May 5, 2020

Dear Superintendent,

Thank you for submitting the Lorain City School District Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:
- The plan identifies and addresses three key factors influencing reading achievement in the district: increasing kindergarten readiness, modifying core instruction to include more time using grade-level texts and providing explicit and systematic phonics instruction, and effectively implementing and monitoring interventions.
- The professional development plan includes specific professional learning opportunities for building leaders.
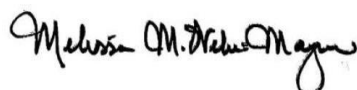
This plan will benefit from:
- Including an action plan map for each goal identified in the plan.
- Including decision rules for matching, and exiting, children with interventions.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa M. Weber Mayer

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For people who are deaf or hard of hearing,
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LCS Reading Achievement Plan

Lorain City School District, IRN 044263

2601 Pole Avenue

Lorain, OH 44052

December 23, 2019

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Team Members	Roles	Contact Information
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Lorain City Schools (LCS) is in the midst of a comprehensive turn-around process that is guided by the district strategic plan, The Lorain Promise, which was released in 2017. The Lorain Promise was influenced by the input of stakeholders via focus groups and surveys. The Lorain Promise is arranged by central commitments, goals and strategies. Early literacy falls under the "Invest In Our Early Scholars" commitment.   This District Reading Achievement Plan is an organic elaboration on the work being done and the work that is planned in the area of improving the early literacy of our scholars.

First, district leaders selected the individuals who would serve on the leadership team that would create the 2019-20 LCS Reading Achievement Plan. The team was representative of central administration, building level leaders, finance, and student support services. The team conducted a review of the strengths and areas for attention of the 2017 District Reading Achievement Plan. The previous plan also aligned with the TLP and included a teacher coaching model to all K-2 faculty as they implemented curricular resources and focused on improving core (tier one) instruction, specifically targeting phonological awareness and phonics. The district is

beginning to show improvement as indicated on the Ohio School Report Card. While admirable in its scope, the 2017 LCS Reading Achievement Plan lacked a robust analysis of relevant student performance data that could then be clearly connected to strategies and planned outcomes in the action plan map. It was determined that a deliberate collection and analysis of three years of internal and external assessment data would be conducted in order to identify the goals included in this plan.

In addition to data analysis the LCS Reading Achievement Plan Team reviewed guiding documents and school improvement plans to reach alignment with needs that must be addressed in the LCS Reading Achievement Plan. Below are the documents that were taken into consideration in the development of this document.

Guiding Document(s) & Hyperlinks	Description
The Lorain Promise	Strategic plan developed to address the factors that contribute to the district's pattern of academic distress and guides the district's decision-making, including where to focus and how to best allocate people, time and resources. Commitment II: Invest In Our Early Scholars provides long-term goals and proposed strategies to ensure our youngest scholars in Lorain will be equipped with the academic and character skills they need for a successful and joyful school experience.
The Lorain Way: Shared Expectations Shape Our Success	The Lorain Way is a document that operationalizes The Lorain Promise and clearly details the expectations of leaders, teachers, staff and scholars in the pursuit of district turnaround.
District Comprehensive Continuous Improvement Plan (CCIP) and School Improvement Plans	School teams collaboratively planned improvement plans during our Summer 2019 Leadership Summits with strong regional support from the State Support Team (SST2)
Ohio's Plan to Raise Literacy Achievement	This plan articulates a cohesive state literacy framework aimed at promoting proficiency in reading, writing and oral language for all learners. The
Ohio's Learning Standards for English Language Arts	Ohio's Learning standards explain the knowledge and skills Ohio students in pre-kindergarten through grade 12 need to have. The performance measures and "look fors" we use as metrics for success for are derived in part from Learning Standards for English Language Arts.

The 2019-20 LCS Reading Achievement Plan will be monitored and communicated in several ways. Below is a preliminary list of the activities that will be conducted to increase the collective understanding and fidelity of use of the LCS Reading Achievement Plan.

- The LCS Reading Achievement Plan will be made available to the district at large via email and website posting. (January 2020)
- An open focus group session and/or presentation will be conducted to garner feedback and influence subsequent LCS Reading Achievement Plan efforts (January-February 2020)
- Bi-monthly LCS Reading Achievement Plan Team meetings in which the plan is reviewed and updates on available data will be analyzed to influence the decision-making process. These meetings will be recapped and a communication will be made available to the district at large via email and website posting. (Ongoing)
- As detailed later in this LCS Reading Achievement Plan available data will be continually collected and analyzed to provide progress monitoring. These data collections are analyzed and synthesized by the school improvement team in the Excellent Schools Dashboard (ESD). (Ongoing)
- Based on updated data individual school improvement plans will be adjusted to meet the unique needs of scholars during the School Leaders Summit. (June 2020)

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

One universal component of all of LCS's continuous improvement efforts is the application of relevant research-based practices to leverage existing assets and mitigate challenges and deficiencies and improve tier 1 instruction. LCS's efforts to improve the learning experiences support how children learn to read in based in large part on Gough and Tunmers' (1986) Simple View of Reading (SVR).   SVR represents the act of reading as two interdependent processes: decoding and language comprehension. To build the content knowledge and vocabulary necessary for strong language comprehension. As detailed in this Reading Achievement Plan LCS adopted the curricular resource, Wit & Wisdom for the 2019-2020 school year in grades K-2. To provide systematic phonics instruction and build students' decoding skills, we are continuing to use Fundations in grades K-2, and we are utilizing two trained Fundations coaches to support our leaders and teachers. To provide students with ample practice in applying their foundational skills to knowledge-building texts, we have also purchased Geodes decodable readers, which are aligned to both the Wit & Wisdom content modules and the Fundations scope and sequence.

Another universal component of all of LCS's recent improvement efforts is a focus on continual data analysis, professional development, coaching and feedback. A multi-year partnership with the Achievement Network (ANet) is in place to build capacity around teaching Ohio Learning Standards with fidelity in order to increase standards aligned instruction in ELA. ANet provides quality interim assessments (Grade 2-8), job-embedded coaching and professional development to build leadership capacity in fostering data driven, standards-aligned instructional practices and help educators effectively use ANet's data and resources to improve learning in their classrooms.

The LCS Reading Achievement Plan includes the expectation that teachers receive ongoing coaching, support and feedback every two weeks from their leaders. This coaching is based on school leaders' data collections during instructional rounds and observation and participation in weekly data meetings. School leaders receive monthly coaching visits to their site from a central office staff. At these sessions they observe weekly data meetings, classrooms debrief strengths, trends and next steps.

Pre-K staff are provided with additional trainings and supports, including twice-a-year observations using the CLASS tool, monthly professional development sessions aligned to the Ohio Early Learning Standards, and pre-K-specific Weekly Data Meetings. School leaders also receive development on coaching their pre-K teachers at their monthly Leader PD days and during monthly instructional rounds with the Director of Early Childhood Education. With a focus on oral language development and phonemic awareness within a play-based learning framework, instruction in our pre-K classrooms is designed to ensure that our pre-K students enter kindergarten with the literacy and social-emotional skills needed to have a strong start in kindergarten.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

The Reading Achievement Plan Team reviewed three years of data trends based on internal and external assessments for grades K-12 and identified areas for celebration and areas for attention. Those are organized in the table below.

GRADE(S)	DATA SOURCE	POINTS OF PRIDE	AREAS FOR ATTENTION
KINDERGARTEN	KRA	• 26% demonstrating readiness for students with pre-K experience (9% increase from 2018-2019) • Kindergartners with strong pre-K attendance demonstrate readiness at state average (45%) • Kindergartners make significant growth on NWEA	• Pre-K students with poor attendance demonstrate readiness on the KRA at the same rate as students who did not attend pre-K • 60% of LCS kindergarteners did not attend LCS pre-K, and only 9% of these students demonstrate readiness on KRA • Kindergarten readiness lags significantly behind district average for ELs and students on IEPs
K-2	NWEA	☐ Kindergarten 50th percentile rates have steady increases from the beginning of the year to the end of the year for each of the 3 years	• 1st grade 50th percentile rates remain stagnant from the beginning of each year to the end of each year for each of the 3 years • 2nd grade 50th percentile rates show a steady decline from the beginning of the year to the end of the year for each of 3 years.
2-5	ANET INTERIM	• Significant growth in RL3.5 and 3.2 for 3rd grade • 5th grade showed major growth in RL5.2 and 5.1 strong growth main idea and summarizing • 4th grade showed growth in all but 1 standard.	• 1st – 2nd grade – has curriculum /instruction changed makeup of the cohort (gifted) • Performed better in informational text vs. lit. R1.2.2.5 best standard but is the easiest?

GRADE(S)	DATA SOURCE	POINTS OF PRIDE	AREAS FOR ATTENTION
			• 3rd Grade - only 13% RL.3.1 understanding meaning of text – inferring explicit to text • 5th – RL5.6 major decline in point of view • 3 – 4th grade major improvement but 4th – 5th major decline
3-5	OST	• 8% increase of proficiency on the Fall 2019 3rd Grade OST from 2018 • All subgroups (ELA) increased except "Disabled" (Spring '17 – 19) • Grade 6 – 8 cohort ^ in Hispanic (+10) and white (+7)	• 22% of 3rd graders scored proficient or above on the Fall 2019 OST • Cohort from Grade 5 – 7 decreased in all subgroups except white (+2) • Grade 6 – 8 cohort down in black and multi-racial
6-8 & High School	OST & End of Course Exams	• 6th ELA Multiracial highest performing 40% pass rate • 7th ELA Black subgroup consistently grew from Sp.17 – Sp.19 – 20% over 2 years • EOC High School non-disabled prof. rate 51%	• ELA 6 – 2019 Black subgroup performing significantly below all others (11%) • SWD 6 ELA 12% pass rate • High School SWDs prof. rates at 6% for ELA I

A notable trend for grades K-2 is the significant growth in on track status (including scholars who perform within the 50th percentile (as well as meeting the states definition of on-track status) within Kindergarten for each of three years within each subgroup. The performance levels off in 1st grade and decreases in 2nd grade. The tools used, as well as the expectations for independent reading by the end of 2nd grade have been identified as areas for support, as well as improving the phonics support in kindergarten and 1st grade. Most vulnerable learners continue to struggle to read proficiently. Without early intervention, the disparities evident in the early years (noted in this analysis) will widen and impact every aspect of scholar's trajectory in language and literacy competency and academic and economic success. Inability to read at grade level in the secondary setting may also be caused by a variety and combination of factors (decoding, academic language, motivation, vocabulary, background knowledge, comprehension) which has prompted our focus on equity and best practices, and establishing access to high quality teaching and learning for all learners through developing teacher capacity with Tier I instruction. Language comprehension is mostly influenced by academic language skills. To build these skills, educators focus on building background knowledge and supporting academic vocabulary with a text-first approach.

