**Reading Achievement Plan**

[Ohio law](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcodes.ohio.gov%2Fohio-revised-code%2Fsection-3302.13&data=05%7C01%7CAshley.Dyckson%40education.ohio.gov%7Cd23214b6787e4f25aa2908da8055a552%7C50f8fcc494d84f0784eb36ed57c7c8a2%7C0%7C0%7C637963402581205589%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=l6E5q41hK5an0zbc29cvba36oOU57Rf%2BUB0urq87yzA%3D&reserved=0) 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:**

**DISTRICT IRN:**

**DISTRICT ADDRESS:**

**PLAN COMPLETION DATE:**

**LEAD WRITERS:**

# Ohio’s LANGUAGE AND literacy vision

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](https://governor.ohio.gov/priorities/readohio/), 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](https://www.youtube.com/watch?v=x2ODVXEBfl0) to explain what the science of reading is and why it is important.  
   
In addition, the Ohio Department of Education developed the [ReadOhio toolkit](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Read-Ohio) 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](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/District-Team-Discussion-Guide.pdf.aspx?lang=en-US), 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](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US), 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.*](https://ohiohcrc.org/crp)

# 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** |
| --- | --- | --- | --- |
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## 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 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*](http://codes.ohio.gov/orc/3302.04)*,*[*3302.10*](http://codes.ohio.gov/orc/3302.10)*,* [*3301.0715(G)*](http://codes.ohio.gov/orc/3301.0715) *or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

# 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.*

## 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.*

## 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.*

# 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 # \_\_\_ Action Map**

Goal Statement:

Evidence-Based Strategy or Strategies:

|  | **Action Step 1** | **Action Step 2** | **Action Step 3** |
| --- | --- | --- | --- |
| **Implementation Component** |  |  |  |
| Timeline |  |  |  |
| Lead Person(s) |  |  |  |
| Resources Needed |  |  |  |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures) |  |  |  |
| Measure of Success |  |  |  |
| Description of Funding |  |  |  |
| Check-in/Review Date |  |  |  |

# 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.*

# 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.*

## 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.*

## 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*](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia/Professional-Development#Ohio%20Revised%20Code)*require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

# Appendices

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