March 4, 2024

Dear Superintendent Hawk:

Thank you for submitting the South Columbus Preparatory Academy at German Village 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 demonstrates a thorough examination of potential root causes for reading underachievement in the district.
- The plan has a clear action plan map to address some of these root causes.
- The plan includes lots of opportunities for monitoring and support adult implementation.

**This plan will benefit from:**
- The plan could benefit from further consideration into incorporating culturally responsive practices in the PD plan, and equity efforts overall.
- The plan could benefit from consideration for ensuring completion of the dyslexia-related and science of reading PD.
- The plan could benefit from reconsidering how best to measure their second goal so that it can be accurately monitored incrementally and be successfully achieved.

The Reading Achievement Plan and this memo will be posted on the Department's website. If South Columbus Preparatory Academy at German Village 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

# 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: South Columbus Prep Academy – German Village**

**DISTRICT IRN: 019200**

**DISTRICT ADDRESS: 387 E. Beck St. Columbus, Ohio 43206**

**PLAN COMPLETION DATE: 11/23/2023**

**LEAD WRITERS:**

**Jarod Hawk (Superintendent)**

**Brittany Tackett (Principal)**

**Allison Levering (Director of Academics)**

**Chikaylla Walker (Lead 3rd Grade Teacher)**

**Kayla Lotz (3rd Grade Teacher)**

## 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 |
|------|-----------|----------|-------|
| Jarod Hawk | Superintendent | ACCEL Schools | jhawk@accelschools.com |

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

| Name | Title/Role | Location | Email |
|---|---|---|---|
| Brittany Tackett | Principal | 387 E. Beck St. Columbus, Ohio 43206 | btackett@scpagermanvillage.org |
| Allison Levering | Director of Academics | 387 E. Beck St. Columbus, Ohio 43206 | alevering@scpagermanvillage.org |
| Kayla Lotz | 3rd Grade Teacher | 387 E. Beck St. Columbus, Ohio 43206 | Klotz@scpagermanvillage.org |
| Chikaylla  Walker | 3rd Grade Teacher | 387 E. Beck St. Columbus, Ohio 43206 | Cwalker@scpagermanvillage.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 this Reading Achievement Plan was a collaborative effort and included multiple key stakeholders. The plan was broken down into the following focus priorities:*

*Focus Priority 1: Data Deep Dive into Reading Student Achievement Data (KRA (2 years), iReady Diagnostic Data (2 years), State Test Data from 21-22 SY, 22-23 SY, OELPA Data (2 years), AASCD (2 years)*

*Focus Priority 2: Review current School Improvement Plan (specifically the Reading focused goals),and reflect on current strategies and tactics in place. Refine current strategies and tactics based off of data and research on current skill deficits (using KRA and iReady Diagnostic Testing for data points)*

*Focus Priority 3: Discuss alignment between Reaching Achievement Plan and Culturally Responsive Teaching and Learning goals.*

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

*Focus Priority 4: Review current core operating mechanisms and systems for progress monitoring of the Reading Achievement Plan and refine as necessary*

*Focus Priority 5: Discuss plan for roll out of Reading Achievement Plan to all stakeholders (staff, students, families, school board). Build in monthly progress monitoring meetings with BLT (Building Leadership Team). Build in monthly PD session for staff that includes state of the school and progress monitoring updates specific to the Reading Achievement Plan.*

*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.*

*As we designed our Reading Achievement Plan, we focused on aligning the SMART goals, strategies, tactics, implementation, and measurement with the (SIP) School Improvement Plan. Both plans encompass high quality professional development improvement goals for Ohio State Testing in Reading, as well as evidence-based assessments and instructional strategies to improve student outcomes. We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-3, our Teacher Based Teams (TBTs) will follow the 5-Step OIP process to analyze reading data exclusively to improve instructional strategies and close achievement gaps.*

*Finally, our district has implemented a progress monitoring and accountability system to improve the cycle of teaching, learning, assessment, and intervention. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formative and summative, and designing rigorous standards aligned lessons to meet the needs of our students.*

***OIP Process that will be used during each bi-weekly Data Grade Band Meeting and Monthly BLT Meeting.***

### OHIO IMPROVEMENT PROCESS STEPS:

The Ohio Improvement Process is an organizational strategy that **supports the implementation** of each step of the Ohio Improvement Process. Those steps include:

» **Supporting Implementation**: Team structures and processes that support the implementation of each step in the Ohio Improvement Process

1. **Identify critical needs** by collecting and analyzing student data to pinpoint the root cause for areas of concern.
2. **Research and select evidence-based strategies** to address the root cause.
3. **Plan for implementation** by developing SMART goals and action steps to implement solutions
4. **Implement and monitor** the action steps and the impact on student outcomes.
5. **Examine, reflect and adjust** action steps based upon the effect on student outcomes.