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

After our analysis of the data, we identified three factors as the primary contributors to low reading achievement in our district: low kindergarten readiness, inconsistent Tier I instruction, and the absence of a system for implementing and monitoring effective intervention.

In fall of 2019, only 15% of our incoming kindergarteners demonstrated readiness on the KRA. The state average from fall 2018 was 40.9%. Looking specifically at the Language and Literacy domain, our kindergarteners had an average subscore of 255.3, compared to the 2018 state average of 265.2. We have found that enrollment in our pre-K program makes a significant difference--26% of kindergarteners who attended our pre-K demonstrated readiness, compared to just 8% of those who did not. What's more, attendance made a significant difference--students who missed less than 5% of the school year in pre-K demonstrated readiness at a rate of 44.2%, while students who missed more than 20% of the school year scored comparably with students who did not attend pre-K at all. A lack of access to quality early childhood education, then, is a significant factor in both our low kindergarten readiness rates and our low 3rd grade reading proficiency.

As the data presented in Section 3, Part A describes, however, even students who arrive ready for kindergarten struggle to stay on-track and leave 3rd grade reading proficiently. We believe that the most significant factor leading to low 3rd grade proficiency rates is the absence of high-quality, standards-aligned Tier I instruction in grades K-3. During a comprehensive walkthrough conducted by the district's consultant organization, TNTP alongside district leaders in January 2019, we found that while the majority of classrooms were spending the majority of the lesson listening to, reading, writing, and/or speaking about text(s), the texts were often not worthy of students' time and attention. Just 10% of ELA observations in K-2 were marked as meeting all of the following: students spending the majority of the lesson listening to, reading, writing, and/or speaking about texts, texts are at or above the complexity level expected for the grade, and texts are worthy of student time and attention. A growing body of research demonstrates that contrary to conventional wisdom, providing students with texts that are their so-called "instructional level", but below grade level, leads to less growth than providing students with grade-level texts (Trottier Brown, et al., 2017). Students weren't reading on grade level, we found, because the ELA curriculum they were using rarely provided them with opportunities to do so. With regard to foundational skills, although our district had purchased Fundations several years prior, a walkthrough conducted by our district Fundations coaches in fall 2018 found that fidelity of Fundations implementation was wildly inconsistent from classroom to classroom. According to the National Institute for Literacy, "Systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction." In other words, fidelity to a structured phonics program is critical to developing early literacy, and our students have not been experiencing this in their classrooms.

Finally, we found that the absence of a clear system for implementing and monitoring effective intervention meant that students who were falling off-track in their literacy development were not getting back on-track. An analysis of our K-3 NWEA YoY average RIT scores demonstrate half-year declines that continue to compound thus widening the gap. This is further evidenced by that on average one-third of our 3rd grade students scored proficient or higher on state assessments. The LCS Reading Achievement Plan works to tackle the often unwieldy world of intervention across ten unique elementary school buildings.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

The Early Literacy Vision of Excellence (ELVOE) is broken into key tenets and aligned teacher actions that are noted below. This builds on the Vision of Excellence for Pre-K (see appendix).

Key Tenets of Excellent K-2 Literacy Instruction	Aligned Teacher Actions
Scholars read, listen to, and speak and write about complex and culturally relevant texts.	• Structure all comprehension lessons around a quality text. • Choose texts for complexity, academic vocabulary, and cultural relevance.
Scholars use evidence from texts to support their ideas in conversation and in writing.	• Ask questions that require students to attend to details of text, including structure, concepts, events, details, and language. • Scaffold questions and tasks to build a deeper level of understanding. • Create conditions for students to engage with and respond to each other's thinking about texts through dialogue.
Scholars build knowledge through reading a balance of fictional and informational texts, with an emphasis on social studies, science, and the arts.	• Choose a balance of fictional and informational texts. • Build knowledge in social studies, science, and the arts through content-rich informational texts.
Scholars receive explicit foundational skills instruction, and they practice these skills both in and out of context.	• Implement a structured phonics program with fidelity. • Provide frequent opportunities for students to practice skills both out-of-context (activities, games, tasks) and in context (using decodable readers aligned to the scope and sequence of the phonics program). • Highlight the connection between foundational skills and meaning making by reinforcing sound and spelling patterns, high-frequency words, etc. as they appear in complex texts.
Scholars benefit from individualized support at school and at home, leading them on a path toward independence in grade-level literacy tasks.	• Plan with knowledge of individual students, informed by frequent progress monitoring and partnership with families. • Use strategies to keep all students persevering with challenging texts, including flexible grouping and differentiated intervention and enrichment. • Partner with families to provide opportunities for scholars to read and practice at home.
Scholars demonstrate ownership over their reading growth.	• Set ambitious goals for students' reading growth and invest students and families in these goals. • Implement a structured assessment and progress monitoring plan to gather frequent data on students' progress toward reading goals. • Equip students to monitor their own reading progress.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Lorain City Schools believes that if we want our scholars to have every opportunity available to them later in life, we need to make sure they are academically on-track by third grade. Early grade literacy and numeracy are predictors of success in later years. Scholars who do not read at grade level by third grade are more likely to stay behind throughout their schooling and are four times more likely to drop out of high school than proficient readers (Annie E. Casey Foundation, 2010). It is during the early years that scholars' transition from learning to read to reading to learn—a skill they need for later success in school and careers. Lorain City Schools has chosen goals that align with our other district improvement plans and address the need to develop and grow student language and literacy skills.

Overall Performance Goal:	Increase the passage rate of Third Grade readers meeting or exceeding state proficiency scores from 42.8% to 52.8%.
Pre-K	Increase the percentage of incoming kindergarteners who demonstrate readiness on the KRA from 15% to 20%.
Kindergarten	Increase the percentage of readers meeting or exceeding the NWEA 50th percentile from 51% to 56%.[1] Reduce the cohort of readers Not on Track in the Fall from 17% to 13% by Spring 2020 using NWEA Spring On Track scores.[2]
First Grade	Increase the percentage of readers meeting or exceeding the NWEA 50th percentile from 26% to 38%. Reduce the cohort of readers Not on Track in the Fall from 24% to 18% by Spring 2020 using NWEA Spring On Track scores.[2]
Second Grade	Increase the percentage of readers meeting or exceeding the NWEA 50th percentile from 33% to 41%.[1] Reduce the cohort of readers Not on Track in the Fall from 37% to 28% by Spring 2020 using NWEA Spring On Track scores.[2]
Third Grade	Increase the passage rate of readers meeting or exceeding state proficiency scores from 42.8% to 52.8%. Reduce the cohort of readers Not on Track in the Fall from 52% to 41% by Spring 2020 using NWEA Spring On Track scores.[2]

[1] Goal 1 key performance indicators are established using a 2-Year growth approach with a desired outcome of 50% of scholars meeting or exceeding the 50th percentile by 2021. The growth target metric in this plan represents 1-Year of growth, which is half the distance between current performance and desired performance.

[2] Goal 2 key performance indicators are established using a 2-Year growth approach with a desired outcome of 50% reduction in Not on Track readers by 2021. The growth target metric in this plan represents 1-Year of growth, which is half the distance between current performance and desired performance.

SECTION 6: ACTION PLAN MAP(S)

Overall Student Performance Goal: Increase the passage rate of Third Grade readers meeting or exceeding state proficiency scores from 42.8% to 52.8%.

	Action Step 1	Action Step	Action Step 3
Components	Strengthen Tier I instruction in grades PK-3 by adopting and implementing high-quality, standards-aligned resources.	Build teacher knowledge, skill and capacity through highquality professional learning experiences and consistent feedback and coaching.	Improve the quality and consistency of Tier II and III intervention.
Timeline	August 2019 - June 2020	August 2019 - June 2020	August 2019 - June 2020
Lead Person	Chief Equity & Achievement Officer	Director of Early Childhood Education	Director of School Improvement
Resources Needed	Wit & Wisdom (K-2 Core ELA curriculum) Geodes (K-2 decodable texts) Heggerty Phonemic Awareness (PK-2 phonemic awareness supplement) Creative Curriculum (pre-K) Standards-Based Report Cards ANet Partnership	Wit & Wisdom trainings from Great Minds Fundations coaches Heggerty Phonemic Awareness training from ESC SUTQ-approved trainings for pre-K Whetstone	Development on creation and monitoring of RIMPS; funds for intervention technology supports, job embedded professional development Quality RIMP Rubric Intervention inventory and easy access to
Specifics of Plan	In order to support our teachers in delivering excellent Tier I instruction, we are adopting and implementing several highquality resources with a focus on the two main processes of reading: decoding and language comprehension. To support students with decoding, we have supplemented our existing Fundations program with Geodes decodable readers, and we are in the process of purchasing Haggerty to address the phonemic awareness skills that are under-represented in Fundations. To support students with language development, we are implementing Wit & Wisdom, a resource in which students build vocabulary and content knowledge through exposure to high-quality grade-level texts, in grades K-2. We have also implemented Creative Curriculum in pre-K to ensure that students are arriving to kindergarten with a strong foundation of oral language, and we are including pre-K in our Heggerty Phonemic Awareness purchase and training. Additionally, we have adjusted our grading system and report cards to reflect the standards-based instruction happening in	High-quality resources are not sufficient for driving improvement in Tier I instruction, so our implementation plans for these resources include a significant investment in staff development through professional learning and coaching. For each program we are implementing, we are providing both teachers and leaders with training to ensure that all staff understand both the "why" behind the program and the foundational components of instruction. Beyond these initial trainings, staff are provided with a number of supports to ensure that they continue to refine their practice over time. These supports include twicemonthly instructional rounds from their school leadership team with feedback focused on their implementation of these programs, regular Community of Learners meetings with their gradelevel teams to plan and problem-solve around curriculum implementation, and differentiated PD opportunities aligned to the early learning standards for pre-K staff. To ensure our leaders are refining their own skill in coaching teachers around these programs, the Director of ECE joins them	School level designed Intervention blocks are implemented in each elementary building and are used to best meet the unique needs of students and available resources. Successful interventions will inventoried and shared across buildings. Regular progress monitoring will be a key component of all RIMPs with guidance that specific intervals of data collections need to inform the selection of interventions. RIMPs will be used as an evolving guide that responds to the progress (or lack their of) of students demonstrated reading ability. Progress monitoring tools vary by school building. Routine internal audits of RIMPs will be conducted quality based on established rubric and presented during weekly data meetings. Exemplar will be presented and progress monitoring influence on the RIMP will be a consistent topic of discussion and feedback.

