



March 22, 2024

Dear Superintendent O'Bryan:

Thank you for submitting the Constellation Schools - Madison County Elementary Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Monitoring goals will occur vertically between teams (DLT, BLT, TBT) monthly.
- The plan has a focus on implementation of the 5-step continuous improvement cycle.
- The plan outlines the school's Tiered levels of instruction and decision rules for Response to Intervention for grades 1-12.
- The plan includes a comprehensive professional development plan including details on how the plan is data-driven, job-embedded, and collaborative.

This plan will benefit from:

- Including family engagement opportunities and support for literacy engagement at home.
- Creating negotiables/non-negotiables for expected implementation of instructional practices for immediate feedback and to guide professional learning needs.
- Outlining a review process for curriculum and material selection.

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

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

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading 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 and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

DISTRICT NAME:

Constellation Schools: Madison Community Elementary

DISTRICT IRN:

000319

DISTRICT ADDRESS:

2015 W. 95th Street
Cleveland, OH 44102

PLAN COMPLETION DATE:

December 30, 2023

LEAD WRITERS:

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the Read Ohio, 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 [Read Ohio 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](#).

Culturally responsive educators embrace the belief that diversity enriches the classroom and acknowledges the valuable contributions that each culture brings to the learning environment. They hold a deep understanding that every student possesses special talents, unique abilities, and cultural and linguistic strengths. Culturally responsive schools are attuned to the hurdles faced by learners, recognizing that these challenges sometimes overshadow their inherent assets and resources.

As educators, we often encounter the struggles and obstacles students face, which can cloud our perception of their strengths. A culturally responsive educator strives to move beyond specific biases, personal political beliefs, initial perceptions, to truly comprehend the individuality of each learner. This is especially evident when considering English language learners, where the barrier of language poses a challenge. These learners must grapple with acquiring English proficiency, mastering academic content, and potentially representing a cultural minority within the classroom.

Culturally responsive schools actively acknowledge and address these challenges, seeking ways to navigate them in order to access the wealth of resources within these students' communities. They aim to understand and utilize these assets effectively in the classroom. Essentially, being a culturally responsive educator is more about a mindset—a disposition—that goes beyond initial assumptions and embraces a deep understanding of a student's cultural and, particularly in the case of English language learners, linguistic perspectives. At Madison Community Elementary we have an ELL teacher that specifically designs instruction for all our ELL students.

At Madison Community Elementary we have 76% Minority enrollment, 44% Hispanic, 25% Black or African American, 23% white, and 7% two or more races. As a culturally responsive school, we provide all families with communication in both Spanish and English. Letters, news alerts, events, invitations, and conferences allow for families to receive their communication from the school in either Spanish, English, or both. At parent meetings and conferences families are offered a translator free of charge. Each year, the school hosts a multi-cultural event where students are given the opportunity to share their culture, background, and traditions in the school gym for parents and community members to learn from and see. Our Academic Coach and school Principal are working on assisting individual teachers access ELL curriculum and showing them how to implement ELL teaching strategies into their everyday lessons. Teachers have been asked to spend time getting to know their students, their backgrounds, hobbies, cultural traditions, etc. The following suggestions have been shared with Madison staff as ways to implement culturally responsive teaching into their everyday lessons.

1. Commence with surveys or questionnaires to grasp their backgrounds and learning styles.
2. Initiate personal interviews to foster open dialogues about hobbies and preferred learning activities.
3. Incorporate current world issues into lessons, integrating culturally relevant terms.
4. Utilize cultural stories to teach morals and manners while sharing diverse histories.
5. Gamify lessons by offering rewards or creating levels to engage students.
6. Employ media representing various cultures and languages for diverse perspectives.
7. Encourage students to propose project ideas rooted in their cultural backgrounds.
8. Experiment with peer teaching allows students to teach each other using their cultural references.
9. Empower students from diverse backgrounds to share their experiences and perspectives.
10. Engage parents by sharing take-home letters to involve them in their child's education.

