



March 4, 2024

Dear Superintendent Burney:

Thank you for submitting the Rise and Shine 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:

- Professional learning plan contains specific structures to support.
- Plan discusses feedback loops to teachers in the form of classroom observations/monitoring of efforts.
- References improvement plan alignment.


This plan will benefit from:

- Plan would benefit from inclusion of a root cause analysis – section 3-part C.
- Plan would benefit from action plans that link to goal statements and evidence-based strategy selection(s).
- Plan could benefit from a specific protocol or process to monitor progress on plan’s strategies.
- Plan may benefit by expanding into specific strategies teachers are expected to implement, beyond “foundational reading and writing skills”.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Rise and Shine 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: Rise and Shine Academy

DISTRICT IRN: 013999

DISTRICT ADDRESS: 3248 Warsaw St Toledo OH 43608

PLAN COMPLETION DATE:

Dec 28, 2023

LEAD WRITERS: Dr. Tashlai Burney

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.

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
Dr Tashlai Burney	Principal	RSA	drtashlai@riseandshineacad.org

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

Name	Title/Role	Location	Email
Dr Calvin Burney	Superintendent	RSA	calvinburney@riseanshineacad.org
Janell Braxton	Director of Special Education	RSA	Janell.braxton@rsapanthers.org
Betty Burney	Founder CEO	Im a STAR Foundation	bburney@imastarfoundation.org
Kiara Byrd	Lead Teacher	Rise and Shine Childcare Academy	Kiara.byrd@rsapanthers.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.

The development of the district-wide reading plan involved a collaborative effort among the district leadership team, educators, and other stakeholders. The process followed a series of steps:

First we performed a **Needs Assessment**:

- Conducted a thorough analysis of reading proficiency data across the district.
- Identified specific areas of concern, such as grade levels or demographics where students may be struggling.

Next we performed Setting Goals and Objectives:

- Established clear and measurable goals for improving reading outcomes.
- Defined specific objectives that support the overall goal, such as increasing literacy rates, improving comprehension, or narrowing achievement gaps.

After this we found Research-Based Strategies:

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

- Explored research-based instructional strategies and interventions proven to enhance reading skills.
- Considered input from literacy experts and educators in the district.

Next we worked through **Resource Allocation**:

- Determined the resources required for successful implementation, including funding for materials, professional development, and technology.

Next we worked through Professional Development:

- Planned and began implementation of targeted professional development sessions for teachers to enhance their knowledge and skills in effective reading instruction.

Next we began to work through Curriculum Alignment:

- Aligned existing curricula with best practices in reading instruction.
- Ensured the curriculum addressed the diverse needs of students.

After we worked through the process of **Assessment and Data Monitoring**:

- Developed a system for ongoing assessment to monitor student progress. This included quarterly and biweekly assessments.
- We plan to use formative and summative assessments to track the effectiveness of the reading plan.

Next we established Intervention Strategies:

- Established intervention programs for students who require additional support.
- Continued providing differentiated instruction based on individual student needs.

Next we planned Data Review Meetings:

- Schedule regular data review meetings with teachers and administrators to analyze assessment results and adjust instructional strategies as needed.

Feedback Mechanisms:

- Establish channels for feedback from teachers, students, and parents to continuously improve the reading plan.

Celebrate Successes:

- Acknowledge and celebrate achievements and improvements in reading outcomes.
- Recognize the efforts of teachers, students, and the community in supporting the reading plan.

By following these steps, the district leadership team created a comprehensive reading plan that addresses the specific needs of students and sets the stage for continuous improvement. Regular communication and monitoring ensure that adjustments can be made in response to emerging needs and changes in student performance. We will continue communicating with parents and other stakeholder on our progress through newsletters and classroom dojo.

**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.

RSA's Reading Achievement Plan is closely aligned with and actively contribute to the overall continuous improvement and equity efforts within our school. Here's how our alignment was achieved:

1. **Data-Driven Decision Making:**
 - The Reading Achievement Plan is based on a thorough analysis of reading proficiency data, and helped to identify achievement gaps and areas where improvement is needed.
 - This data-driven approach aligns with the broader continuous improvement efforts, ensuring that interventions and resources are strategically allocated where they are most needed to enhance overall student success and equity.
2. **Goal Alignment:**
 - The goals of the Reading Achievement Plan are in harmony with the broader objectives of the district or community school's improvement plan.
 - The goal of the plan is to increase reading achievement to 80 percent of school population reading on grade level by the end of the school year.
 - For struggling students that may perform many grade levels below the goal is to increase 1 year to a year in a half of growth in reading by the end of the school year.
3. **Equitable Resource Allocation:**
 - We must ensure that resources, both human and material, are allocated in a manner that supports equity. This will involve providing additional support to schools or classrooms with higher needs based on the reading proficiency data. Our 4th – 5th grade classroom schedules has been altered to achieve this goal.
 - An equitable distribution of resources helps to level the playing field, addressing disparities in educational opportunities and outcomes.
4. **Professional Development for Equity:**
 - Professional development opportunities embedded in the Reading Achievement Plan should address issues of equity, cultural responsiveness, and diverse learning needs.
 - This ensures that educators are well-equipped to provide inclusive and equitable instruction, promoting a positive impact on all students, regardless of their background.
5. **Individualized Instruction and Interventions:**
 - The Reading Achievement Plan includes strategies for individualized instruction and targeted interventions to address the unique needs of each student.
 - Our struggling students receive small group instruction daily for up to 45 minutes to help increase reading skills.
 - By recognizing and responding to the diverse learning styles and challenges students face, the plan supports the broader goal of equity in education.
6. **Community Engagement:**
 - RSA will engage with the community to gather input and ensure that the Reading Achievement Plan reflects the needs and aspirations of all stakeholders.
 - This plan is more addresses specific challenges to the students located on the North side of Toledo and promote equity by considering the cultural, economic, and social factors that impact student learning.
7. **Monitoring and Adjusting for Equity:**
 - The plan will be regularly monitored to assess its impact on equity.

