



February 24, 2025

Dear Administrator Riley:

Thank you for submitting the Constellation Schools - Lorain Community ES Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists in your State Support Team are available to support the implementation of your plan.

**Strengths of the Reading Achievement Plan:**

- The plan includes adult implementation strategies to support learner performance goals
- The plan incorporates family engagement strategies and ways to incorporate family feedback
- The plan emphasizes alignment with the Simple View of Reading in instructional planning

**This plan will benefit from:**

- The plan would benefit from including reading intervention programs from the Department's approved list in intervention provided to students
- The plan would benefit from identifying key evidence-based strategies that will be a focus of instruction
- The plan would benefit from further defining action steps to support the implementation of MTSS for reading

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Constellation Schools - Lorain Community ES revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy Achievement and Academic Success

# Reading Achievement Plan

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

**DISTRICT OR COMMUNITY SCHOOL NAME: Constellation Schools Lorain Community Elementary**

**DISTRICT IRN: 132969**

**DISTRICT ADDRESS: 1110 West Fourth Street, Lorain, Ohio 44052**

**PLAN COMPLETION DATE: December 2024**

**LEAD WRITERS:**

**Christine Garten, Curriculum and Instruction Coordinator**  
**Brian Belmont, Executive Principal**

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

**Kim Benetto, Interim Principal**

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

# Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#) an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## Culturally Responsive Practice\*

***“Culturally Responsive Practice”** means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

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

## 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
Christine Garten	Curriculum and Instruction Program Coordinator	5730 Broadview Road, Parma, Ohio 44134	garten.christine@constellationschools.com
Brian Belmont	Executive Principal	300 Abbe Road North, Elyria, Ohio 44035	belmont.brian@constellationschools.com
Dr. Kim Benetto	Interim Principal	1110 West Fourth Street, Lorain, Ohio 44052	kbenetto@constellationschools.com
Sarah O'Bryan	Superintendent	5730 Broadview Road, Parma, Ohio 44134	obryan.sarah@constellationschools.com
Colleen Gravelle	Academic Coach	1110 West Fourth Street, Lorain, Ohio 44052	gravelle.colleen@constellationschools.com

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

Name	Title/Role	Location	Email
Michelle Riley	Principal	1110 West Fourth Street, Lorain, Ohio 44052	riley.michelle@constelationschools.com
No text	No text	No text	No text

## 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.*

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies. We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-8, our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of our students. One area of focus will be building the internal capacity of our teaching staff grades K-3. We know that knowledgeable foundational teaching is critical to the success of the plan and our student's capacity to master the standards. Data will be collected and analyzed from the following sources: iReady, OST Benchmark assessments, formative, and summative classroom assessments. This data will be analyzed through the Teacher Based Team meetings and the Building Leadership Team meetings. As additional data is collected, we will update information and adjust strategies as the plan is implemented. Central to the data-based

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decision making, we will set up performance targets aligned with district and building goals. Monitoring performance against the targets and building foundation for data-driven decision making on a systematic basis may include, but not be limited to, the following:

- K: KRA (Kindergarten Readiness Assessment)
- K-8: iReady assessments (3x's yearly)
- 3-8: OST Benchmark Assessments (3x's yearly)
- SMART Goals based on achievement
- SMART Goals based on growth
- iReady
- OST Benchmark assessments
- Interventions
- Title 1 services
- Tier 2a,2b,3
- RIMPS for grades K-5

## **Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement and Equity Efforts\***

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

Literacy is the focus of the work that we will be doing at Lorain Elementary. It is the centerpiece of our overall improvement strategy, and it is central to the work that we will be doing daily in planning, in professional development, in classrooms, with the deployment of resources, and in our community. The real strength of the RAP is that it is aligned to and supports the overall continuous improvement efforts of Lorain Elementary. The Reading Achievement Plan provides goals specifically created to improve the necessary and needed support, tools, resources, and professional development for the improvement of academic achievement for all Lorain Elementary students. Each goal is outlined with a series of action steps required to guarantee the efficacy and success of the plan and goals. The plan speaks to the needs of the entire student population of K-8 graders at Lorain Elementary, with specific attention and focus on the primary grades K-3 and the foundational reading skills, with the