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
Yolanda Rodriguez	Principal	Constellation Schools: Madison Community Elementary	Rodriguez.yolanda@Constellationschools.com
Cesar Cuevas	Dean	Constellation Schools: Madison Community Elementary	Cuevas.cesar@constellationschools.com
Laila Smith	School Counselor	Constellation Schools: Madison Community Elementary	lsmith@constellationschools.com
Colleen Gravelle	Academic Coach	Constellation Schools: Madison Community Elementary	Gravelle.colleen@constellationschools.com
Katarra Waldron	Lead Teacher 4 th Grade	Constellation Schools: Madison Community Elementary	Waldron.katarra@constellationschools.com
Christine Garten	Curriculum Coordinator, Education Team	Constellation Schools: Madison Community Elementary	Garten.christine@constellationschools.com
Debbie Piazza	Education Program Coordinator	Constellation Schools: Madison Community Elementary	Piazza.deborah@constellationschools.com
Renee Denton	Special Education Teacher	Constellation Schools: Madison Community Elementary	rdenton@constellationschools.com
Pierre Williams	5 th Grade Teacher	Constellation Schools: Madison Community Elementary	pwilliams@constellationschools.com
Abigail Rump	1 st grade Teacher	Constellation Schools: Madison Community Elementary	Rump.abigail@constellationschools.com
Katlyn Craft	Special Education Coordinator	Constellation Schools: Madison Community Elementary	Craft.kathlyn@constellationschools.com

Name	Title/Role	Location	Email
Sarah O'Bryan	Superintendent	Constellation Schools: Madison Community Elementary	sobryan@accelschools.com
Kathryn Taylor	Data Coach	Constellation Schools: Madison Community Elementary	taylor.kathryn@constellati onschools.com

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.

Although Constellation Schools: Madison Community Elementary is a part of the ACCEL School network, the school itself operates under one IRN as its own district. Constellation Schools: Madison Community Elementary consists of one building, housing grades K-8, totaling 200 students, with 76% Minority enrollment, 44% Hispanic, 25% Black or African American, 23% white, and 7% two or more races.

During the 2021-2022 school year, Madison Community Elementary's Academic Achievement Performance Index was 39.8% and in 2022-2023 that declined to 39.1%. In 2021-2022, the GAP closing component was 14.7%, and in 2022-2023 the gap closing remained at 14.7%. In 2021-2022, the 3rd grade reading proficiency rate was 27.8%, and in 2022-2023 that score decreased to 23.5% (Ohio School Report Card, 2023).

Ninety percent of our students are economically disadvantaged, and 15% of students are students with disabilities. The district built a team that represents many stakeholders that play an essential role in student success. We selected stakeholders from all the key positions at various levels of our organization. Our data coach, academic coach, central office staff, parents and building-level support team all play an essential role in the development of our improvement plan.

The team members were assembled, we then established an initial meeting date of November 30, 2023, in which all team members came together to develop an understanding of the what and the why of the RAP. We assigned roles assign and discussed when we would meet to complete each section of the RAP. In that first meeting, we discussed the importance of the plan and identified all components that are required as part of the team's collaboration. This work laid the foundation for future decision making, assignment of data collection, action steps and communication and planning for future meetings.

The district has implemented a teacher-specific Professional Development Plan that is specially designed for individual teacher needs and support. The District Leadership Team (DLT), the Building Leadership Team (BLT), and the Teacher Based Teams (TBT), looked at multiple resources and data that included the State Report Card, Ohio's Plan To Raise Literacy, the Ohio Improvement Plan, 11.6 Goals required by our sponsor, Lake Erie West, previous years' NWEA MAP data, Kindergarten Readiness assessment results, iReady data, to identify achievement gaps and areas of concern in Reading. The DLT, BLT & TBT used the data analysis to develop targets and to identify building goals.