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- Use ongoing data analysis and feedback mechanisms to identify areas where adjustments are needed to ensure that all students have an equal opportunity to succeed.
8. **Celebrating Diversity and Inclusion:**
- RSA integrates content and materials in the Reading Achievement Plan that celebrate diversity and promote inclusion.
 - By fostering an inclusive learning environment, the plan contributes to the RSA's broader efforts to create an equitable educational experience for all students.

In essence, our RAP that is closely aligned with continuous improvement and equity initiatives serves as a targeted strategy within the broader educational framework. It ensures that efforts to improve reading outcomes are not only effective but also contribute meaningfully to the overall goal of providing an equitable and inclusive education for every student in Rise and Shine Academy.

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:

- **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.**

KG Readiness Assessment

Demonstrating- 2

Approaching- 4

Emerging -7

K-3 Reading diagnostics

KG- On Track -25%

1st- on track – 13.3%

2nd- on track- 66.7%

3rd- on track – 69.3%

Ohio State Tests 3-7th grade (school-wide)

Accelerated- 2%

Proficient 17%

Basic 23%

Limited 59%

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.

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I believe the internal factors that contributed was the increase in the number of students in a small amount of time. We had an increase of 60 students and we were unable to accommodate for the students we received that were already performing under grade level.

I believe the external factors was the impact covid had. Parents did not realize that students needed to be in school and the importance of learning and studying. Many students entered RSA below grade level.

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 (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.

Performance Goals

By **05/26/2024** we will improve the performance of **K-3** students at/in **Rise & Shine Academy** to **increase 80.00 % in Reading/Literacy** using **State Report Card**.

Adult implementation goal

Every **Month**, **Language Arts - Participation** of **All Staff** will be measured, with an overall plan improvement of **increase 100.00 %**.

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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:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Begin group meetings with admin and teachers to create teacher groups		
Timeline	By end of May 2024		
Lead Person(s)	Principal		
Resources Needed	Instructor materials		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development		
Measure of Success	Student achievement scores quarterly		
Description of Funding	Title 1		

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	March 2024		

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

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.

Success of plan strategies will be measured monthly by using student growth measure results. We will take the results and use the data to drive instruction. Deficient areas will be of the highest priorities when classroom teachers and paraprofessionals are planning lessons.

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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.

Students that are on RIMPs plans will receive one on one and small group instruction. During these sessions students will receive instruction on foundational reading and writing skills. These sessions are built in to help improve the areas of reading that classroom teachers may not be able to address when implementing lesson plans.

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.*

In order to show effectiveness teachers will be required to turn in lesson plans. Teachers will also receive assessments based on classroom observations and continuous feedback. We will monitor teacher progress by observing if teachers are implementing strategies and tools they are trained on when being observed.

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.

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

***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 centered around evidence-based practices is crucial for enhancing instructional quality and student learning outcomes. Here's a breakdown of how such professional development will be structured at RSA:

1. **Identifying Evidence-Based Practices (EBPs):**
 - Begin by identifying and understanding the evidence-based practices relevant to the Reading and differentiated instruction.
 - Consult research, educational journals, and reputable sources to gather a comprehensive list of strategies backed by evidence of their effectiveness.
2. **Customized Training Programs:**
 - Develop training programs that are tailored to the specific needs of teachers and the goals of the school or district.
 - Offer differentiated sessions to address varying skill levels and subject expertise among teachers.
3. **Hands-On Workshops and Seminars:**
 - Conduct workshops and seminars that actively engage teachers in practicing these evidence-based strategies.
 - Use simulations, role-playing, and real classroom scenarios to demonstrate the application of EBPs.
4. **Collaborative Learning Communities:**
 - Foster collaborative learning communities where teachers can discuss, share, and reflect on their experiences with implementing evidence-based practices.
 - Encourage peer observation and feedback to promote a supportive environment for professional growth.
5. **Coaching and Mentoring:**
 - Provide ongoing coaching and mentoring support to help teachers apply evidence-based practices effectively in their classrooms.
 - One-on-one guidance can be invaluable in addressing specific challenges and refining teaching techniques.
6. **Data-Driven Reflection:**
 - Emphasize the importance of data-driven decision-making. Encourage teachers to collect and analyze data related to their implementation of EBPs.
 - Help educators interpret this data to make informed adjustments and improvements in their instructional approaches.
7. **Sustained Support and Follow-Up:**
 - Professional development shouldn't be a one-time event. Offer sustained support and follow-up sessions to reinforce and deepen teachers' understanding and implementation of EBPs.
 - Provide resources, online forums, or communities where teachers can continue learning and exchanging ideas beyond formal workshops.
8. **Evaluation and Feedback Loops:**
 - Establish evaluation mechanisms to assess the impact of professional development on teacher practices and student outcomes.
 - Gather feedback from teachers about the effectiveness and relevance of the training programs to continuously refine and improve them.
9. **Alignment with School Goals and Curriculum:**

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

- Ensure that the evidence-based practices taught in professional development sessions align with the school's curriculum and educational goals.
- Encourage teachers to integrate these practices seamlessly into their teaching plans.

10. **Celebrating Successes:**

- Recognize and celebrate instances where teachers effectively implement evidence-based practices and witness positive impacts on student learning.

By integrating these elements, professional development focused on evidence-based practices becomes a dynamic and effective means to enhance teachers' skills and ultimately improve student outcomes.

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.*