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goal of improving reading and writing among the students in grades 4-8. We are aware of what the research illustrates that by the end of the age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers—and this number itself was correlated not just with difference in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995). For this reason, throughout our plan, our focus will be to narrow the gap in our foundational classes K-3 as well as the language barriers of our lower income students. Goal 1: Leadership by Spring, 2025 Lorain Elementary will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. \*Maximize our capacity to collaborate as coordinated school and instructional leaders. Goal 2: Assessment by Fall of 2025. Teachers will be trained and effective in the use of iReady and OST benchmark data to guide and drive literacy instruction. Goal 3: Instruction By Spring 2025, all teachers will implement grade appropriate literacy strategies based on data and driven by the Lorain Elementary curriculum and Science of Reading. Goal 4: Professional Development: By Fall of 2025, All K-2 teachers will implement Heggerty, K-8 teachers will participate in the Structured Literacy training offered by the State of Ohio. They will be coached directly by the administration and academic coaches with support by the district curriculum and instruction coordinator.

## Section 3: Why a Reading Achievement Plan is Needed in our District or Community School\*

### SECTION 3 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.**

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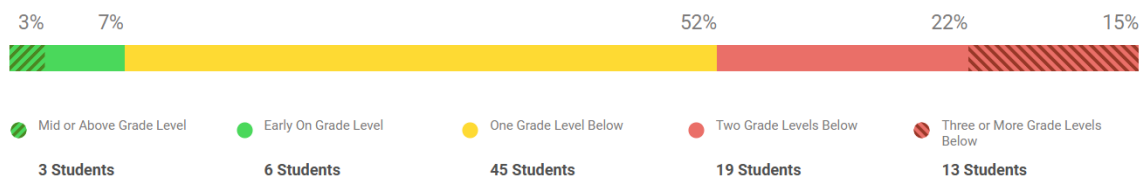
## Fall and Spring 23-24 OST ELA Test Results

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
3	Summer 2024 (OST)	1	660	<div><div></div><div>Percent100%</div><div>Count1</div></div>
3	Spring 2024 (OST)	16	659	<div><div><div></div><div></div><div></div></div><div>Percent69%25%6%</div><div>Count1141</div></div>
4	Spring 2024 (OST)	5	649	<div><div><div></div><div></div><div></div></div><div>Percent60%20%20%</div><div>Count311</div></div>
3	Fall 2023 (OST)	16	661	<div><div><div></div><div></div><div></div><div></div></div><div>Percent63%25%6%6%</div><div>Count10411</div></div>

## Fall 2024 iReady data grades K-4

### Overall Placement

Students Assessed/Total: 86/87



[i The Mapping Between 5-Level and 3-Level Placements](#)

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## FALL 2024 NEEDS ASSESSMENT BY DOMAIN:

Grade	Needs Analysis: % Students Below Grade Level							Students Assessed/Total
	PA	PH	HFW	VOC	Comp: Overall			
					COMP	LIT	INFO	
Grade K	86%	86%	86%	68%	59%	64%	55%	22/23
Grade 1	95%	95%	100%	84%	84%	79%	79%	19/19
Grade 2	74%	95%	79%	89%	95%	95%	89%	19/19
Grade 3	0%	73%	27%	82%	82%	82%	82%	11/11
Grade 4	0%	60%	27%	93%	93%	93%	93%	15/15

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## 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.*

There are several factors that we believe contributed to the low reading achievement of our students at Lorain Elementary. Lack of structure, and high staff turnover are the primary factors that have impacted the students' performance. Without intentional planning, instructional practices were in decline. To purposefully guide all of our staff, we needed to retarget our TBT and BLT meetings to build upon our collaborative conversations about data and discuss how to implement key effective instructional strategies to guide our instructional planning. We will implement the Science of Reading professional developments for the 24-25 SY and implement Heggerty for grades K-3. With the foundational pieces in K-3, our students in the middle school will start to show growth in iReady and on OST Benchmarks and OST exams. Additionally, the lack of instructional tools and resources is another contributing factor to low student literacy performance. The decline in certified teachers and the shortage has affected not only Lorain Elementary, but the nation as a whole. We will move toward more specific professional development in the 24-25 SY to align with the Science of Reading and the use of the Heggerty phonics program to build our reading program at Lorain Elementary. We will ensure that all K-2 teachers are implementing Heggerty, as well as the K-8 staff will be provided professional development in the Science of Reading. These additional professional development opportunities will continue to support and coach new teachers or new to education teachers with instructional strategies proven to target learning gaps and deficiencies. In addition, the district along with the Curriculum and Instruction Coordinator have begun implementing a new reading curriculum for the 24-25 SY. In addition, the following action steps will be implemented to improve tier 1 instruction:

