: Approximately 1/3 of incoming Kindergarten students have not attended preschool or any form of early childhood education. This internal factor suggests that some students may start school with less exposure to early literacy experiences, which can affect their reading readiness.

2. Lack of Adopted Reading Curriculum: Before the 2022-2023 school year, the school did not have an adopted reading curriculum. This internal factor means that students may not have had a structured and research-based approach to reading instruction, potentially leading to gaps in their reading skills.

3. Teacher Professional Development: Teacher professional development had not been standardized, and most Kindergarten and 2nd grade teachers had not been trained in the Science of Reading. This internal factor can impact the quality of reading instruction, as teachers may not have had the necessary training and knowledge to effectively teach reading skills.

External Factors:

1. Economic Disadvantage: 52% of students in Reading Elementary are economically disadvantaged. This external factor can significantly impact students' access to reading materials and resources at home, which can affect their overall reading development.

2. Limited Exposure to Reading Materials and Literacy Experiences: External to the school, students may have limited exposure to reading materials and literacy experiences in their home environments. This lack of access to books and reading opportunities outside of school can hinder reading progress.

Combining these internal and external factors, it becomes evident that addressing low reading achievement may require a multi-pronged approach. This could involve implementing the new research-based language arts curriculum, providing professional development for teachers, and offering support and resources to economically disadvantaged students to bridge the gap in reading achievement. Additionally, efforts to promote early childhood education and literacy experiences before kindergarten can be beneficial in improving reading outcomes for students in the school district or community school.

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.

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.

Goal 1: Overall student benchmark scores on Dibels 8 Assessments on End of Year benchmark will show 20% or less are “well below benchmark”.

Beginning of the year “Well Below Benchmark” percentages:

K: 51%

1st: 45%

2nd: 49%

3rd: 34%

4th: 23%

5th: 35%

6th: 33%

Goal 2: Every student will show growth based upon Progress Monitoring and Benchmark data.

Goal 3: Review progress monitoring data every 6 weeks to ascertain if different interventions or screeners are necessary for all students.

Overarching Adult Implementation Goal:

- By the end of the academic year, significantly improve reading achievement outcomes for all students in Kindergarten through grade 6 by improving teacher knowledge and practice in the Science of Reading.

Grade-Level Goals:

Kindergarten through Grade 2:

1. Goal: Ensure that all Kindergarten and Grade 2 teachers effectively implement the Science of Reading practices in their classrooms.

- Measurable: Conduct targeted observations and feedback sessions to assess teachers' knowledge and practice of the Science of Reading.

- Ambitious: Achieve 90% or higher teacher proficiency in Science of Reading practices.

- Realistic: Provide necessary training and support to teachers throughout the year. Including Science of Reading Modules provided by All Ohio Literacy Council

- Time-bound: Complete teacher assessments and feedback by the end of the academic year.

2. Goal: Select a research-based K-2 Reading program aligned with the Science of Reading by the end of the year.

- Measurable: Select a curriculum that aligns with Science of Reading principles and meet State requirements.

- Ambitious: Have the new curriculum in place and operational for the following academic year.
- Realistic: Collaborate with teachers to choose an appropriate curriculum.
- Time-bound: Curriculum selection by the end of the year and initial implementation completed by the end of the next academic year.

Grade 3-6

1. Goal: Ensure that all Grade 3-6 teachers successfully implement the new curriculum.

- Measurable: Monitor curriculum implementation through classroom observations and teacher feedback.
- Ambitious: Achieve 95% or higher implementation fidelity.
- Realistic: Provide ongoing support and resources for teachers.
- Time-bound: Continuous monitoring throughout the academic year.

2. Goal: All Grade 3-6 teachers work with instructional coaches to support curriculum implementation.

- Measurable: Track teacher engagement with instructional coaches.
- Ambitious: Have 100% teacher participation in coaching sessions.
- Realistic: Provide coaching resources and scheduling flexibility.
- Time-bound: Ongoing coaching throughout the academic year.

All Grade Bands (K-6):

1. Goal: Fully implement a new Multi-Tiered System of Supports (MTSS) data system to better meet the needs of each student.

- Measurable: Ensure that the MTSS data system is operational and accessible to all teachers.
- Ambitious: Achieve 100% adoption of the MTSS data system.
- Realistic: Provide training and support for teachers to use the system effectively.
- Time-bound: Have the MTSS data system fully functional by the start of the following academic year.

2. Goal: Implement high-dosage tutoring for students based on data tracking and analysis.

- Measurable: Track student progress and the implementation of high-dosage tutoring.
- Ambitious: Ensure that 100% of students receive appropriate tutoring interventions.
- Realistic: Provide resources and support for tutoring programs.

- Time-bound: Benchmark data reviews and intervention adjustments throughout the academic year.

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: Overall student benchmark scores on Dibels 8 Assessments on End of Year benchmark will show 20% or less are “well below benchmark”.

Evidence-Based Strategy or Strategies: Orton Gilligham, Heggerty, Really Great Reading

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Tier One Orton Gilligham with fidelity	Implement Heggerty with fidelity	Access training on administering and interpreting Dibel 8 Assessments; Continuously review progress monitoring data
Timeline	School Year 2023-2024		
Lead Person(s)	ELA primary teachers Title One instructors Building Administrators		
Resources Needed	Resources Implemented: IMSE training Heggerty Resources IMSE online & tangible resources		

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	In class coaching Online training–IMSE Online & in person training–Amplify Monthly PLCs All Ohio Literacy Modules Dyslexia Training Modules Building Literacy Team train the trainer model		
Measure of Success	Dibels 8 Scores OST scores NWEA MAP scores		
Description of Funding	General Building Funds Grant funding		
Check-in/Review Date	approximately every 6 weeks & 3x a year at benchmark		

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 progress and implementation of the plan's strategies are monitored through weekly grade-level team meetings, monthly reviews by the administration, comprehensive data sessions three times a year post-benchmark, monthly gatherings of the English Language Arts and Intervention PLCs, and the second-semester progress monitoring of all primary-grade students.