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

## 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 3rd**
- **K-3 Reading diagnostics**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and**
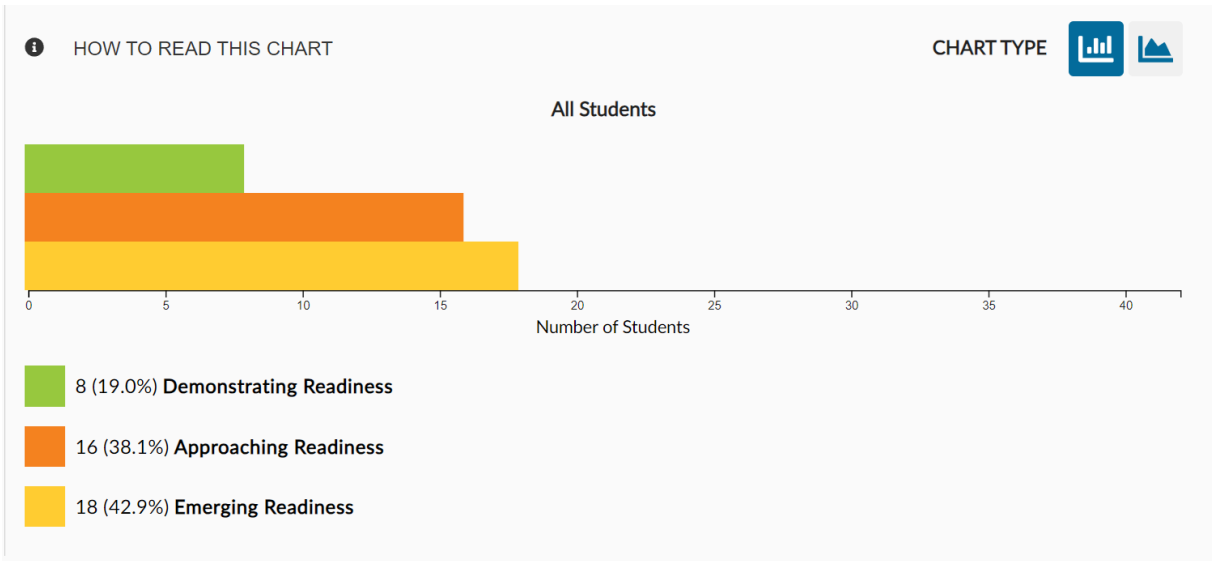- **Ohio Readiness Assessment (3rd Grade)**

**Kindergarten Readiness Assessment:**

[Ohio's Early Learning and Development Standards](#) (birth to kindergarten entry) are the basis for the Kindergarten Readiness Assessment Revised. The Kindergarten Readiness Assessment Revised is used to assess four areas of early learning:

- **Social Foundations**- including social and emotional development, and approaches toward learning
- **Mathematics**
- **Language and Literacy**
- **Physical Well-being and Motor Development**

**2023 KRA Data:**

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

CHART TYPE 📊 📈

**All Students**



Number of Students

🟩 8 (19.0%) **Demonstrating Readiness**

🟧 16 (38.1%) **Approaching Readiness**

🟨 18 (42.9%) **Emerging Readiness**

| School Year: | Emerging Readiness (%) | Approaching Readiness (%) | Demonstrating Readiness (%) |
|---|---|---|---|
| 2022-2023 | 53 % | 33 % | 14 % |
| 2023-2024 | 42.9 % | 38.1 % | 19 % |

## Ohio State Assessment: 3rd Grade

| School Year: | Limited (%) | Basic (%) | Proficient (%) | Accomplished (%) | Advanced (%) |
|---|---|---|---|---|---|
| 2021-2022 | 41 % | 35 % | 12 % | 12 % | 0 % |
| 2022-2023 | 37 % | 20 % | 20 % | 12 % | 12 % |
| 2023-2024 (Fall 2023) | 52 % | 29 % | 16 % | 3 % | 0 % |

## iReady Diagnostic Testing: K-3rd grade

| School Year: 2021-2022 | 3 + grade levels below | 2 grade levels below | 1 grade level below | Early/On Grade Level | Mid/Above Grade Level |
|---|---|---|---|---|---|
| Kindergarten | 0 % | 0 % | 49 % | 39 % | 12 % |
| First Grade | 0 % | 14 % | 71 % | 7 % | 7 % |