	Action Step 1	Action Step	Action Step 3
	classrooms, in order to ensure that we are monitoring students' progress on standards. Moving forward, we have also identified a need for a diagnostic assessment that provides more granular data on foundational reading skills, so that teachers, school leaders and district leaders can make better informed decisions about instruction, resource allocation, and intervention.	monthly to observe and provide feedback on their instructional rounds, and they are given a space at monthly leader meetings to norm on what excellent implementation of these programs looks like and to solicit input from their peers on how best to coach their teachers. Teachers in all grade levels also participate in Weekly Data Meetings, alongside their Deans of Academics, in which they analyze student work, compare it to a standard aligned exemplar, and identify the most pressing gaps to address in their instruction.	
Measures of Success	Correlation between student performance on assessments and standards-based grades should be within +/- 5%	80% of observed comprehension lessons are spent mostly reading, discussing, or writing about complex texts. 80% of observed comprehension lessons are implemented with integrity 80% of teachers agree or strongly agree with the following	Intervention blocks will be implemented with fidelity, utilization rates of instructional intervention technology will show expected use as identified by building leaders, scholars on RIMP plans will receive targeted support throughout the week in accordance with their plans.
Check-in/Review Date	January 2020, June 2020	December 2019, June 2020	January 2020, June 2020

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Our LCS Theory of Action states: "IF we improve leader & instructional quality through organizational & systematic practices THEN student achievement will improve." We are a learning system at every level which means we value learning at every level. District and school leaders are invested in acquiring and providing professional learning to continuously develop ourselves, our teachers and our scholars.

In practice, leaders used The Lorain Way to inform their individual school improvement plans, acknowledged as living breathing document, that enable our district to create a system of excellent schools. The accountability components of this system live at the district and school levels. Centrally, the school data display known as the Excellent Schools Dashboard is comprised of a core set of key performance indicators within three areas - Academics, Behavior and Culture.

The LCS Reading Achievement Plan learner performance goals (Section 5) are embedded in the Excellent Schools Dashboard which is populated, communicated and distributed each month. Alongside inter-connected indicators, the measures reported in the dashboard are: % of K-3 On Track and % of K-3 at or above the 50th percentile. Improving the Quality of Reading Improvement and Monitoring Plans (RIMPs)

The LCS Reading Achievement Plan is monitored and communicated within our regular practice whereby school leaders and all teachers engage in a weekly data meeting protocol. Data meetings are grounded in unpacked state standards and serve to empower teachers to review scholar's work produced. The purpose is to evaluate the level of mastery, determine scholar misconceptions and to create individual or whole group re-teaching plans (depending on the number of scholars who master the objective and ultimately the standard), monitor RIMP progress, and make instructional adjustments based upon internal assessment data. These data meetings are held during the Teacher Based Team (TBT) time designated in the schedule of all teachers and supported by the Dean of Academics and Turnaround Principal.

As part of the System of Excellent Schools, district leaders support school principals and deans with early literacy via daily school visits (rounds), check-ins, huddles, curriculum adoptions, partnered professional learning, consultancies and ongoing mentoring.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Wit & Wisdom, our core ELA curricular resource for grades K-2, builds student knowledge through of important ideas in the liberal arts and sciences through the study of rich and engaging texts. Students engage in daily reading, writing, speaking, listening, grammar, and vocabulary study that is based on complex texts.

The following list, adapted from the Wit & Wisdom Implementation Guide, features strategies that teachers can use within each component of a Wit & Wisdom module to support students on RIMPs.

Content Framing Question: What do you notice and wonder about this text?

- Students build confidence as they articulate observations stemming from their curiosity and focus.
- Students engage in noticing and wondering at their current ability level, often activating prior knowledge, which fosters a feeling of success in striving readers.
- Students learn to take note of information and details as they read.
- Students learn to articulate their confusion about a text.
- Students learn to focus on the role of illustrations in building meaning, where applicable.

Content Framing Question: What is happening in this text?

- Building basic plot understanding before moving on to close reading exercises ensures that students will be able to succeed at more complex text analysis.
- The focus on text organization (sequential, narrative, cause/effect, etc.) helps students generalize how to approach and comprehend different types of texts.
- Tactile work through routines such as Boxes and Buttons and Story Stones engages and supports kinesthetic learners.

Content Framing Question: How does a deeper exploration of _____ reveal deeper meaning in this text?

- Careful and repetitive work with certain standards using shorter segments of text for close reading gradually leads to student success with analyzing and understanding complex texts.
- Text-dependent questions and text-dependent tasks, such as graphic organizers or Chalk Talks, encourage students to reread the text several times to determine meaning.

Content Framing Question: What is the essential meaning of this text?

- Grading graphic organizers and thoughtful instruction during this stage of reading and analysis lead students to a deeper understanding of a complex text.

Content Framing Question: How does this text build my knowledge of _____?

- Intentional building of content knowledge improves comprehension and increases both domain- specific and academic vocabulary.

Deep Dives

- Learning to apply understanding of roots and affixes helps students determine the meanings of unfamiliar words and access increasingly complex texts.

Writing

- Writing models give students visuals for organizing their informative, opinion/argument, and narrative writing.
- Evidence organizers prime students for success in identifying and organizing their ideas before writing.
- Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts.

Volume of Reading

- Students benefit from frequent and increased exposure to a range of texts at a range of levels.
- The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary.
- Opportunities for choice in independent reading enhance student engagement.

Fluency

- Repeated reading helps students work on the correct pronunciation of words, building confidence in their oral language.
- Frequent reading of complex passages for fluency helps build comprehension.
- Fluency performance with partners and small groups builds reading confidence, as students receive affirmation from teachers and peers.

Fundations, the district's supplement for teaching foundational skills in grades K-2, also features built-in support for students on RIMPs. The following strategies are used to support these students:

- Participate in the whole-class Fundations standard lesson (30 minutes daily).
- Also receive targeted Fundations intervention lessons in small-groups (up to 5 students) (30 minutes 3-5 times per week).
- Achieve increased instructional intensity through:
- Small, homogeneous group lessons,
- Increased instructional time with intervention lessons, and ● Targeted instruction in specific areas of difficulty.

Teacher facing Fundations support in year one of implementation included professional learning & coaching for program use to ensure understanding and effective practice with the components. Continued support in year two involved trained facilitators who observed and provide feedback on execution of the program components in order to maximize the impact with teachers who were identified for continued support. In year three, Fundations facilitators provided a beginning of the year refresher professional development for teachers.

Our district also purchased Geodes, a set of decodable readers aligned to both Wit & Wisdom's content modules and Fundations' scope and sequence. We have implemented these texts in 1st grade and will implement them in K and 2 when they are released for those grades. These texts are used to give struggling readers additional practice applying foundational skills in texts that are decodable and on topics that they are learning about in their Wit & Wisdom lessons.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

In order to ensure that the strategies above are implemented effectively, school leaders receive a number of supports to ensure that they are able to identify what effective implementation looks like. These strategies include:

- Initial trainings on both Fundations and Wit & Wisdom
- Consultation with our district Fundations coaches
- Monthly norming sessions with leaders across the district
- Monthly instructional rounds with the Director of Early Childhood Education, focused on building their capacity to coach teachers toward stronger implementation of both programs

To ensure that these strategies lead to gains for students on RIMPs, district and school leaders look at a number of sources of reading data during monthly school leader trainings, including NWEA reports, KRA reports, Wit & Wisdom and Fundations student work, and more. In these conversations, if a course adjustment is warranted, the leaders collaborate to determine how to adjust course. At the building level, school leaders check in on the implementation of these strategies during Weekly Data Meetings and Instructional Rounds, coaching their teachers toward stronger implementation. Consistency in instructional rounds is achieved through the use of district-wide K-3 observation templates accessible in the Whetstone software.

We know these strategies are an improvement upon previous strategies because they are much more closely aligned to research on how children learn to read. This research is best summed up in the Simple View of Reading model (Gough & Tunmer, 1986), which states that reading can be represented as two interdependent processes: decoding and language comprehension.

By focusing on systematic phonics instruction (Fundations) and building vocabulary and content knowledge (Wit & Wisdom), we are not only supporting teachers in using intervention strategies aligned to the research, but also significantly improving our Tier 1 instruction so that fewer students require Tier 2 and Tier 3 intervention in the first place.

Fundations coaches continue to support K-2 teachers with the implementation of the program to build foundational reading skills. Universal support for the increased teacher and leader capacity around standards aligned instruction, the daily intervention block, and the creation of RIMP plans are practices within the LCS Reading Achievement Plan. RIMP plans have been created at the school level and monitored according to the RIMP rubric using a 1-4 scoring criteria in the areas of identification of deficiency, intervention strategies, family involvement, and progress monitoring. K-2 has selected Wit & Wisdom for the core instructional program for reading as a replacement for Wonders. Title I services are now in place to offer summer school and after school tutoring. Second grade instruction has historically leaned heavily on oral comprehension rather than reading comprehension, leading to a deficit in scholar's ability to read a text independently and make meaning of the text that is in front of them. We continue to Use Wonders in grade three with targeted text that are worthy of scholar's time and attention, while utilizing the intervention blocks to support foundational reading skills to promote fluency. Building leaders design their intervention expectations based upon the data analysis, to address areas of deficit and select methods in line with the evidence-based practices (with strong evidence) from the What Works Clearinghouse to provide practice in those reading deficit areas. One such area includes teaching students to decode and recognize word parts, blend letter sounds and sound-spelling patterns from left to right within a word to produce recognizable pronunciation through blending, chunking, and sounding out. A strategy to support intervention is the Juicy Sentence Protocol developed by Dr. Lily Wong Filmore. Juicy sentence discussions can occur in any grade (in grades K-2, they are best done with read-aloud texts) where-by students learn to deconstruct and reconstruct sentences, understanding how different language features contribute to meaning. Additionally, regular guided practice with unpacking sentences will give students the tools they need to make meaning from future sentences that use the same syntactical features, grammatical structures, and vocabulary—opening access to even the most challenging texts

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

In the summer of 2019, a Wit & Wisdom Implementation Plan was created to ensure that our resources, systems, and professional learning experiences were aligned to our implementation goals we had set for this new curricular resource. With the input of the LCS Reading Achievement Plan Team, we have revised that plan to include a more comprehensive description of all of the professional development experiences we offer to support our teachers in improving early literacy

I. Implementation Theory of Action

If district leaders...		Then school leaders...		Then teachers...		So that scholars...
•...set vision, goals and expectations for implementation, cultivate a culture of feedback and accountability, and provide appropriate resources and structures...	→	•...build investment in the Reading Achievement Plan and support teacher learning and growth through consistent observation, feedback and support...	→	•...implement W&W, Fundations and Heggerty with integrity, balancing their knowledge of students and self with a growing understanding of the resources...	→	•...develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers.