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.*

Reading Community Schools has implemented evidence-based strategies to meet specific learner needs and improve instruction, especially for students on Reading Improvement and Monitoring Plans (RIMPs).

1. Strong Tier I Instruction using Orton Gillingham and Heggerty:

- Orton Gillingham is a structured, multisensory approach to teaching reading, which is particularly effective for students with dyslexia and other reading difficulties. It breaks down reading and spelling into smaller, manageable parts.
- Heggerty Phonemic Awareness Program focuses on developing phonemic awareness, a crucial skill for early reading success.
- These evidence-based strategies provide a solid foundation for all learners. For students on RIMPs, who often struggle with basic reading skills, this approach offers structured and systematic instruction to address their specific needs. It helps them build a strong phonological foundation, making it easier to progress in reading.

2. High-Quality Intervention Curriculum through Sonday, Really Great Reading, Orton Gillingham, and Wilson:

- Sonday System is designed to support struggling readers and learners with disabilities by offering explicit and systematic instruction. It helps students develop decoding and encoding skills.
- Orton Gillingham targets decoding, encoding and fluency development in small groups for intervention.
- Really Great Reading programs provide targeted instruction for phonemic awareness, phonics, and fluency development.
- Wilson Reading System is another evidence-based program that focuses on decoding and encoding skills, reading fluency, and comprehension.

- These intervention programs are instrumental in addressing the needs of students on RIMPs. They provide targeted instruction, remediation, and practice to close the gaps in reading skills. The systematic approach ensures that students receive the necessary support to catch up with their peers.

3. High Dosage Tutoring Program with Literacy Specialists and Tutors:

- High dosage tutoring involves frequent, intensive one-on-one or small group sessions with highly trained tutors.
- Literacy specialists and tutors play a critical role in providing personalized instruction tailored to the specific needs of each student.
- For students on RIMPs, these tutoring programs offer individualized attention and support. Literacy specialists and tutors can assess each student's strengths and weaknesses, then develop targeted interventions. This approach allows for close monitoring of progress and adjustment of instruction as needed.

Overall, these evidence-based strategies create a comprehensive framework for improving instruction and meeting the needs of students on RIMPs. They provide structured, systematic, and personalized approaches to reading instruction, which is essential for helping struggling readers make significant progress. Regular progress monitoring and data-driven decision-making will be key to ensuring that these strategies are effective in meeting specific learner needs and facilitating reading improvement for students on RIMPs.

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 5 will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Monitor data and implementation via classroom walk throughs, formal evaluations, grade level team meetings, PLC meetings and benchmark data meetings.

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.

***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.*

Professional Development Plan:

1. Orton Gillingham Training:

- All primary grade teachers will receive comprehensive training in Orton Gillingham, ensuring that they are well-equipped to provide structured multisensory reading instruction.

- This training will be ongoing, with periodic refresher courses to reinforce skills.

2. Core Curriculum Resources Training:

- All teachers, including Language Arts teachers, will receive training on the core curriculum resources that align with evidence-based strategies.

- This training will enable teachers to effectively utilize these resources in their instruction.

3. Ongoing Support by HCESC Literacy Coach:

- An HCESC (Hamilton County Educational Service Center) literacy coach will provide ongoing support to teachers, offering guidance, feedback, and additional training as needed.

- This support will be sustained throughout the school year to ensure continuous improvement.

4. Consultation and Professional Development with V Lifts/All Ohio Literacy Network:

- Collaborate with V Lifts and the All Ohio Literacy Network for specialized consultation and professional development opportunities.

- These partnerships will provide intensive, research-based strategies and practices that align with the Science of Reading.

5. Ongoing Professional Development with MTSS Action Team:

- Collaborate with the MTSS (Multi-Tiered System of Supports) Action Team to provide ongoing professional development.

- The MTSS team can help customize interventions, monitor progress, and ensure data-driven decision-making.

6. Training on Dibels 8 & Amplify Resources:

- Provide training for instructional staff on the use, interpretation, and implementation of Dibels 8 and Amplify resources.

- This training will empower teachers to effectively assess and address students' reading needs.

7. Classroom-Based Tier 2 Interventions:

- Ensure that all Language Arts teachers are trained in and given access to resources for classroom-based Tier 2 interventions.

- These interventions should be data-driven and instructionally focused, tailored to meet the unique needs of students.

Addressing Culturally Responsive Practice:

- Integrate Culturally Responsive Practice (CRP) into all professional development activities.

- Include CRP modules and discussions in the training sessions to promote a more inclusive and culturally sensitive learning environment.

Science of Reading Integration:

- Emphasize the Science of Reading principles in all training sessions, aligning instruction with evidence-based practices in reading.

- Incorporate the latest research findings into instructional strategies and materials.

Sustainability:

- Ensure sustainability through regular check-ins, assessments of teacher progress, and ongoing professional development opportunities.

- Continuously collect and analyze data to drive decisions and adjust the professional development plan as needed.

By integrating these elements into your professional development plan, you can effectively support the evidence-based strategies in the Reading Achievement Plan, provide intensive training, foster data-driven decision-making, and address the important aspects of Culturally Responsive Practice and the Science of Reading.

APPENDICES

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