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

| | | | | | |
|---|---|---|---|---|---|
| Second Grade | 0 % | 28 % | 41 % | 28 % | 3 % |
| Third Grade | 15 % | 41 % | 19 % | 7 % | 19 % |
| Fourth Grade | 25 % | 17 % | 29 % | 13 % | 17 % |
| Fifth Grade | 8 % | 29 % | 33 % | 21 % | 8 % |
| Sixth Grade | 56 % | 6 % | 25 % | 13 % | 0 % |
| Seventh Grade | 35 % | 18 % | 24 % | 18 % | 6 % |
| Eighth Grade | 62 % | 8 % | 8 % | 8 % | 15 % |
| **School Year: 2022-2023** | **3 + grade levels below** | **2 grade levels below** | **1 grade level below** | **Early/On Grade Level** | **Mid/Above Grade Level** |
| Kindergarten | 0 % | 0 % | 49 % | 39 % | 12 % |
| First Grade | 0 % | 14 % | 71 % | 7 % | 7 % |
| Second Grade | 0 % | 28 % | 41 % | 28 % | 3 % |
| Third Grade | 15 % | 41 % | 19 % | 7 % | 19 % |
| Fourth Grade | 25 % | 17 % | 29 % | 13 % | 17 % |
| Fifth Grade | 8 % | 29 % | 33 % | 21 % | 8 % |
| Sixth Grade | 56 % | 6 % | 25 % | 13 % | 0 % |
| Seventh Grade | 35 % | 18 % | 24 % | 18 % | 6 % |
| Eighth Grade | 62 % | 8 % | 8 % | 8 % | 15 % |

## OELPA Testing:

| School Year: | Emerging | Progressing | Proficient |
|---|---|---|---|
| **2021-2022** | **0 %** | **75 %** | **25 %** |
| **2022-2023** | **0 %** | **100 %** | **0 %** |

## Alternative Assessment for Students with Significant Disabilities:

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

| School Year: | Limited (%) | Basic (%) | Proficient (%) | Accomplished (%) | Advanced (%) |
|---|---|---|---|---|---|
| 2021-2022 | N/A | N/A | N/A | N/A | N/A |
| 2022-2023 | N/A | N/A | N/A | N/A | N/A |

## Ohio Readiness Assessment: 3rd Grade

| School Year: | Limited (%) | Basic (%) | Proficient (%) | Accomplished (%) | Advanced (%) |
|---|---|---|---|---|---|
| 2022-2023 Spring | 71 % | 23 % | 6 % | N/A | N/A |
| 2023-2024 Fall | 77 % | 16 % | 6 % | N/A | N/A |

### 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.*

**External Factors:**

1)Students coming in from local district/other districts 3+ grade levels below

2)Kindergarteners coming in with skill deficits

3)Attendance expectations from other schools- Multiple families coming into the school that have had truancy either filed or are on track for chronic absenteeism and/or truancy

4)COVID Remote and/or Hybrid Learning- increase gap in reading achievement across all grade levels

5)For K-3, 3/8 (37.5) are certified teachers who went to school for education

**Internal Factors:**

1)Student Retention from year to year at South Columbus Preparatory Academy at German Village

2)Quality of instruction and using Curriculum with fidelity

3)Year to Year Teacher Retention (2nd Grade, 3rd Grade)

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

*4)Student daily attendance- Multiple students on Absence Intervention Plans and have met thresholds for chronic absenteeism and truancy.*

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

**Outcomes, Causes, and Solutions Protocol**

**Root Causes Guiding Questions:**

- What do you believe to be the root cause for the lack of progress/mastery? Why do you believe that this is the cause of the problem?
- What student misunderstandings are revealed in the data? Let's look at the specific domains in iReady and standards missed on the 3rd Grade Fall ELA Test. Why did students struggle here?
- What did students need to be able to do to get that question right (or master this objective)? What did they answer instead? Why? Is this a group trend or individual mistake?
- What happened (or didn't happen) in class that might have contributed to these gaps in student learning?
- What other issues could be causing this?
- How could you motivate them and get them excited about reaching their goal?
- Where do you have _____ seated? Are you changing preferential seating after each assessment?

| SMART Goal: | Outcome: | Root Causes: | Solutions: |
| --- | --- | --- | --- |
|  |  |  |  |