**Administration:** The principal, and instructional coaches will tailor classroom visits to observe instruction during the phonemic awareness portion of reading instruction and

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provide effective feedback and coaching, our students will demonstrate growth in each of the eight phonemic awareness skills.

**Grades K-3:** Emphasis on phonemic awareness and phonics instruction in alignment with the changing emphasis of the subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) providing feedback and support, our students will meet their growth targets.

**Grades K-8:** Utilization of grade-level instruction and resources in alignment with the changing emphasis of the subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and provide effective feedback and support, our students will meet their growth targets as measured by the iReady assessment (informational text, literary text, and vocabulary).

### **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.*

- poor alignment of curriculum
- lack of participation in Head Start or preschool programs for incoming kindergarten students
- not enough exposure to print/books for children before starting school
- not enough students being read to as a child to grow their literacy
- misalignment of intervention supports to students' specific needs
- lack of professional development in the five components of reading
- few opportunities to collaborate vertically to align the curriculum
- inconsistent operation of building leadership teams
- gaps in communication of at-risk student data to involved stakeholders
- lack of training in co-teaching model
- teacher, administration turnover rates are high
- teacher shortage
- instruction is not aligned to the Science of Reading

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## Section 4: Measurable Learner Performance Goals and Adult Implementation Goals\*

*Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

**Goal 1-**By the publication of the 2024-2025 School Report Card, Increase the number of students on track at each grade level by 10%.

- Kindergarten will increase from 18% to 28%.
- First grade will increase from 19% to 29%.
- Second grade will increase from 21% to 31%
- Third grade will increase from 27% to 37%.

**Goal 2-** By the publication of the 2024-2025 School Report Card, students will meet the expected value-added growth in Reading.

- 50% of all Kindergarten students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all first-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all second-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all third-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all fourth-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year

The summaries show gaps in student achievement and growth, as well as gaps in service delivery, many of which were revealed through the formula for The Simple View of Reading and have already been addressed with a new curriculum adoption that began in the fall of 2024. The district began an emphasis on teaching Word Recognition; however, we were weak in the category of Language Comprehension. We did not see results in Reading Comprehension as the formula would indicate that anything  $\times 0 = 0$ . To give our K-4 teachers some basic understanding of this as well as the Science of Reading, they have participated in Dyslexia Modules provided by the Ohio Department of Education, and we are in the process of professional development with our curriculum director on Structured Literacy provided by the State of Ohio. Savvas My World Interactive and Savvas Interactive Science has been

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chosen to provide students with rich, grade level text. Explicit, systematic instruction is a focus for our teachers to increase the academic success of our students. The academic coaches are providing professional development to support teachers in explicit, systematic instruction.

#### Adult Implementation Strategies Strategy

**Strategy1:** Reading Program Implementation Beginning in the 2024-2025 school year, a new Tier 1 Reading program will be implemented that is research based, structured, and aligns with the SOR and the Simple View of Reading and Scarborough’s Reading Rope principles.

**Strategy 2:** Enhancing Teacher Knowledge in the Science of Reading Teachers will receive professional development focused on the science of reading, including phonics instruction.

Monitoring progress regularly, analyzing Ohio State Test reading scores, TBT data, and adjusting strategies based on ongoing assessments will be crucial in ensuring the effectiveness of these SMART goals in addressing the identified root causes of low achievement in reading.

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## Section 5: Action Plan Map(s) for Action Steps\*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

### Goal # \_ Action Map

Goal Statement:

**Goal 1**-By the publication of the 2024-2025 School Report Card, Increase the number of students on track at each grade level by 10%.