LCS Reading Achievement Plan Professional Development Sequence 2019-2020

Session title	Alignment to LCS Reading Achievement Plan	Session description	Session participants	Date
Lead Wit & Wisdom (6 hours)	☐ Wit & Wisdom	Introduces school leaders to the curriculum's learning design and prepares them to invest teachers in W&W and address potential concerns or pitfalls.	● All school leaders	July 2019
Launch Wit & Wisdom (6 hours)	☐ Wit & Wisdom	Introduces teachers to the curriculum's learning design.	● K-2 teachers ● W&W Leads (either principal or dean of academics)	August 2019
Lesson and Module Study	☐ Wit & Wisdom	Builds on the learning educators develop in launch	● K-2 teachers ● W&W Leads	Professional Collaboration Day:
Protocol (6 hours)		of Wit & Wisdom by engaging participants in pedagogical and practical strategies to support their preparation and teaching of Wit & Wisdom.		October 2019

Session title	Alignment to LCS Reading Achievement Plan	Session description	Session participants	Date
Monthly teacher PLCs (3 hours)	• Wit & Wisdom • Fundations • Geodes • Heggerty Phonemic Awareness	Provide space for teachers to work collaboratively with other teachers from their grade level to make meaning of their experience and co-plan upcoming modules and lessons using the Lesson and Module Study Protocols. Support is also woven in for Geodes, Fundations and Heggerty Phonemic Awareness.	● W&W Leads (facilitators) ● K-2 teachers	Professional Collaboration Days: November 2019 January 2020 February 2020 March 2020
Virtual check-ins w/ Wit & Wisdom Regional Director	☐ Wit & Wisdom	Facilitators review plans for PLCs with a W&W expert and receive feedback and support.	• PLC leaders	As needed
Principal Meetings (1 hour)	• Wit & Wisdom • Fundations	Analyze lesson video, plans, and student work from Fundations and Wit & Wisdom, and they norm on calibrating and coaching on the lesson.	• DoAs and principals	8:00-9:00am Principal Meeting days
Weekly Data Meetings (45 minutes)	• Wit & Wisdom • Fundations • RIMP Rubric and Exemplars • Intervention Progress Monitoring Data	K-2 teachers meet with their DoAs and their grade level team to analyze student work, identify trends, and create a plan to address major gaps in understanding.	● K-3 teachers ● DoAs	Weekly
Ongoing coaching conversations	• Wit & Wisdom • Fundations • Heggerty Phonemic Awareness • Geodes	School leaders conduct frequent instructional rounds and coaching conversations using W&W Instructional Round template in Whetstone.	● K-2 teachers ● School leaders	Bi-weekly

Session title	Alignment to LCS Reading Achievement Plan	Session description	Session participants	Date
Ongoing instructional rounds w ECE	• Wit & Wisdom • Fundations • Heggerty Phonemic	School leaders participate in regular instructional rounds with Scott to norm	• School leaders • ECE Director	Monthly
Director	Awareness ☐ Geodes	on progress toward implementation goals.		
Fundations training (6 hours)	☐ Fundations	New K-2 teachers learn the fundamental components of Fundations and what an exemplary lesson looks like. Returning teachers can also attend as a refresher.	● K-2 teachers ● Fundations coaches	November 2020
Heggerty Phonemic Awareness training (3 hours)	☐ Heggerty Phonemic Awareness	Equip teachers with knowledge and strategies to instruct young students to attend to and manipulate speech sounds in words.	● ESC (facilitators) ● PK-2 teachers	February 2020
Self-paced learning modules (6 hours)	☐ Creative Curriculum	Teachers select an Ohioapproved self-paced learning module to grow their knowledge and skill in an area aligned to the Early Learning and Development Standards, with several options focused on language and literacy.	● Pre-K teachers	January-June 2020

Session title	Alignment to LCS Reading Achievement Plan	Session description	Session participants	Date
Pre-K Learning Tracks (two 3hour sessions)	☐ Creative Curriculum	Teachers choose a 2-part learning track on one of the following topics: traumainformed practices, supporting the needs of diverse learners, or playbased learning. Each of these sessions incorporates early language and literacy in some way.	● ESC & CCRC (facilitators) ● Pre-K teachers	March-April 2020

APPENDICES

REFERENCES

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GLOSSARY OF LORAIN CITY SCHOOLS SPECIFIC TERMS AND ACRONYMS

Achievement Network/ANet- Non-profit district vendor that provides instructional strategy supportsm materials, interim assessments and analysis of student progress.

Dean of Academic Outcomes/DoA- Building level administrator in addition to the building principal that is responsible for providing instructional support and feedback to teachers.

Excellent Schools Dashboard/ESD- Monthly school improvement data display that depicts a real-time understanding of various available data sources.

Instructional Rounds- Informal observations conducted by school leaders that collect snapshots of classrooms practices. Feedback is collected and communicated via the Whetstone platform and face to face conversations.
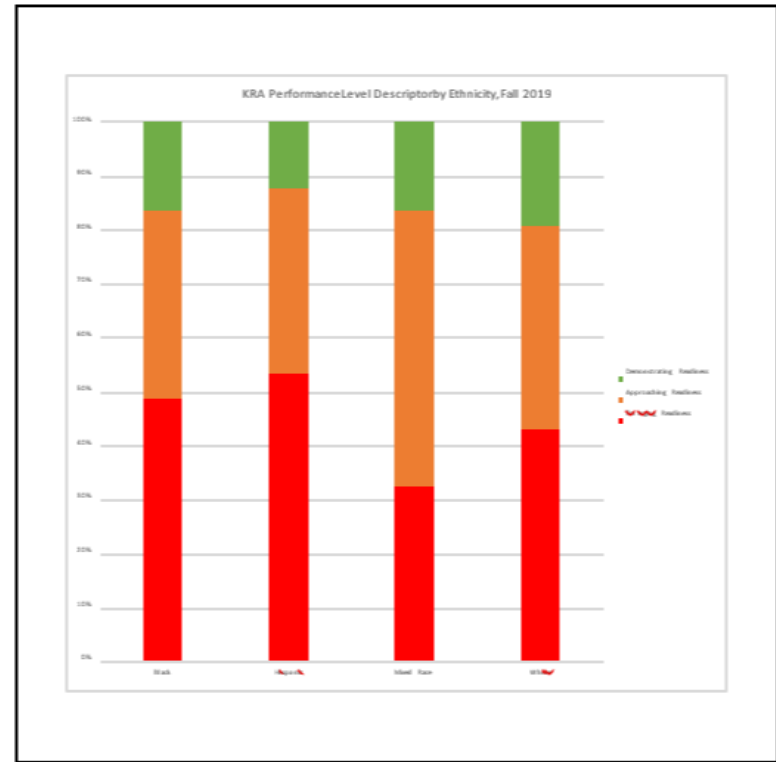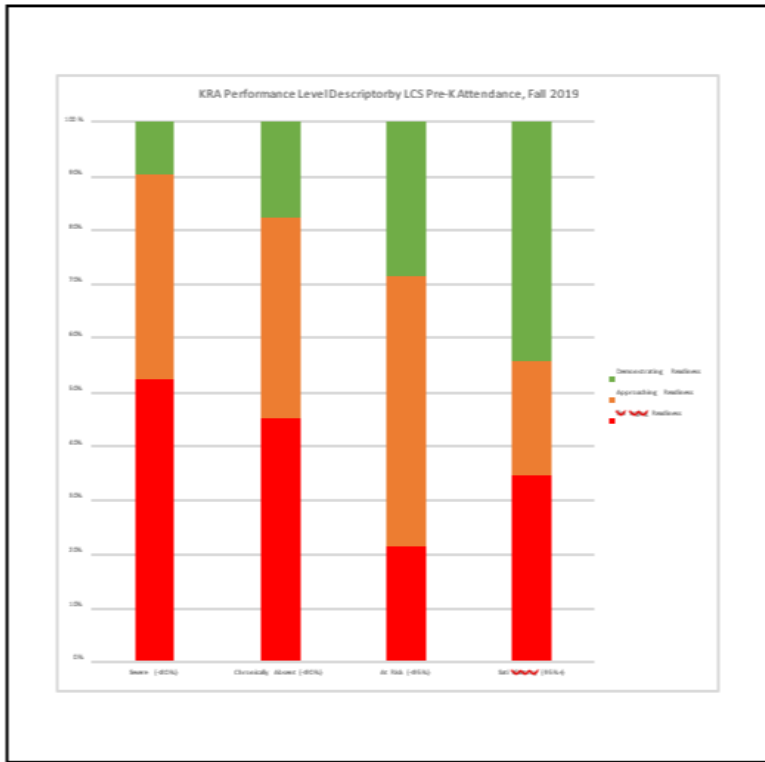
Weekly Data Meetings/WDM- Weekly meetings in which teams of teachers and school leaders discuss lesson planning, unpacking standards and analyze student work.