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

| GOAL 1: READING: BY 2024, 80 % OF STUDENTS IN K-2 WILL ACHIEVE 1 YEARS' GROWTH ON iReady GROWTH ASSESSMENT. | **Last Year EOY: Kindergarten- 58 % of students met 1 years' growth**<br><br>Kindergarten- 46 % of students ended the year on or above grade level<br><br>43 % of students did not master phonological awareness in Kindergarten<br><br>59 % of students did not master phonics in Kindergarten<br><br>70 % or students did not master High Frequency Words in Kindergarten<br><br>**Currently (Diagnostic # 2): Kindergarten- 28 % of students are on track to meet 1 years' growth this year**<br><br>Kindergarten- 30 % of on or above grade level<br><br>73 % of students did not master phonological awareness in Kindergarten<br><br>59 % of students did not master phonics in Kindergarten<br><br>79 % or students did not master High Frequency Words in Kindergarten | 1)Phonics instruction is not 100 % consistent in terms of pacing, lesson delivery, and assessing for mastery. (Curriculum- Fundations).<br><br>2)High Frequency Words not mastered across all students in K-3. This means that high frequency words are not being taught to mastery across all K-3 spaces.<br><br>3)Phonics instruction not built into 3$^{rd}$ Grade iReady Curriculum | **Refer to Section 5 |
|---|---|---|---|

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

| | | | |
|---|---|---|---|
| | First Grade-<br>**Last Year EOY:**<br>**First Grade- 55 % of students met their 1 years' growth**<br><br>First Grade- 15 % of students ended the year on or above grade level<br><br>74 % of students did not master phonological awareness in First Grade<br><br>86 % of students did not master phonics in First Grade<br><br>65 % or students did not master High Frequency Words in First Grade<br><br>**Currently (Diagnostic # 2):**<br>**First- 64 % are on track to meet 1 years' growth**<br><br>First- 17 % of students on or above grade level<br><br>69 % of students did not master phonological awareness in First Grade<br><br>74 % of students did not master phonics in First Grade<br><br>60 % or students did not master High Frequency Words in First Grade<br><br>Second Grade- | | |

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

| | | | |
|---|---|---|---|
| | **Last Year EOY:**<br>**Second Grade- 83 % of students met 1 years' growth**<br><br>Second Grade- 21 % of students ended the year on or above grade level<br><br>33 % of students did not master phonological awareness in 2$^{nd}$ Grade<br><br>84 % of students did not master phonics in 2$^{nd}$ Grade<br><br>48 % or students did not master High Frequency Words in 2$^{nd}$ Grade<br><br>**Currently (Diagnostic # 2):**<br>**Second- 33 % of students are on track to meet 1 years' growth**<br><br>Second- 7 % of students on or above grade level<br><br>48 % of students did not master phonological awareness in 2$^{nd}$ Grade<br><br>90 % of students did not master phonics in 2$^{nd}$ Grade<br><br>53 % or students did not master High Frequency Words in 2$^{nd}$ Grade<br><br>Third Grade-<br>**Last Year EOY:** | | |

| | | | |
|---|---|---|---|
| | **Third Grade- 91 % of students met 1 years' growth**<br><br>Third Grade- 33 % of students ended the year on or above grade level<br><br>100 % of students mastered phonological awareness in 3$^{rd}$ Grade<br><br>53 % of students did not master phonics in 3$^{rd}$ Grade<br><br>6 % or students did not master High Frequency Words in 2$^{nd}$ Grade<br><br>**Currently (Diagnostic # 2):**<br>**Third Grade- 45 % of students on track to meet 1 years' growth**<br><br>Third- 16 % of students on or above grade level<br><br>100 % of students mastered phonological awareness in 3$^{rd}$ Grade<br><br>76 % of students did not master phonics in 3$^{rd}$ Grade<br><br>28 % or students did not master High Frequency Words in 3$^{rd}$ Grade | | |

| | | | |
|---|---|---|---|
| **GOAL 2:** READING: BY 2024, 65 % 3-8th GRADE STUDENTS WILL SCORE PROFICIENT ON THE OHIO STATE ASSESSMENT OR SHOW 1 YEARS' GROWTH. | Third Grade: 19 % of students were proficient or above on the Fall 2023 ELA State Assessment<br><br>52 % of students were limited on the Fall 2023 ELA State Assessment<br><br>29 % of students were basic on the Fall 2023 ELA State Assessment<br><br>**Currently (Diagnostic # 2):**<br>**Third Grade- 45 % of students on track to meet 1 years' growth** | 1)Content Knowledge for 3$^{rd}$ Grade (2 New Teachers)<br><br>2)33 % of students in 3$^{rd}$ grade ended the grade on grade level<br><br>3)Not scaffolding down to teach foundational reading and writing skills<br><br>4)Phonics Instruction not happening consistently in both 3$^{rd}$ grade classrooms<br><br>5)Re-teach lessons not aligned to common misconceptions and individual standards<br><br>6)Small Group Instruction not happening daily | |

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

## 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 1**: READING: BY 2024, 80 % OF STUDENTS IN K-2 WILL ACHIEVE 1 YEARS' GROWTH ON iReady GROWTH ASSESSMENT.