- Kindergarten will increase from 18% to 28%.
- First grade will increase from 19% to 29%.
- Second grade will increase from 21% to 31%
- Third grade will increase from 27% to 37%.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers will participate in SOR training.	Teachers will participate in Teacher Based Teams, analyzing student data, strategies and adjusting instruction based on needs	Implementation of evidence based SOR practices.
Timeline	2024-2025 School Year 2024-2025 School Year	Weekly During the 2024 School Year and 2025 School Year	Daily during the 2024-2025 School Year Daily during the 2024-2025 School Year
Lead Person(s)	Chistine Garten, Professional Development Coordinator  Kim Benetto, Interim Principal  Michelle Riley, Principal	Kim Benetto, Interim Principal  Michelle Riley, Principal	Kim Benetto, Interim Principal  Colleen Gravelle, Academic Coach Jessica Duffield, Academic Coach

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	Action Step 1	Action Step 2	Action Step 3
	Colleen Gravelle, Academic Coach  Jessica Duffield, Academic Coach		No text
Resources Needed	Structured Literacy Training provided by ODE	OIP 5 Step process training Evidenced Based Strategies TBT Time embedded in the schedule	Tier 1 Reading Program Heggerty
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Research professional development courses to attend. Teachers will attend courses. The building coach and principal will provide coaching and feedback of strategies that are implemented from the PD.	Research Evidence Based Strategies Identification of Critical Needs as part of the OIP TBT's will meet weekly. The principal and/or building coach will attend the meetings. TBT's will report to the BLT. The BLT will meet monthly. PD will be provided to the BLT and will then flow back to TBT.	Lesson Plan Framework incorporating areas of reading instruction will be created. Walkthrough Checklist will be created and used to monitor implementation Schedule with 90 minute literacy block will be created and adhered to.
Measure of Success	Walkthroughs monitoring progress Lesson Plans implementing practices	TBT forms including Diagnostic data, benchmark data and post assessment data	Heggerty Benchmarking Observations and walkthroughs of evidenced based practices Lesson Plans
Description of Funding	Federal Funding General Operating	Federal Funding General Operating	Federal Funding General Operating
Check-in/Review Date	Check in and Review date will occur at each Semester during the 2024-2025 school	Monthly BLT meetings.	Check in and Review date will occur at each Semester during the 2024-2025 school year

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



No text	Action Step 1	Action Step 2	Action Step 3
No text	year and 2025-2026 school year		and 2025-2026 school year

**Goal 2-** By the publication of the 2024-2025 School Report Card, students will meet the expected value-added growth in Reading.

- 50% of all Kindergarten students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all first-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all second-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all third-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.
- 50% of all fourth-grade students will meet their I-ready expected growth score by the end of the 2024- 2025 school year.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Review and modify our Muti tiered levels of support plan for effectiveness	Teachers will participate in Teacher Based Teams, analyzing student data, strategies and adjusting instruction based on needs	Implementation of differentiated evidence based SOR practices
Timeline	Spring 2025	Weekly During the 2024 School Year and 2025 School Year	Daily during the 2024-2025 School Year Daily during the 2025-2026r School Year
Lead Person(s)	Kim Benetto, Interim Principal	Kim Benetto, Interim Principal	Kim Benetto, Interim Principal

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

No Test	Action Step 1	Action Step 2	Action Step 3
	Michelle Riley, Principal  Brian Belmont, Executive Principal	Michelle Riley, Principal	Michelle Riley, Principal  Colleen Gravelle, Academic Coach Jessica Duffield, Academic Coach
Resources Needed	MTSS Flow Chart Data from TBT Schoolwide Tier data	OIP 5 Step process training Evidenced Based Strategies TBT Time embedded in the schedule	Tier 1 Wonders Reading Program Heggerty Evidence based practices
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Coaching System review and professional development	Research Evidence Based Strategies Identification of Critical Needs as part of the OIP TBT's will meet weekly. The principal and/or building coach will attend the meetings. TBT will report to the BLT. The BLT will meet monthly. PD will be provided to the BLT and will then flow back to TBT	Lesson Plan Framework including differentiation will be included Walkthrough Checklist will be created including differentiation Schedule with 90– 120-minute literacy block will be developed with a built-in intervention block Professional Development in the SOR will be provided to ensure differentiation strategies align.
Measure of Success	The revision of our MTSS system will be our measure of success	TBT forms including Diagnostic data, benchmark data and post assessment data	Heggerty Benchmarking Observations and walkthroughs of evidenced based

