

Galion City Schools

Reading Improvement Plan

2026–2027

1. Purpose

In accordance with Ohio Revised Code §3301.0715(G), Galion City Schools has developed this Reading Improvement Plan because fewer than 80% of Grade 3 students demonstrated proficiency on the Ohio State Test in English Language Arts. This plan outlines the district's priorities for improving literacy achievement through high-quality instruction, evidence-based interventions, and continuous improvement.

2. Current State

Galion City Schools has established a strong literacy foundation through the implementation of High-Quality Instructional Materials (Wonders 2023 and StudySync), High-Quality Instructional Intervention Materials (UFLI Foundations, Foundations A–Z, and REWARDS), STAR Reading universal screening, instructional coaching, and an Integrated Multi-Tiered System of Supports (I-MTSS). Continued focus on implementation fidelity and data-informed instruction will support increased reading achievement. Students identified as reading below grade level will receive individualized Reading Improvement and Monitoring Plans (RIMPs) and evidence-based interventions in accordance with Ohio law and the Third Grade Reading Guarantee.

3. Root Cause Analysis

District data indicate that improving literacy outcomes requires continued emphasis on strengthening instructional systems rather than relying solely on intervention.

- Continued implementation of High-Quality Instructional Materials (HQIM) and evidence-based literacy practices with fidelity across all classrooms for Tier I- CORE Instruction.
- Consistent use of universal screening, diagnostic assessments, and progress monitoring to inform instructional decisions.
- Ongoing professional learning and instructional coaching to strengthen Tier I literacy instruction.
- Continued alignment of core instruction, intervention services, and data-based decision making within the district's Integrated Multi-Tiered System of Supports (I-MTSS).

4. District Improvement Strategies

- Provide consistent, high-quality Tier I literacy instruction aligned to the Science of Reading using district-adopted instructional materials.
- Use STAR Reading and Acadience universal screening, Tier I dyslexia screening, and classroom assessment data to identify student needs and guide instructional planning.
- Deliver targeted interventions through Title I services, reading specialists, and evidence-based intervention programs.
- Provide ongoing professional learning, instructional coaching, and collaborative Teacher-Based Team meetings to strengthen literacy instruction.

5. Reading Specialists

Credentialed reading specialists are active participants in the implementation of this plan and will:

- Support the implementation of evidence-based literacy instruction.
- Collaborate with teachers during Data Analysis and Instructional Planning meetings.
- Assist with the interpretation of assessment and progress-monitoring data.
- Provide targeted intervention and instructional coaching.
- Support professional learning related to the Science of Reading and structured literacy practices.
- Participate in the annual review of the Reading Improvement Plan and recommend revisions based on student outcomes.

6. Goals and Monitoring

Goal	Measure	Monitoring
Increase Grade 3 reading proficiency	Ohio State Test ELA Readiness Assessments	Annually Quarterly
Increase students meeting benchmark	STAR Reading 2-3 Acadience PK-3	Fall, Winter, Spring
Implement HQIM/HQIIM with fidelity	Walkthroughs, coaching, TBTs	Ongoing

7. Board Monitoring

The Board of Education will receive annual updates on implementation of this Reading Improvement Plan, district literacy data, and recommended revisions based on student performance and continuous improvement efforts.