**GOAL 2:** 65 % 3-8th GRADE STUDENTS WILL SCORE PROFICIENT ON THE OHIO STATE ASSESSMENT OR SHOW 1 YEAR GROWTH.

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

*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 # ___ Action Map**

Goal Statement:

Evidence-Based Strategy or Strategies:

***2023-2024 Reading Focused SMART Goals:***

**GOAL 1**: READING: BY 2024, 80 % OF STUDENTS IN K-2 WILL ACHIEVE 1 YEARS' GROWTH ON iReady GROWTH ASSESSMENT.

**GOAL 2:** READING: 65 % 3-8th GRADE STUDENTS WILL SCORE PROFICIENT ON THE OHIO STATE ASSESSMENT OR SHOW 1 YEAR GROWTH.

**STRATEGY 1a**: Utilizing multiple data points KRA, IReady, Scrimmage Assessments, Ohio Readiness Assessments, to target instruction for grades K-8.  This includes the strategic grouping for daily small groups happening during the last 90 minutes of each Reading Block.

**Teacher Indicators and Accountability Measures:**

**Indicator 1:**

- 100% of K-8 teachers will incorporate small group instruction in the classroom for students scoring in red or yellow on teacher created assessments. (Scrimmages).

- Accountability- Reading Block Schedule (3 hours build into the schedule for I Do, We Do, You Do, Small Groups, and Phonics Fundations), Scrimmage Data Tracker, Observations using Schoolmint Grow.

- Timeline- Daily (Small Groups), Bi-weekly (Scrimmages)

- Lead Persons- Director of Academics and Principal

**Indicator 2:**

- 100% of teachers will use I-Ready tests as a measure for annual progress each fall, winter and spring. 100 % of teachers will utilize RIMPS to progress monitor all students below grade level and interventions in place to get students on grade level by end of year.

- Accountability- iReady Diagnostic Completion Reports, Notes from Bi-weekly Grade Band Data Meetings, Monthly School wide Data PD Meetings and Deliverables, Notes from Bi-Weekly RTI Meetings with RIMP Progress Monitoring Updates

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

- Timeline- Daily, Bi-weekly, Monthly

- Lead Persons- Director of Academics and Principal

**Indicator 3:**

- 100% of teachers K-8 will monitor I-Ready scores in the fall winter and spring to monitor student growth

- Accountability-Data Dive Teacher Planning Guides (Created and submitted in January for 2nd Semester), Standards Calendar submitted for 2nd Semester (including re-teach lessons and assessments to measure mastery), IReady Diagnostic individual student reports

- Timeline- Quarterly Data Dives and Pacing Guide Checks

- Lead Persons- Director of Academics and Principal

**Indicator 4:**

- 100% of teachers in grades K-8 will give ELA scrimmages bi-weekly after Standard(s) have been taught. 100 % of teachers in grades K-8 will also administer daily Exit Ticket during (You Do) and data will be tracked via shared data tracker.  Students scoring below 60 % will be pulled during Small Group Intervention during last 90 minutes of the Reading Block.

- Accountability- Reading Block Schedule, Observations using Schoolmint Grow, Exit Ticket mastery data tracker

- Timeline- Bi-weekly Scrimmages, Daily Exit Tickets

- Lead Persons- Director of Academics and Principal

**Student Indicators:**
- 100% of students in grades K-8 will complete ELA Scrimmages after each standard is taught.
- 100% of K-8 students will complete iReady testing each fall, winter, and spring.
- 90% of students K-8 will achieve a score of 3, 4 (proficient or above) on ERQ Rubric by spring
- 100% of students in grades will grow at least .5 of a year from Fall to Winter iReady Diagnostic.  By Spring, 100 % of students should have 1 years' growth.