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No test	Action Step 1	Action Step 2	Action Step 3
			practices Lesson Plans
Description of Funding	General Operating	Federal Funding General Operating	Federal Funding General Operating
Check-in/Review Date	Quarterly	Monthly BLT meetings	Check in and Review date will occur at each Semester during the 2024-2025 school year and 2025-2026 school year

## 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.*

Progress monitoring in education is crucial for several reasons, and research has consistently highlighted its importance in improving student outcomes. Progress monitoring will allow us to identify early learning obstacles and intervene quickly. According to a meta-analysis by Fuchs and Fuchs (1986), early identification of learning difficulties is linked to better intervention outcomes. Identifying and addressing academic challenges early can prevent long-term academic struggles. Progress monitoring will allow us to determine if we are on the right track towards goal mastery. It will allow us to individualize our instruction to ensure student needs are met. A study by Stecker, Fuchs, and Fuchs (2005) found that progress monitoring enables teachers to tailor instruction to individual student needs. By continually assessing student progress, educators can adjust their teaching methods to match the pace and style that suits each learner. Progress monitoring provides real time data and feedback that educators can use to make informed decisions around strategies and interventions.

The following information will be used as part of the progress monitoring of the Literacy Plan:

- Formative assessment data: running records, reading inventory and assessments from curriculum resources, as well as any pending formative assessment tools (Heggerty)
- iReady Diagnostic assessment data
- Reading Improvement Monitoring Plans or RIMP's (in grades K-4)
- Teacher/administrator observations/ instructional rounds

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- The review of the above data points will be reviewed weekly in Teacher Based Teams, monthly by Building Level Teams and quarterly by the Education team. Through the Rtl structures already in place, data analysis from the above resources should provide district personnel with systems for providing student supports in Tier 1 as well as Tiers 2 and 3

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## Section 7: Expectations and Supports for Learners and Schools\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

*\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

Lorain Elementary is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3rd grade, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation. The Leadership Team analyzed data obtained from achievement, benchmarking, and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades K-3. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across our school. Prioritizing the most pressing needs of our students, along with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students. Evidence-based strategies utilized will be based on the SOR (Science of Reading) and will be grounded in both the Simple View of Reading and Scarborough's Reading Rope. Using these strategies will create a comprehensive and tailored approach to reading instruction. This approach addresses the diverse needs of students in K-4 and ensures a solid foundation for literacy development. Phonemic Awareness Strategies using Heggerty The National Reading Panel (2000) highlighted the significance of phonological awareness in reading acquisition. Additionally, studies by Torgesen (1998) and Bradley and Bryant (1983) support the effectiveness of explicit phonological awareness instruction. Teachers will be incorporating Phonemic Awareness Strategies into their daily literacy block. Phonics Instruction Teachers will be implementing daily explicit and systematic phonics in their literacy block. The National Reading Panel (2000) emphasized the importance of systematic and explicit phonics

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instruction in improving reading outcomes. The work of Ehri et al. (2001) and Johnston and Watson (2005) provide additional evidence supporting the effectiveness of phonics instruction.

**Vocabulary Development** Explicit vocabulary instruction is imperative when we are working with students with a low socioeconomic background. The Simple View of Reading underscores the critical role of vocabulary in language comprehension (Gough & Tunmer, 1986). Research by Beck, McKeown, and Kucan (2013) and Nagy and Anderson (1984) support the impact of vocabulary development on reading comprehension.