Whetstone- Web-based platform used to collect and communicate instructional round feedback
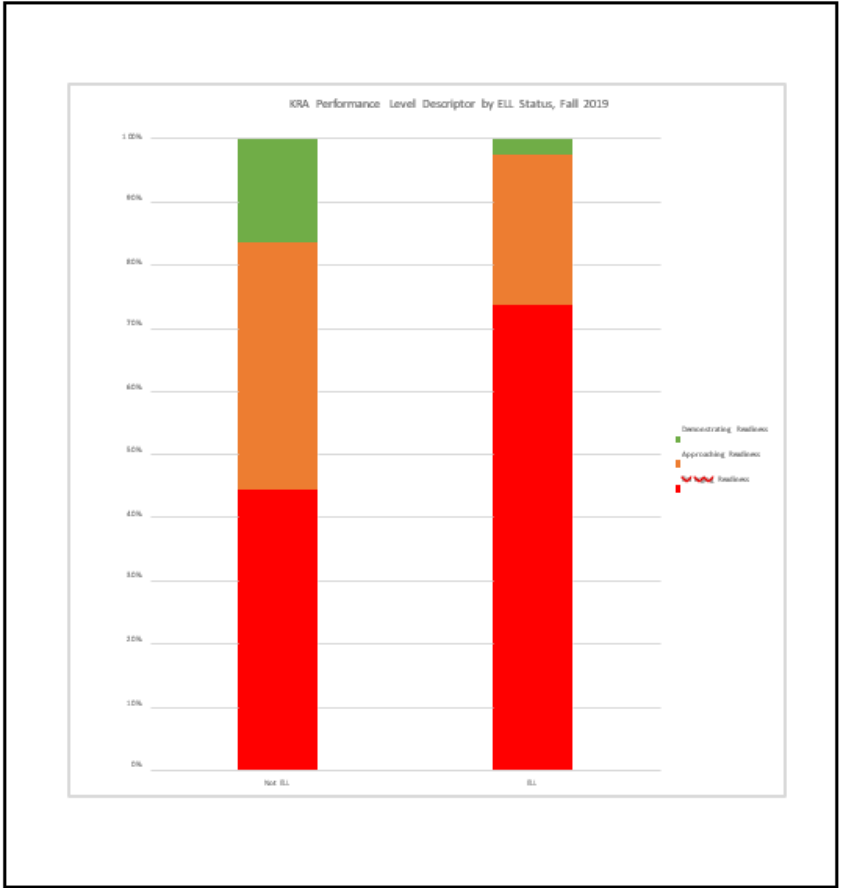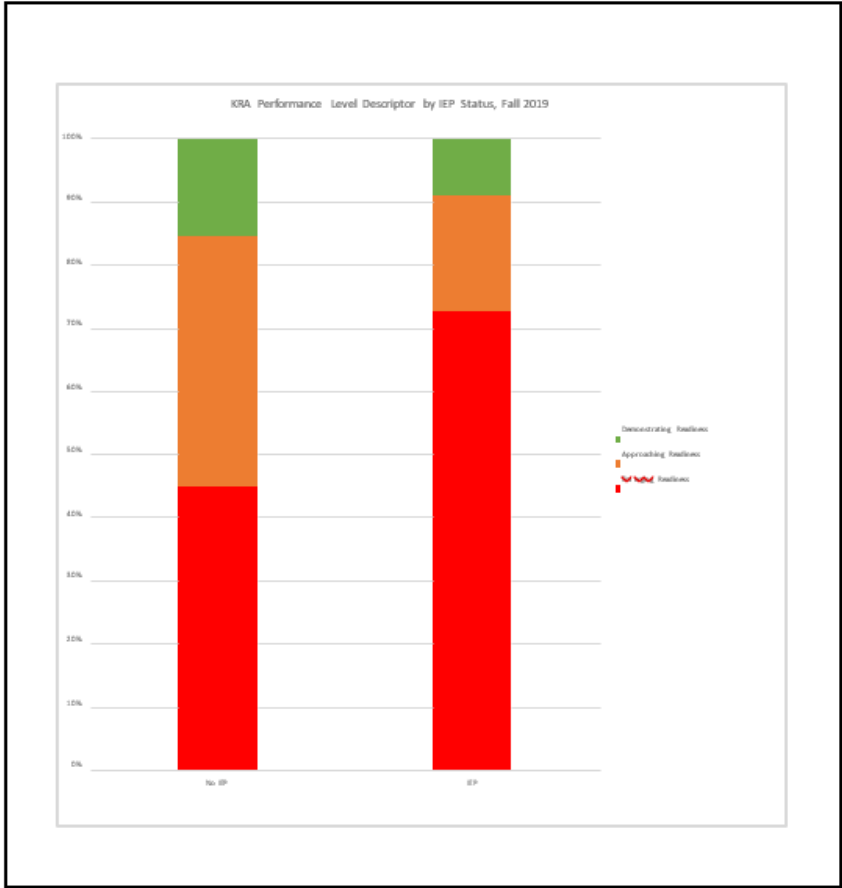
KRA Performance Level Descriptor by CS Pre-K Experience, Fall 2019

KRA Performance Level Descriptor for Students with LCS Pre-K Experience, 2016-2019

12/11/19

KRA Performance Level Descriptor by IEP Status, Fall 2019

KRA Performance Level Descriptor by ELL Status, Fall 2019

2
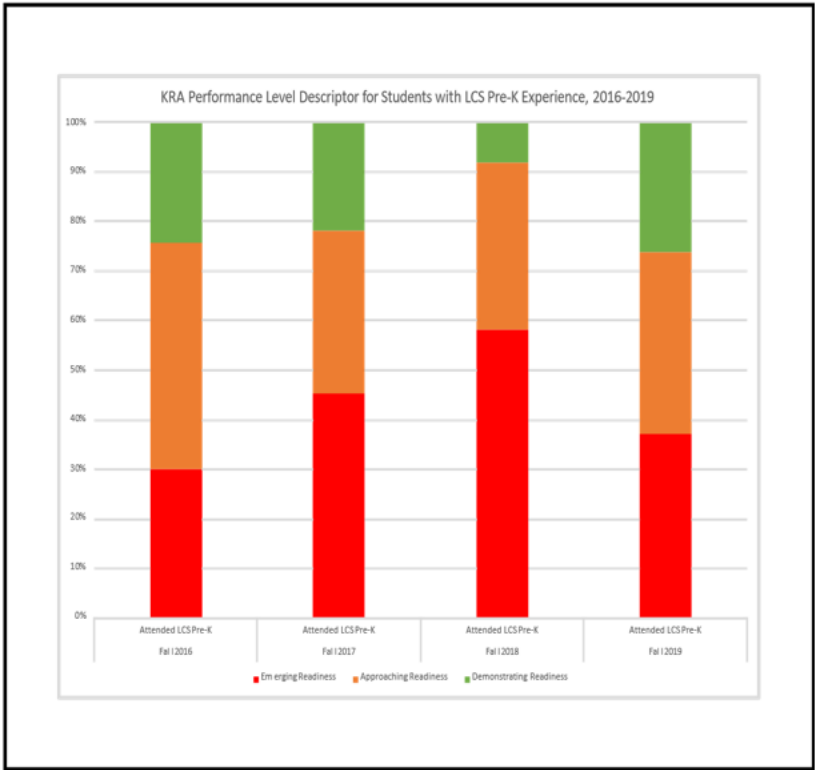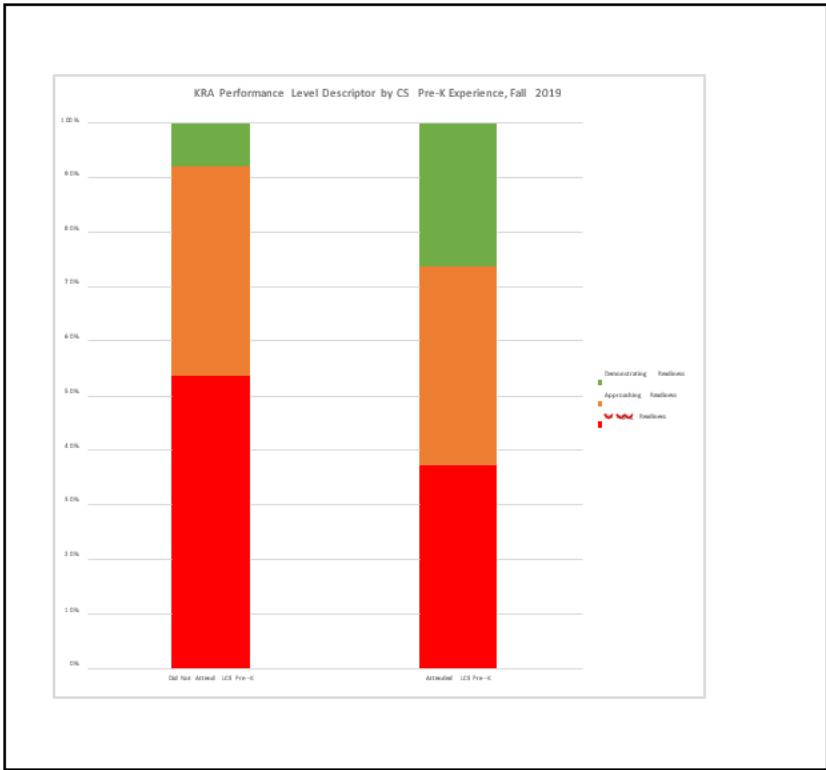
Gap Closing

B Component Grade

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

B 87.9%

Grade Key

A = 90.0 - 100.0%		**D** = 60.0 - 69.9%	
B = 80.0 - 89.9%		**F** = 0.0 - 59.9%	
C = 70.0 - 79.9%			

English Language Arts   Math   Graduation Rate

English Learners

Performance Index by Subgroup

- 72.0
- 68.3
- 67.3
- 66.2
- 66.2
- 59.3
- 57.5
- 48.1

0   20   40   60   80   100   120

- ● All Students
- ● Hispanic
- ● White, Non-Hispanic
- ● English Learner
- ● Black, Non-Hispanic
- ● Multiracial
- ● Economic Disadvantage
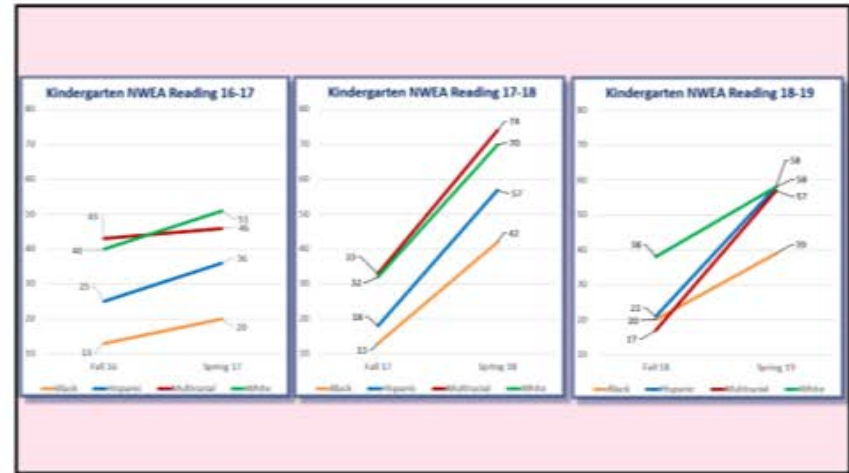- ● Students with Disabilities
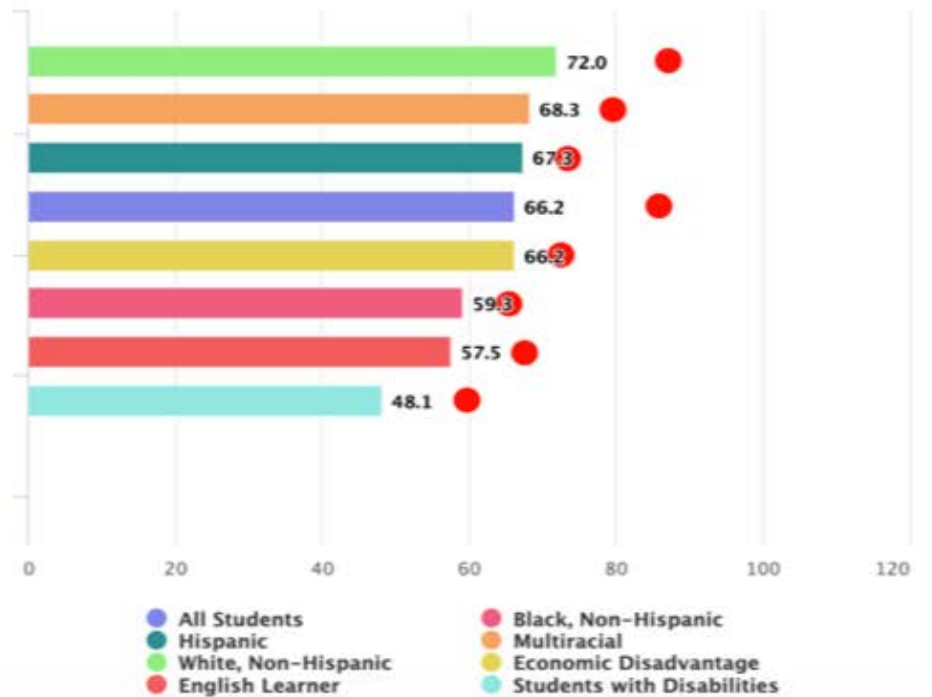
Screenshot