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

**Action Steps and Timeline for Completion:**

- Provide ongoing PD to teachers-based teams regarding usage and monitoring of student data (Including RIMPS). (Timeline- Monthly)

- Schedule Bi-weekly Check-ins with DOA and Teachers using Academic Data Deep Dive Protocol (Timeline- Bi-weekly)

- Schedule Bi-weekly Grade Band meetings where teachers will analyze data and make decisions for differentiated instruction based on current and individualized PI and scrimmage Data. Principal and/or DOA will lead these bi-weekly and will model for Grade Band Lead. Grade Band Lead will be responsible for taking notes using Data Deep Dive Template and will share across the Grade Band. (Timeline- Bi-weekly)

- Weekly Scrimmage Submissions- Teachers will format scrimmages in standardized test format and will align questions to the on grade level rigor assessed on the State Test (Grade 3). K-2 Teachers will align questions to what must be mastered by EOD for specific grade level. Teachers will receive feedback and will update Scrimmages before administering. (Timeline- Weekly)

- Provide PD on how to assign specific iReady lessons and how to run daily report for % mastery on individual my path lessons. Teachers should have this up on the board during small group intervention as well as during iReady whole group My Path time. (Timeline- September and January)

**STRATEGY 1b**: Place and instruct students in performance groups according to current reading proficiency level as indicated by KRA, iReady (K-2) and Ohio Readiness (3rd Grade), 3rd Grade Fall Assessment.

**Teacher Indicators:**

**Indicator 1:**

- 100% of teachers will monitor students' progress towards proficiency on scrimmages based on grade level standards

- Accountability: School-wide Scrimmage Tracker, Scrimmage Feedback Cycle (Weekly), Data Walls updated by Monday after Scrimmage is given (DOA will use weekly checklist and will send out to teachers each Monday by EOD and will include Principal and RVP). In Class Bar Graphs updated each Monday by EOD (DOA will include this on the weekly checklist). Re-teach Calendar submitted in January to DOA, Principal, and RVP. Re-teach Exit Tickets/Assessments tracked using School-wide Re-teach tracker.

- Timeline-Weekly Scrimmage Feedback Cycle, Weekly Data Walls, Re-teach Calendar submitted 1 x per year in January.

- Lead Persons- Director of Academics and Principal

**Indicator 2:**

- 100% on K-3 teachers will use Fundations with fidelity and will align Fundations Groups with

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

iReady grouping suggestions for Phonics and Decoding. Teachers will use McGraw Hill to assess reading fluency each quarter.

- Accountability: Schoolmint Grow Weekly Observations, Pacing Guide, Fundations Mastery Assessments

- Timeline- Weekly Observations, Quarterly Pacing Guide Checks, Monthly Curriculum PD (as necessary)

- Lead Persons- Director of Academics, Principal, Grade Band Leads

**Indicator 3:**

- Quarterly plans to target instruction based on iReady Diagnostic Assessments (K-2) and Ohio Readiness and Fall 3rd ELA State Assessment for 3rd Grade. All grade levels K-8 will be required to submit these plans and will be given time during PD to complete.

- Accountability: Teachers will submit plans to DOA and Principal for feedback and will be housed in One Drive for accountability. DOA will share data and will sit down with each grade band during PD day and will assist with creating strategic Quarterly Data Driven Plans.

- Timeline- Quarterly

- Lead Persons- Director of Academics, Principal

**Indicator 4:**

- 100% on K-3 teachers will use McGraw Hill Reading Fluency Checks and iReady sight words list to monitor quarterly progress toward reading proficiency for each student and adjust instruction and support services based on these results. 3rd Grade Teachers will use McGraw Hill Reading Fluency Checks and iReady high frequency words to monitor quarterly progress.

- Accountability: Teachers will submit fluency checks data quarterly to the Director of Academics.  The DOA will then send data to teachers and Grade Band Leads to discuss during the following Grade Band Data Meeting.

- Timeline- Quarterly

- Lead Persons- Director of Academics, Principal, Grade Band Leads

**Student Indicators:**

- 100% of students use individualized standards checklist to monitor when standard has been taught, needs assistance, or has been mastered.


- 100% of students will complete ELA scrimmage assessments to the best of his or her ability.

- 100 % of students know their individual PI goal (included on goal sheet) and know their

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

progress towards mastery of PI goal.

- 100 % of students can articulate their ELA PI Goals and what specifically they are doing to master the standard/standards being taught that week in ELA.