**Reading Comprehension and Fluency Strategies** will be provided to students as part of their daily 90-minute block. The literacy block will incorporate repeated and guided reading for fluency and teach explicit reading comprehension strategies. The National Reading Panel (2000) emphasizes the importance of fluency in reading comprehension. Studies by Rasinski (2003) and Pressley et al. (1992) support fluency and comprehension strategy instruction. The National Reading Panel (2000) identified explicit instruction in comprehension strategies as effective. Research by Pressley et al. (1992) and Duke and Pearson (2002) support the impact of strategy instruction on reading comprehension.

**Response to Intervention RTI** strategies will be utilized to ensure all students, including students on RIMPS (Reading Improvement Monitoring Plans), are making progress towards reading goals. The RTI framework will provide targeted interventions based on student's needs. The National Center on Response to Intervention (2010) advocates RTI as a systematic approach to identifying and supporting struggling learners.

**Individualized Instruction and Differentiation** Differentiation will be part of daily instruction. Individualized instruction and differentiation will be discussed and planned for at TBTs as teachers review relevant data. This will ensure that all learners, including those that are on RIMPs, are progressing. Tomlinson's work on differentiated instruction (Tomlinson, 2001) and studies by Hattie (2012) emphasize the positive effects of tailored, individualized instruction on student learning outcomes.

**Assistive Technologies for Reading** Every student at Lorain Elementary has been issued a Chromebook. These Chromebooks will be used as part of the literacy block. I-Ready, Raz-Kids, News ELA, will be utilized to provide support. The use of assistive technologies, such as text-to-speech and interactive reading apps, has shown positive effects on the reading performance of diverse learners (Rose & Meyer, 2002; Higgins & Raskind, 1995). Research, including the meta-analysis by Tamim et al. (2011), suggests that technology can enhance reading instruction, especially when it provides adaptive and interactive features.

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

**Multisensory Learning** Multisensory learning is a research-based strategy consistently used with our K-4 grades. We will continue to incorporate multisensory activities to engage different learning modalities during reading instruction. Research by Dunn and Dunn (1993) suggests that multisensory approaches can enhance learning and retention, particularly for students with diverse learning styles.

**Formative Assessment and Feedback** Assessment and feedback are crucial in moving learning forward. Teachers will use ongoing formative assessments to monitor student progress and adjust their instruction accordingly. Formative assessments will be discussed and analyzed at TBT meetings and will be communicated to the BLT. Professional Development for Teachers Provide ongoing professional development for teachers in evidence-based reading practices, including the science of reading. Professional development is an important evidence-based practice that has proven to increase student achievement. By implementing these evidence-based strategies, we will provide a comprehensive and tailored approach to reading instruction, ensuring that the diverse needs of students in K-4 are met effectively.

Continuous assessment and adjustment based on student progress will contribute to improved reading outcomes. Literacy Block Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education) the following strategies will be utilized to enact the Local Literacy Plan described above, based on the logic model provided by the Simple View of Reading. In grades K-4, our 90 minutes (about 1 and a half hours) literacy block is based on the reading pillars designated as the non-negotiable components of daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension) In grades 4-8 our 90-minute literacy block is based on the reading pillars comprehension and vocabulary Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension

By implementing these evidence-based strategies, Lorain Elementary will provide a comprehensive and tailored approach to reading instruction, ensuring that the diverse needs of students in K-4 are met effectively. Continuous assessment and adjustment based on student progress will contribute to improved reading outcomes.

## **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 7, Part A will do the following:*

1. *Be effective;*
2. *Show progress; and*

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

### 3. *Improve upon strategies utilized during the two prior consecutive school years.*

The proposed strategies are determined to be effective as they are aligned with Research and best practices. Strategies are aligned with the National Reading Panel (2000), the Science of Reading, and reputable studies by scholars such as Torgesen (1998), Ehri et al. (2001), and Kilpatrick (2015).

**Professional Development and Training** Teachers will undergo targeted professional development to ensure a deep understanding of evidence-based practices, aligning with the Science of Reading. Evidence and monitoring will take place by the LPDC, principal and teachers. Details about the professional development programs, workshops, or courses that teachers will engage in will be provided.

**Progress Monitoring** Regular Assessment and data analysis will occur frequently at TBTs and BLTS. Regular formative assessments and data analysis will be used to monitor student progress, allowing for timely adjustments.