Monitoring our goals will occur vertically between teams on an ongoing monthly basis. Pre and Post data from Ohio's Learning Standards will be analyzed in the Teacher Based Teams. The teams will also look at I-Ready data reports from Fall of 2023, 2023-2024 Benchmark and Checkpoint Assessments from Ohio Readiness Portal, NWEA Map scores from 2021,2022 and 2023 along with OST data from two previous years. The BLT will analyze the trends and present the information to TBTs for classroom changes in the instruction. The analysis of this information will be shared with the Building Leadership Team. Any

recommendations will be continuously shared between the two teams. Our monthly meetings will be to inform our District Leadership Team were identifying academic strengths and areas of need lay.

The District Leadership Team is working with the Building Leadership Team to determine necessary resources and a process for allocating these resources at the building level. The District Leadership Team will meet with the Principal and the Assistant Principal/Dean quarterly to go over the identified goals, areas of need, and guidance towards moving forward academically. From those monthly meetings, the District Leadership Team will communicate and collaborate with the Building Leadership Team to discuss specific targeted goals and reevaluate and advise the Teacher Based Teams on guidance on academic achievements.

As the plan moves forward, the District Leadership will provide ongoing professional development to the BLT and TBT to assist in designing focused improvement strategies, structures, and processes that address the achievement gap. The district has identified the following areas of need when assigning teachers to specially designed Professional Development: Dyslexia Pathway, High School Pathway, Data Pathway, Classroom Management Pathway, Evolving Instruction Pathway and Leadership Pathway. Classroom walkthroughs will determine whether stakeholders are using the tools and resources they gain from their specific Professional Development. Written feedback is provided to teachers at the conclusion of each walkthrough which includes areas of refinement and areas of reinforcement. Ongoing monitoring of performance will be used to create a foundation for data-driven decision-making and instruction.

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.

Our Reading Achievement Plan is aligned to data gathered from the Ohio School Report Cards, goals from (our sponsor), I-Ready data reports from Fall of 2023, 2023-2024 Benchmark and Checkpoint Assessments from Ohio Readiness Portal, NWEA Map scores from 2021,2022 and 2023 along with OST data from two previous years. Below is a list of common goals which Madison Community Elementary is working towards.

The School, District and State goals align with our school's goals:

Overarching School Goal: “During the 2023-2024 school year, state assessment scores will increase by at least 1 point in the area of Reading/English Language Arts.

During the 2023-2024 school year, the lowest 25% of students will meet or exceed their expected growth goal as determined by the i-Ready Reading Assessment.” Students will practice ownership by formulating high, but attainable goals with their homeroom teachers to meet or exceed their expected growth goal.

During the 2023-2024 school year, 100% of all grade levels will implement the State of Ohio’s 5 Step Process Template for Teacher Based Teams to analyze data and create plans to address achievement gaps within their grade levels.”

Teachers will plan monthly with administrators during the TBTs to narrow achievement gaps and reach the OST and i-Ready testing goals.

The plan to reach these goals in the organized in following ways:

- All students will receive ninety minutes of daily grade level reading and language arts instruction in accordance with the Ohio Learning Standards. Students that have met our Response/Right to Intervention (RTI) due to low achieving skills will have small group instruction to focus on deficiencies in one or more of the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) Each tier of Title Service is leveled. We have students that are on the cusp of understanding the concepts taught, therefore, those students will only be progress monitored. These students are tested every-other week. Tier 1 students receive reading intervention in small groups for 60 minutes a week and are progress monitored every-other week. Tier 2 students receive 90 minutes of intervention a week and are progress monitored every week. Tier 3 students receive 120 minutes of reading intervention per week and are also progress monitored every week. Please see our RTI Flow Chart attached to the appendix.
- A 30-minute intervention period has been designed into the Master Schedule so that students get additional support through an I do, you do, we do, gradual release instructional model.
- Students that are “off track” in grades K - 3rd grade are placed on RIMPS and are progress monitored weekly.
- Our i-Ready District tests are scheduled 3 times during the school year. After testing, our District and Building Leadership Teams will analyze the data to assess areas of strength and deficiencies in all grade levels in Reading.
- Our district has five scheduled Right to Intervention meetings to assess the RIMPS, District assessments and weekly (or bi-weekly) progress monitoring results to determine if students should remain in that specific tier of title services or be moved based on their needs.
- To monitor all goals together, administration will be meeting monthly with our Teacher Based Teams (TBTs) to review progress monitoring results, pre/post assessments and any academic gaps teachers have noticed within the classroom. Collectively, we will share academic needs with title and special education teachers. We will also be