**Action Steps:**

- Teachers will monitor students' mastery of grade level indicators with the use of Data Walls to monitor when an indicator has been taught and mastered, updated bi-weekly, in each subject. (Timeline- Bi-weekly)

- Teachers will differentiate instruction for students based on individual strengths and weaknesses, as identified from standardized assessments ( Short Cycle Assessments, iReady, OST) RTI Groups created and tracked in school-wide tracking system. (Timeline- Daily)

- Title Teachers will monitor Title 1 intervention students individual growth Bi- weekly using progress notes and assessment data for grades 2-8 and sight word fluency checks K-1. (Timeline- Bi-weekly)

- School Team will make grade level promotion and retention decisions based on achievement data (Timeline- Quarterly)

- School Admin Team will assess new students prior to enrollment and place them at the appropriate instruction level throughout the school year (Timeline- annually)

**STRATEGY 1c**: Use research-based reading and writing skills and strategies to engage students in the reading process and further enhance their reading comprehension. Use iReady Curriculum (K-3) and Fundations (K-3) with fidelity each day during ELA Block.

**Adult Indicators:**
**Indicator 1:**
- 100% of teachers use reading strategies and skills in all subjects and lessons that include reading comprehension. The strategies and skills will be taught, modeled and consistently reviewed with teachers during weekly Observations (tracked using Schoolmint Grow)

- Accountability- Schoolmint Grow, OTES Weekly Observations

- Timeline- Weekly Observations

- Lead Persons- Director of Academics and Principal

**Indicator 2:**
- 100% of teachers are using the iReady Curriculum (K-8) and Fundations Curriculum (K-3) with fidelity each day

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- Accountability- Schoolmint Grow Observations, OTES Observations

- Timeline- Weekly Observations

- Lead Persons- Director of Academics and Principal

**Indicator 3:**
- 100 % of teachers are assigning iReady my path lessons weekly that are aligned with skill deficits.  Teachers then monitor mastery (must be above 80 % on iReady to be considered mastery)

- Accountability- Schoolmint Grow Observations, OTES Observations, iReady Data Reports

- Timeline- Weekly Observations and Weekly iReady Mastery Reports

- Lead Persons- Director of Academics and Principal

**Indicator 4:**
- 100 % of teachers are using state aligned Writing strategies and following Writing Improvement Plan (3rd Grade) each day using prompts given by Director of Academics each week.

- 100 % of teachers are using the Writing Rubric Checklists when assessing Writing.

- Accountability- Schoolmint Grow Observations

- Timeline- Weekly Writing Block Observations

- Lead Persons- Director of Academics and Principal

**Indicator 5:**
- 100 % of teachers are reviewing standards and meeting with grade bands (K-3) to vertically and horizontally align.

- Accountability- Grade Band Meeting Notes, Quarterly Data Plans

- Timeline- Bi-weekly

- Lead Persons- Director of Academics, Principal, Grade Band Lead

**Student Indicators:**
- 100% of students will participate actively in using the reading strategies and skills during all lessons in each subject.

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

- 100 % of students will complete at least 3 lessons per week in ELA at mastery and this will be tracked in iReady.

- 100 % of students know their iReady My Path goals and mastery toward goals/standards mastery (using Goal Setting and Tracking Sheet in Folder)

**Action Steps:**
- Teachers will teach and review comprehension strategies through teacher modeling. Strategies include but are not limited to: predicting, making connections, visualizing, monitoring and clarifying, asking questions, summarizing and adjusting reading speed (Timeline- Daily)

- Teachers will follow iReady Curriculum and Fundations Curriculum with fidelity and will align to pacing guide (Timeline- Daily)

- Teach and review comprehension skills explicitly taught through all grade levels, in all subjects. Skills include but are not limited to: cause and effect, compare and contrast, point of view, sequence of events, main idea and details, drawing conclusions and making inferences.(Timeline- Bi-weekly during Grade Band Meetings)

- Teachers will follow Writing Improvement Plan (3rd Grade) and will use the State Writing Rubrics to assess mastery.

- Teachers will use planning 1x per week to review iReady standards that have not been mastered and will assign My Path lessons. Teachers will then run their report each Friday and will review for standards mastery.

- Teachers will review iReady Data, Fundations Data, Scrimmage Data, Exit Ticket data weekly (On Mondays) and will have students write down mastery level each week in their folders on goal setting tracker.