**Teacher-Based Teams (TBTs)** TBTs will play a vital role in analyzing student data, discussing instructional effectiveness, and collaborative problem-solving. TBTs will meet monthly and will include data analysis, instructional strategies, differentiation, and will also have time for the BLT member to provide relevant feedback.

**i-Ready Data Utilization** The i-Ready platform will be utilized to collect and analyze student performance data, providing insights into individual and group progress.

**Consistent Review and Reflection** A bi-annual review will be conducted to assess the overall effectiveness of the reading instruction strategies, and literacy plan allowing for reflection and adjustments.

**Family Feedback** Lorain Elementary will work towards establishing feedback loops involving parents to gather insights and ensure alignment with home-based support. Feedback will be collected in person and through surveys.

Additionally, to ensure that the research-based strategies are being utilized and students are progressing, the Constellation Schools Lorain Elementary Community will do the following:

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



- Implement the Wonders Reading curriculum that utilizes research-based materials, interventions, and strategies aligned with Ohio's Learning Standards and effective literacy instruction practices and The Science of Reading
- Provide support (RTI) in all grade levels and content areas.
- Administrators will evaluate the implementation and fidelity of the use of the research-based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- Hold grade level meetings to determine areas of need and student need to develop specific skills-based intervention groups.
- Use data driven decision making.
- Communicate assessment results to all stakeholders to reflect the most recent student performance data.
- Work with the Education Team, BLT, and TBTs to assure students are making progress in reading. If progress is not being made, the teams will convene and determine the next steps to assure student progress and growth.

To ensure that the proposed evidence-based strategies will be effective and improved upon the strategies utilized during the two prior consecutive school years, the district will:

- Progress monitor using iReady quarterly for all students.
- Progress monitor using iReady monthly for all students who are not on track.
- Review intervention data bi-weekly at TBT meetings across all grade levels. Data will be the discussion weekly.
- Instruction and strategies will be modeled, and all K-4 teachers will be provided with appropriate support throughout the year.

## **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. 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 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

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

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

Pillar	Audience	PD Topic	Timeline
Foundational Skills	Grades K-3	Heggerty	Fall 2024
Science of Reading	Grades K-8	Ohio's Course on LMS	Spring 2025
Dyslexia Pedagogy	Grades K-8	Ohio's Dyslexia Course on LMS	Spring 2025

The school's professional development model is exemplified through embedded coaching, much like that endorsed by the state of Ohio. Instructional coaching is provided by designated coaches and trained building administrators.

**Intensive:** We will continue to focus our efforts on the Reading Comprehension prong to the Simple View of Reading at the elementary level and evidence-based strategies within the related research.

**Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. The professional development plan will include all staff in grades K-8, and district level administrators in collaboration with outside consultants working together to increase the instructional skills of staff, which will in turn, increase the reading comprehension skills of students. Established teacher-based teams meet weekly to review student data, set goals and implement interventions to increase student achievement.

**Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. Our professional development will include opportunities for staff and administrative learning. Using our current instructional coach educators will have access to modeling, data, discussions, observation, and feedback all of which are job embedded. The jobembedded support will continue via building administrators who can provide support to staff in real time.

**Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students. The professional development plan is based upon the needs identified through the DLT and BLT, staff development needs assessment and the analysis of the district data collected on student reading achievement.

**Classroom Focused:** Related to the practices taking place in the learning environment during the teaching process. The professional development plan is related to the practices taking place in the learning environment. The Education Team is oriented toward improving reading

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skills across the district. The professional development will allow staff to use research-based instructional literacy strategies. Also, necessary coaching could also occur by outside consultants contracted by the school. The outcomes of the professional development plan will be measured in multiple ways: observational data collected via instructional rounds using a school template, and, by student outcome data (iReady and OST results).

**Sustained:** Taking place over an extended period; longer than one day or a one-time workshop. Professional development will first be conducted with all staff in grades K-8 from a vetted literacy expert. This may initially come in the form of an outside consultant, SST, ESC personnel, and Sponsor support. The sustainability of the plan will come from our internal teams DLT to BLT to TBT. Also, the district has calendared days for continuing professional development for all staff throughout the year.

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

## Appendices

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

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