NWEA Diagnostic Percentile Trends

Lorain City School District

3-Years of Trending Ohio State Test Percentile Rankings by Ethnicity
2017 • 2018 • 2019

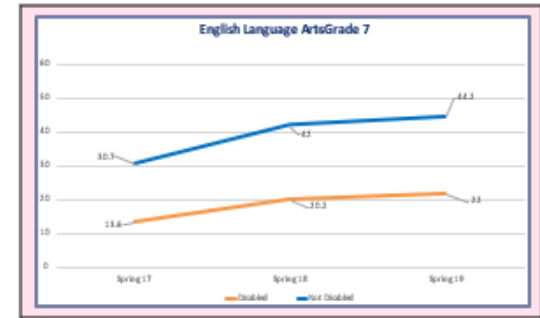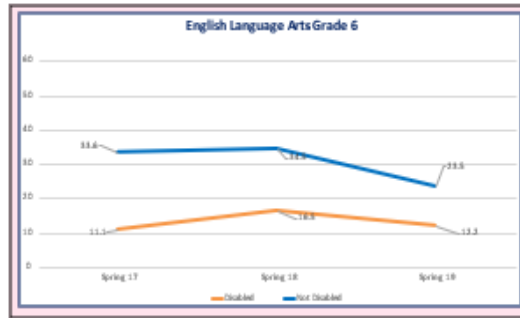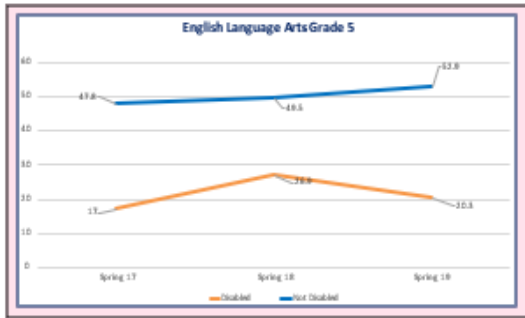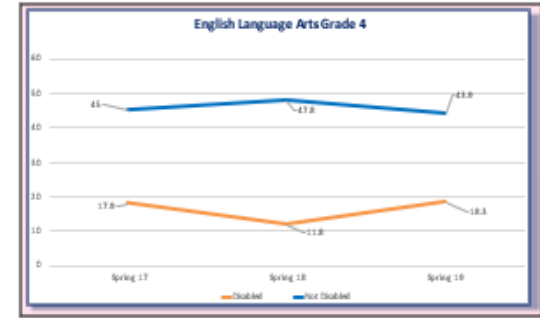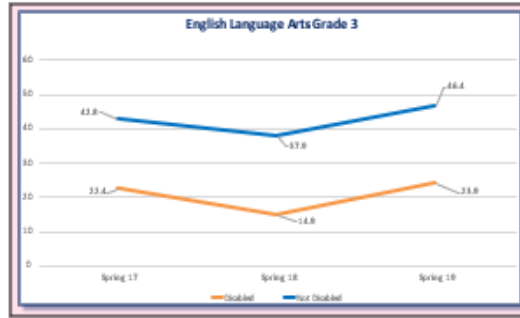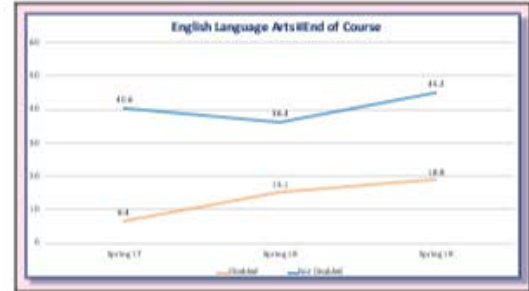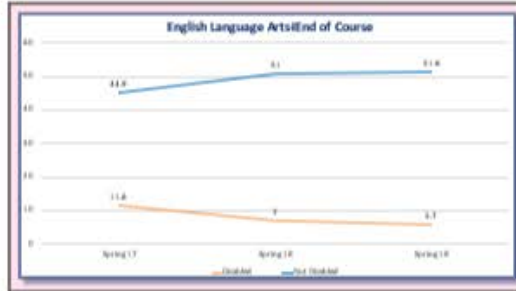*Data Source: NWEA Student Growth Reports*
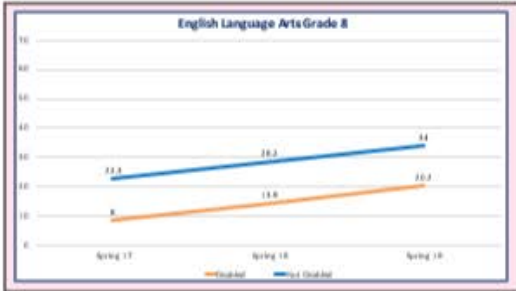
1

State Assessment Pass Rate Trends

Lorain City School District

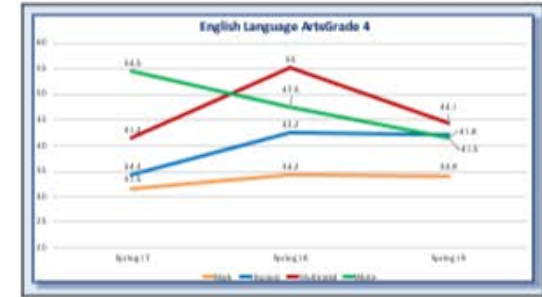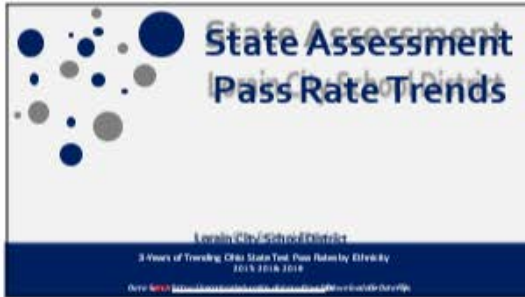3-Years of Trending Ohio State Test Percentile Rankings by Disability
2017, 2018, 2019

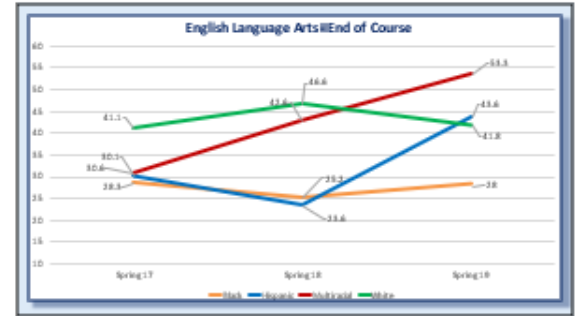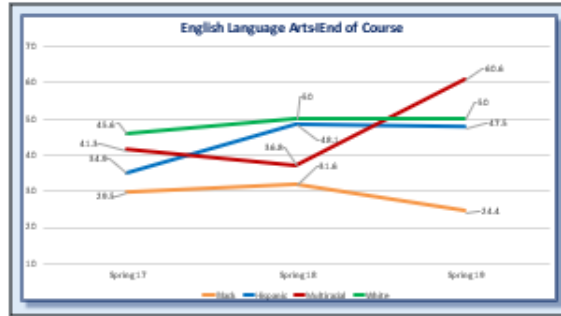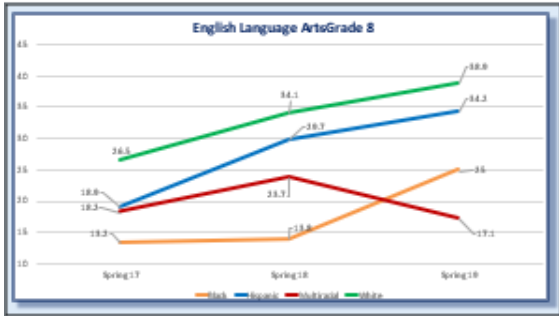**LCS Vision of Excellence in Early Childhood Education**

Introduction

In The Lorain Promise, we set out to reimagine what's possible for our students. We envisioned a world in which every LCS scholar is empowered to unlock his or her potential and realize his or her dreams, and we laid out a plan to get there, making five commitments to our students, families, and community. Knowing that so much of a child's future is shaped by his or her earliest experiences, our first two commitments in The Lorain Promise are centered on early childhood— that is, from birth through age 8. These commitments are to support the whole child beginning at birth¸ and to invest in our youngest scholars.

In these formative early years, children begin to develop the knowledge, skills, and mindsets they will need to realize their dreams. Research has shown that for disadvantaged children, high-quality birth-to-five programs lead to better outcomes in education, health, social behaviors, and employment.

(https://heckmanequation.org/resource/research-summary-lifecycle-benefits-influential-early-childhood-program/) Additionally, because of the shift from "learning to read" to "reading to learn" that takes place in 3rd and 4th grade, students who are not reading on grade level by age 9 are at greater risk of dropping out of high school.

Within these incredibly high stakes, we at Lorain City Schools see an equally incredible opportunity—to equip our youngest scholars with the academic and character skills they need for a successful and joyful experience in the years to come. We know that the experiences our scholars have with us in early childhood can serve as a launching pad for futures full of promise, achievement, and realized dreams. This is why we do what we do.

This document describes what we expect to see happening in excellent ECE classrooms. Used alongside the Ohio Early Learning Standards, it is meant to be a tool that guides teachers in their own vision-setting and planning, guides school leaders in creating the environments where pre-K programs can thrive, and guides coaches in supporting teachers to provide an excellence education for their scholars.

What is happening in excellent ECE classrooms?

Scholars engage in developmentally appropriate, intellectually stimulating work. Research indicates that all children benefit from exposure to advanced content, including our youngest learners. Effective early learning classrooms create opportunities for young children to engage with complex academic work in all content areas, including language & literacy, mathematics, social studies, and science. At the same time, teachers must operate with a deep knowledge of developmentally appropriate practice, and they must tailor their instruction to the needs and zone of proximal development of each individual scholar.

Scholars have regular opportunities to practice and develop their social-emotional and problem-solving skills. Scholars need more than just academic proficiency to succeed in school and in their future careers. Emotional intelligence, executive function, problem-solving skills, and teamwork are all critical for success in 21st century jobs. We need to make sure our youngest scholars develop in these areas not only so that they can excel academically, but also because these are traits that will help them be engaged and responsible classmates and citizens in their schools and communities. Teachers will provide deliberate instruction that supports

students in developing these skills, integrate these skills into play and child-led activities, and leverage opportunities that arise in the classroom to foster them.