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*Describe the process for monitoring the progress and implementation of the plan's strategies.*

• *Building Leadership Team provide weekly check ins with grade bands to review the following:*

*Academics: Week 1*

*1)Weekly Scrimmage Data (Math, Reading, Science (5th & 8th Grade)- Using Scrimmage Tracker*

*2)Review of reteach standards for each teacher and re-teach method (Guided Discourse or Modeling)*

*3)Review of Intervention Block plan and students who did not master weekly standards*

*4)Review iReady Data and student mastery/progress. Each teacher will share what lessons will be assigned to what students to master foundational skills in ELA and Math.*

*Culture: Week 2*

*1)Referral Data and impact on academics*

*2)Plan for addressing students who have specific lagging skills that need taught (Restorative Justice Approach).*

*3)Creation of individual behavior plans for students to set them up for success*

• *iReady data is analyze monthly between principal and teacher*

*This will occur during the 2nd check-in each month with building Principal.  iReady data deep dive will occur along with data root analysis and planning. Plans will be submitted as evidence in OTES portal by principal and teacher.*

• *Weekly Lesson Plan Feedback Cycle*

• *Weekly Instructional Coaching Cycle*

• *State of the School- Monthly*

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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.*

*Listed are the strategies that will be used for South Columbus Preparatory Academy at German Village students' needs to support reading improvements across the board.*

*1. Students with RIMPS will engage in 90 minutes of small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, Etc, based on their identified reading deficiency. Fundations and iReady Magnetic Reading will be used to teach these foundational skills.  Skill mastery will be tracked daily during small group rotations.*

*2. School Principal and Director of Academics will conduct weekly observations during reading instruction (30 minutes for each grade level reading instruction). After the Principal and the Director of Academics have observed each teacher, a follow up feedback meeting will occur within 48 hours to address trends and areas of growth for each teacher to ensure reading instruction is ultimately improving students reading skills. Feedback will be tracked using SchoolMint Grow and teacher will receive feedback the day of the observation.*

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## 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.*

*3 hours of Reading Instruction has been implemented into the schedule daily for K-3 students and this includes 90 minutes of small group instruction.  In addition to this ELA block, an additional 45 minutes of Intervention has been built into the daily schedule.  During this time, the school will shut down (K-8) for small group intervention and RTI small group instruction.

* Teacher Based Team meetings will be held bi-weekly to monitor teacher instruction and planning by using classroom data from assessments and exit slips.

* District Level Team meetings will occur weekly to address overall growth and improvements with reading instruction at South Columbus Preparatory Academy at German Village. At DLT team meetings, members of the team will review and execute and action plan to immediately implement with its teacher (i.e... revamping particular instruction focus, targeting a group of scholars who are struggling the most with their reading, etc...)

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

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

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

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

| Month: | Academic PD Focus: | Facilitator: |
|--------|--------------------|--------------|
| August | iReady Curriculum | iReady Presenter |

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

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|---|---|---|
| | Fundations Curriculum | Fundations Presenter |
| | BLITZ Model Overview and Scrimmage Model Overview and Expectations | Dr. Chad Carr |
| | Lesson Planning 101 | Allison Levering (DOA) |
| September | iReady Curriculum Pt 2 | iReady Presenter |
| | Fundations Curriculum Pt 2 | Fundations Presenter |
| | OTES 2.0 Overview | |
| | Small Group Instruction and iReady Data Analysis | |
| | Intervention Block | |
| October | Re-teach 101- Guided Discourse versus Modeling | Allison Levering (DOA) |
| | Scrimmages & BLITZ Model Part 2 | Dr. Chad Carr |
| | Data Dives 101 and Planning | |
| November | State of the School- Review iReady Diagnostic 1 Data and Ohio Readiness Data | Jarod Hawk (RVP) |
| | Action Planning | Allison Levering (DOA) |

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|---|---|---|
| December | Priority Standards Planning & Alignment to State Assessments | Jarod Hawk (RVP) |
| | OTES 2.0 Mid Year Evals and Conversations | Brittany Tackett (Principal) |
| | Mid Year Student Goal Setting for 2nd Semester | |
| January | State of the School- Review iReady Diagnostic # 2 Data and Growth | Jarod Hawk (RVP) and Brittany Tackett (Principal) |
| | 3rd Grade Fall ELA Data Deep Dive and Action Planning | Allison Levering (DOA) |
| | Re-teach Calendar Planning | Allison Levering (DOA) |
| February | Academic Student Investment and Goal Setting | Allison Levering (DOA) Grade Band Leads |
| | Reading Evidence Best Practices | |
| | Writing Evidence Best Practices | |
| March | BLITZ Part 3 and Launch | Dr. Chad Carr |
| | State Testing Protocols, Plans, and Expectations | Allison Levering (DOA) and Brittany Tackett (Principal) |

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

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|---|---|---|
| April | State Testing | Allison Levering (DOA) and Brittany Tackett (Principal) |
| May | State Testing and 2024-2025 Data Driven Planning | Brittany Tackett (Principal) |

## 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.*