Scholars shape their learning environment. An early childhood classroom is not just a space where learning happens—it is a teacher unto itself. The classroom should be responsive to scholars' needs and interests, and it should be reflective of who they are, both culturally and creatively. Scholars should see their work and progress documented on the walls, they should be responsible for labeling objects and spaces, and they should be surrounded by things to manipulate, like science projects, building materials, and more. They should have the opportunity to lead in their classrooms, and their voices should be welcomed and celebrated.

Scholars are provided an integrated, cohesive and joyful classroom experience. Effective early learning classrooms take a holistic approach to child development. Teachers in these classrooms understand that children's learning and development in one domain has an impact on all other domains, and they design a classroom experience that allows students to explore these connections. These teachers integrate a variety of learning approaches including small-group instruction, meaningful play, learning centers, etc., and they prioritize cultivating a joyful and safe environment.

Scholar Actions	Teacher Actions
Scholars engage in developmentally appropriate, intellectually stimulating work.	**So that scholars engage in developmentally appropriate, intellectually stimulating work, teachers:**
- Have routine and purposeful opportunities to build reading fluency and foundational reading skills - Engage with appropriately complex literature and strong informational texts - Listen to and speak about complex texts - Write to convey meaning - Use developmentally appropriate combination of dictating, writing, and drawing about complex texts, using evidence from the text to answer text-based questions - Learn and use expanding expressive vocabulary - Learn meaningful vocabulary that is rooted in the texts they are reading - Have multiple opportunities to develop language, both through direct instruction as well as through interactions	- Set goals that are ambitious, measurable, developmentally appropriate, and aligned to standards for all students - Regularly monitor student progress toward goals and adjust instruction accordingly, both class-wide and individually - Continuously develop their own knowledge around developmentally appropriate practices - Implement lessons and activities that are intellectually stimulating across all content areas - Anchor activities with rigorous, authentic texts, and plan hands-on/child-driven activities that connect back to those texts - Ask open-ended questions in developmentally appropriate ways - Ask students to use evidence to support their thinking in developmentally appropriate ways

Scholar Actions	Teacher Actions
with peers and adults in the classroom • Ask and answer higher-order thinking questions in developmentally appropriate ways • Engage in deep study and exploration of themes and topics over an extended period of time • Build numeracy skills through a variety of activities which allow students to explore number concepts and construct meaning • Engage in complex, open-ended mathematics work in order to develop a conceptual understanding of math principles as developmentally appropriate • Make sense of problems and persevere in solving them **Scholars have regular opportunities to practice and develop their social-emotional and problem-solving skills.** • Recognize and name their emotion, identify what caused it, use words to express their feelings, and manage their feelings in ways that honor classroom agreements Regulate behaviors and adapt to new situations • Interact socially with each other and engage in childdirected/center-based play with teacher scaffolding • Demonstrate problem-solving skills, first with teacher guidance, and increasingly independently with appropriate supports (timer, solution cards, etc.) • Have opportunities to learn and demonstrate curiosity, patience, and persistence **Scholars shape their learning environment.**	• Create a language-rich classroom with multiple opportunities for students to build language skills and purposeful vocabulary through narration, self-talk and parallel talk, conversation, and engaging with texts • Model mathematical problem-solving and reasoning • Attend to precision in mathematics • Provide materials that are developmentally appropriate for the physical and cognitive development of birth-8 students, differentiating and providing accommodations as necessary **So that scholars have regular opportunities to practice and develop their social-emotional and problem-solving skills, teachers:** • Support development of executive function and self regulation skills by setting clear expectations and providing behavior supports Collaborate with students to establish community commitments • Model identifying, labeling, and discussing emotions • Foster students' social-emotional and problem-solving skills through deliberate skill development and integration into activities **So that scholars shape their learning environment, teachers:** • Provide opportunities for students to demonstrate leadership in the classroom • Document student progress by displaying work, artwork, and projects around the room • Encourage students to interact with and manipulate objects

Scholar Actions	Teacher Actions
- Label classroom materials, objects and spaces - Engage in opportunities to lead in the classroom - Interact with and manipulate objects in their environment, such as science projects and building materials - Demonstrate pride in their work - Learn from and teach their peers - Provide and receive feedback to and from their peers **Scholars are provided an integrated, cohesive and joyful classroom experience.** - Scholars engage in a variety of learning approaches, including small-group instruction, meaningful play, learning centers, etc. - Scholars demonstrate joy—they talk, sing, smile and laugh throughout the day - Scholars have frequent opportunities to move, engaging in both gross-motor and fine-motor activities - Scholars articulate connections between new and old information and experiences - Scholars experience a safe, loving environment where they feel empowered to be their authentic selves	in their environment - Create environments where students see themselves reflected, both culturally and creatively - Create routine and purposeful opportunities for families to participate in learning experiences - Create opportunities for students to learn from and teach, and provide and receive feedback to and from, peers **So that scholars experience an integrated, cohesive and joyful classroom environment, teachers:** - Provide students with multiple opportunities and spaces in which they can explore and play - Provide students with opportunities for self-directed play that has specific learning outcomes - Design each classroom center around a clear learning outcome and purpose for students' academic, social, and/or emotional development - Create clear systems and routines that students follow with facility, as developmentally appropriate - Integrate math, language, and literacy into activities throughout the day - Foster thinking and exploration related to academic objectives during play - Create a safe, loving environment

Percentage At or Above NWEA 50th Percentile
Ethnicity Subgroups - Spring 2019
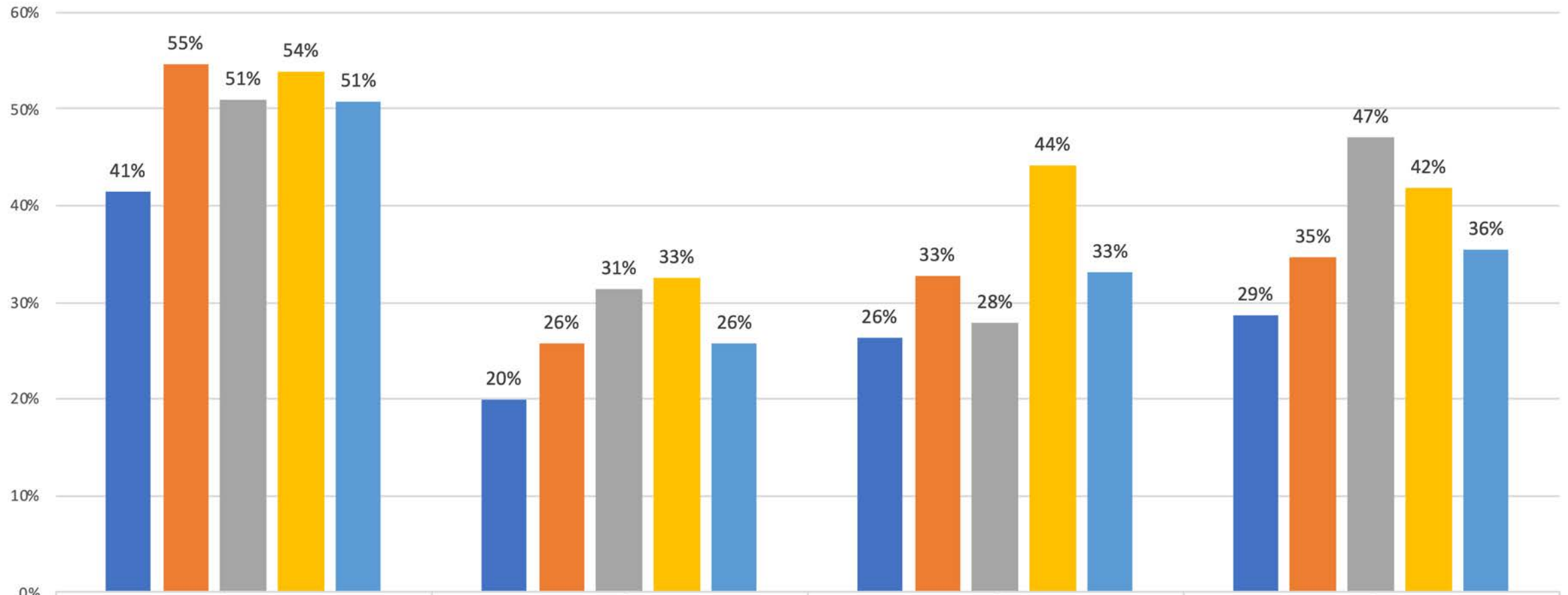
	Kindergarten	Grade 1	Grade 2	Grade 3
Black	41%	20%	26%	29%
Hispanic	55%	26%	33%	35%
Multiracial	51%	31%	28%	47%
White	54%	33%	44%	42%
All	51%	26%	33%	36%
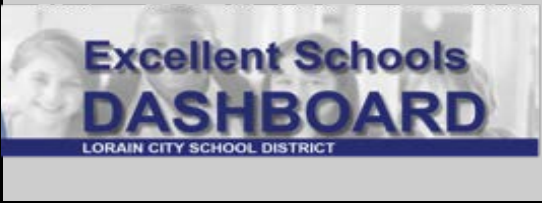
Reading Improvement & Monitoring Plan (RIMP) Rubric

Lorain City Schools

	1	2	3	4
IDENTIFICATION OF DEFICIENCY	Scholar's specific areas of instructional focus are not clearly identified.	Scholar's **specific areas of instructional focus** are clearly identified, but are **not supported with relevant data.**	Scholar's **specific areas of instructional focus** are clearly identified, but only supported with data from a **single diagnostic source.**	Scholar's **specific areas of instructional focus** are clearly identified and supported with **relevant diagnostic data** from **multiple sources**.
INTERVENTION STRATEGIES	Strategies for addressing the scholar's areas of instructional focus are not clearly described.	**Strategies** for addressing the scholar's areas of instructional focus are clearly described and include **one** of the following: ● **Instructional setting** in which strategies will be delivered ● **Frequency** and **duration** of strategies ● Evidence that strategy is **researchbased**	**Strategies** for addressing the scholar's areas of instructional focus are clearly described and include **two** of the following: ● **Instructional setting** in which strategies will be delivered ● **Frequency** and **duration** of strategies ● Evidence that strategy is **researchbased**	**Strategies** for addressing the scholar's areas of instructional focus are clearly described and include **all** of the following: ● **Instructional setting** in which strategies will be delivered ● **Frequency** and **duration** of strategies ● Evidence that strategy is **researchbased**
FAMILY INVOLVEMENT	Family involvement is not clearly documented in the plan.	Documentation of **family involvement** in the RIMP includes **one** of the following: ● Clear description of **family comments, questions** and **concerns** ● Specific **action steps** for communicating with family about progress (i.e. weekly phone call, fall conferences, etc.) ● Specific **timeline** for family communication	Documentation of **family involvement** in the RIMP includes **two** of the following: ● Clear description of **family comments, questions** and **concerns** ● Specific **action steps** for communicating with family about progress (i.e. weekly phone call, fall conferences, etc.) ● Specific **timeline** for family communication	Documentation of **family involvement** in the RIMP includes **all** of the following: ● Clear description of **family comments, questions** and **concerns** ● Specific **action steps** for communicating with family about progress (i.e. weekly phone call, fall conferences, etc.) ● Specific **timeline** for family communication
PROGRESS MONITORING	A plan for monitoring scholar's progress on his/her areas of instructional focus is not clearly described.	A plan for **monitoring scholar's progress** on his/her areas of instructional focus is clearly described and includes **one** of the following: ● The specific **progress monitoring tool** that will be used ● **Frequency** of progress monitoring	A plan for **monitoring scholar's progress** on his/her areas of instructional focus is clearly described and includes **two** of the following: ● The specific **progress monitoring tool** that will be used ● **Frequency** of progress monitoring	A plan for **monitoring scholar's progress** on his/her areas of instructional focus is clearly described and includes **all** of the following: ● The specific **progress monitoring tool** that will be used ● **Frequency** of progress monitoring

	1	2	3	4
		● A **space to record results** of progress monitoring tool	● A **space to record results** of progress monitoring tool	● A **space to record results** of progress monitoring tool

LCS Core Values: Scholars First | One for All | Experience Joy | Expect Excellence | Collaborate with Integrity | Take Pride

Benchmark		Key Performance indicator (KPI)	Metric Source & Calculation Method	Performance Bands				Hawthorne Sep		Hawthorne Oct		Hawthorne Nov	
				4	**3**	**2**	**1**						
Academics	All	Instructional Rounds Feedback Rate | # of Monthly Touchpoints	Whetstone: Observations + Quick Feedback divided by number of teachers. (Reported by Month)	>=2.96	1.96-2.95	0.96-1.95	<=0.95	1.96	40	2.8	56	2.47	47
		% of standards-aligned lessons	Whetstone: Yes reponses for lesson alignemnt divided by yes and no repsonses. (No Score is not factored into this metric) (Reported by Month)	>84%	70-84%	50-69.9%	<50%	89.7%		94.0%		95.0%	
		Quality of Weekly Data Meetings	Whetstone: Average rubric rating (Reported by Month)	>3.4	2.5-3.4	1.5-2.4	<1.5			-		2.67	
	Elem.	% of K-3 On Track | % At -Above 50th Percentile (Diagnostic Reading)	NWEA Data Export: K-3 On Track: On-Track divided by test takers At/Above 50th: Above 50th divided by test takers	>90%	75-89%	50-74%	<50%	78	45	78	45	78	45
		% of K-3 On Track | % At -Above 50th Percentile (Diagnostic Math)	NWEA Data Export: K-3 On Track: On-Track divided by test takers At/Above 50th: Above 50th divided by test takers	>90%	75-89%	50-74%	<50%	59	32	59	32	59	32
		Average Score - Interim Assessment (IAs) (ELA)	A-Net Data Performance Report: School Performance Over Time by Network. Average of Grade Levels (weighted)	*ANet Interim Assessments are formative and not intended for evaluation purposes.*				-		49%		49%	
		Average Score - Interim Assessment (IAs) (Math)	A-Net Data Performance Report: School Performance Over Time by Network. Average of Grade Levels (weighted)	*ANet Interim Assessments are formative and not intended for evaluation purposes.*				-		47%		47%	
	Middle	% of 6-8 On Track | % Meeting Growth Target	i-Ready Diagnostic Results- Tier 1 (On or above grade level); Tier 2 (Below Grade Level); Tier 3 (Below two or more grade levels)	*iReady Assessments are formative and not intended for evaluation purposes.*				-	-				
		Interim Assessment (IAs) (ELA)	A-Net Data Performance Report: School Performance Over Time by Network. Average of Grade Levels (weighted)	*ANet Interim Assessments are formative and not intended for evaluation purposes.*				-		-		-	
		Interim Assessment (IAs) (Math)	A-Net Data Performance Report: School Performance Over Time by Network. Average of Grade Levels (weighted)	*ANet Interim Assessments are formative and not intended for evaluation purposes.*				-		-		-	
Effort		% of scholars in school	Schoolzilla: Attendance Explorer - ADA change over time - filter by school	>96%	94-96	90-93.9%	<90%	95.4%		95.0%		94.5%	
		% of scholars missing more than 10% of school	Schoolnet: Chronic Absenteeism 19-20. Numerator is scholars with attendance rates <90% and denominator is number of enrolled scholars.	<11%	11-15.9%	16-20%	>20%	13.4%		16.0%		13.1%	

Benchmark	Key Performance indicator (KPI)	Metric Source & Calculation Method	Performance Bands 4	3	2	1	Hawthorne Sep	Hawthorne Oct	Hawthorne Nov
Behavior	% of scholars suspended (loss of instructional opportunity)	Powerschool: Enterprise Report for the month (Scholars with ISS,OSS or ER) ÷ (Current Enrollment)	<4%	4-6.9%	7-10%	>10%		0.9%	1.3%
	% of scholars received a referral and stayed in class	Powerschool: Enterprise Report for the month (Scholars with referral) ÷ (Current Enrollment)	<4%	4-6.9%	7-9%	>9%	0.0%	0.0%	0.0%
	% of scholars sent out of class with a referral	Powerschool: Enterprise Report for the month (Scholars with referral) ÷ (Current Enrollment)	<4%	4-6.9%	7-9%	>9%	0.0%	0.0%	0.4%
	% of scholars who are on task	Whetstone: Scholar Engagement Extract: Convert percentage ranges to 4-3-2-1 bands. (Points Earned) ÷ (Number of Rounds with Score X 4)	95-100%	85-94%	75-84%	<75%	95-100	95-100	85-94
		School KPI Composite					2.80	2.82	2.83

Excellent Schools DASHBOARD — LORAIN CITY SCHOOL DISTRICT

Metrics

Excellent Schools DASHBOARD
LORAIN CITY SCHOOL DISTRICT

Benchmark		Key Performance indicator (KPI)	4	3	2	1	Admiral King	Frank Jacinto	Garfield	Hawthorne	Helen Steiner Rice	Larkmoor	Palm	Stevan Dohanos	Toni Morrison	Washington	General Johnnie Wilson	Longfellow	Southview	Lorain High
							Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov
Academics	All	Instructional Rounds Feedback Rate | # of Monthly Touchpoints	>=2.96	1.96-2.95	0.96-1.95	<=0.95	2.36 / 52	0.79 / 19	3.05 / 61	2.47 / 47	1.82 / 40	0.36 / 10	1.35 / 27	1.55 / 31	2.00 / 46	2.15 / 43	1.03 / 35	1.55 / 48	0.78 / 28	1.10 / 133
		% of standards-aligned lessons	>84%	70-84%	50-69.9%	<50%	76.9%	77.8%	86.4%	95.0%	92.6%	100.0%	86.7%	100.0%	82.8%	83.9%	96.7%	94.3%	100	71.1%
		Quality of Weekly Data Meetings	>3.4	2.5-3.4	1.5-2.4	<1.5	3	-	3.33	2.67	3.5	-	3	3.67	3	3.5	2.33	2.67	-	-
	Elem.	% of K-3 On Track | % At -Above 50th Percentile (Diagnostic Reading)	>90%	75-89%	50-74%	<50%	74 / 43	48 / 28	70 / 39	78 / 45	64 / 44	68 / 38	57 / 34	59 / 33	74 / 48	58 / 36	-	-	-	-
		% of K-3 On Track | % At -Above 50th Percentile (Diagnostic Math)	>90%	75-89%	50-74%	<50%	64 / 44	50 / 33	67 / 48	59 / 32	68 / 53	64 / 44	57 / 30	49 / 34	65 / 50	59 / 37	-	-	-	-
		Average Score - Interim Assessment (IAs) (ELA)	ANet Interim Assessments are formative and not intended for evaluation purposes.				31%	30%	39%	49%	38%	36%	33%	31%	42%	30%	-	-	-	-
		Average Score - Interim Assessment (IAs) (Math)	ANet Interim Assessments are formative and not intended for evaluation purposes.				39%	30%	47%	47%	44%	40%	37%	34%	42%	32%	-	-	-	-
	Middle	% of 6-8 On Track | % Meeting Growth Target	iReady Assessments are formative and not intended for evaluation purposes.														9%	9%	8%	-
		Interim Assessment (IAs) (ELA)	ANet Interim Assessments are formative and not intended for evaluation purposes.				-	-	-	-	-	-	-	-	-	-	40%	45.0%	41.0%	-
		Interim Assessment (IAs) (Math)	ANet Interim Assessments are formative and not intended for evaluation purposes.				-	-	-	-	-	-	-	-	-	-	28%	33.0%	29.0%	-
Effort		% of scholars in school	>96%	94-96	90-93.9%	<90%	94.9%	91.0%	95.5%	94.5%	94.9%	94.0%	92.7%	92.9%	94.8%	93.1%	90.4%	90.8%	90.10%	86.8%
		% of scholars missing more than 10% of school	<11%	11-15.9%	16-20%	>20%	14.1%	33.9%	15.2%	13.1%	15.8%	18.0%	24.7%	24.8%	12.9%	25.2%	32.6%	32.0%	33.6%	38.6%
Behavior		% of scholars suspended (loss of instructional opportunity)	<4%	4-6.9%	7-10%	>10%	2.9%	2.6%	0.9%	1.3%	1.1%	0.0%	1.4%	1.0%	1.7%	0.7%	6.7%	7.1%	4.5%	4.9%
		% of scholars received a referral and stayed in class	<4%	4-6.9%	7-9%	>9%	5.8%	2.9%	4.5%	0.0%	0.4%	0.0%	3.4%	1.9%	1.0%	2.9%	2.7%	3.2%	3.8%	6.8%
		% of scholars sent out of class with a referral	<4%	4-6.9%	7-9%	>9%	5.5%	10.9%	5.4%	0.4%	2.9%	3.1%	8.9%	2.3%	3.7%	1.8%	17.2%	18.0%	14.8%	10.4%
		% of scholars who are on task	95-100%	85-94%	75-84%	<75%	85-94	85-94	75-84	85-94	85-94	95-100	85-94	95-100	75-84	85-94	85-94	75-84	75-84	75-84
		School KPI Composite					2.58	1.91	2.58	2.83	2.83	2.55	2.25	2.50	2.75	2.58	2.25	2.13	2.00	1.86

Discrict KPI Composite	2.15 (September)	2.43 (October)	2.45 (November)