sharing teacher instructional strategies and depth of knowledge with teachers to ensure learning needs are met for every level student within the class.

- Monthly, TBT data will be shared with our BLT. Our BLT will make recommendations on areas of improvement to address academic gaps for our students.
- Monthly, our BLT will share information regarding our academic goals and results with our DLT.

High achievement for ALL students is our expectation and this plan outlines the steps to follow on that pathway to success. The plan calls for reinforcement, encouragement, intervention, Social Emotional support, and data monitoring. The plan will be revisited annually to prompt discussion amongst stakeholders to honor our commitment for students to gain mastery of State English Language Arts standards in the following domains: Reading Comprehension, Reading Information Text, Foundational Skills- Phonics, Vocabulary, and Language.

Recognizing the pivotal role of literacy in liberating future generations from persistent cycles, our district has set a key objective to enhance Reading Achievement. This involves refining teaching methodologies, offering specific interventions, and continuously advancing professional development. Our ongoing endeavors aim to facilitate the execution and oversight of our Reading Achievement Plan.

Through the Ohio Improvement Process, our Teacher-Based Teams are honing their skills in data analysis. These teams convene at least once a week to scrutinize data and strategize instructional approaches. Comprising classroom teachers, reading intervention instructors, instructional paraprofessionals, intervention specialists, literacy coaches, and building leaders, these teams assess diagnostic, benchmark, and formative assessments focusing on various literacy components such as Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Fluency, and Comprehension.

Every educator within K-3, including Teachers, Intervention Specialists, Paraprofessionals, Coaches, and Leaders, undergoes comprehensive training in our iReady Reading Program. This professional learning program, recognized for its impact in multiple states, offers an extensive approach to enhancing reading instruction, diagnosing skill deficits and providing research-based practices and resources for students and teachers.

We continue the process of implementing a systemic approach targeting two main areas: (1) Enhancing Tier 1 instruction in the classroom (2) Utilize the established Response to Intervention System to effectively tackle reading deficiencies among students. We are formalizing an Instructional Framework with literacy as its core, slated for implementation across Reading, Writing and Math. Additionally, we're integrating a system that caters to students' interests while addressing their deficits, that currently shows that students are lagging in expected academic performance and, some are many grade-levels behind their peers. Because we service a population of students that are economically disadvantaged, we have partnered with a local daycare where we have been awarded a grant for our students to receive free before school and after school childcare. This helps our families tremendously as we are able to provide after-school tutoring, extend their school day, and provide parents with extra support at the start and end of each school day.

The spectrum of needs is vast, yet we firmly believe that education, particularly literacy, is the most potent tool for uplifting our community into a future filled with hope, literacy, and success.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

With so many students starting behind grade level, Madison Community Elementary has the following performance results to address in order to raise student achievement.

- *The Kindergarten Readiness Assessment*
- *Ohio's State Test for English language arts assessment for grades 3-8,*
- *K-3 Reading diagnostics (include sub scores by grade level),*
- *The Ohio English Language Proficiency Assessment (OELPA)*
- *The Alternate Assessment for Students with Significant Cognitive Disabilities and*
- *Benchmark assessments, as applicable.*
- *Ohio's State Test for English Language Arts*
- *Ohio's State Test for English Language Arts 2022-2023*

Figure 1 References the 2023-2024 School Year KRA data in that only 23% of students entered Kindergarten Demonstrating Readiness for Kindergarten.

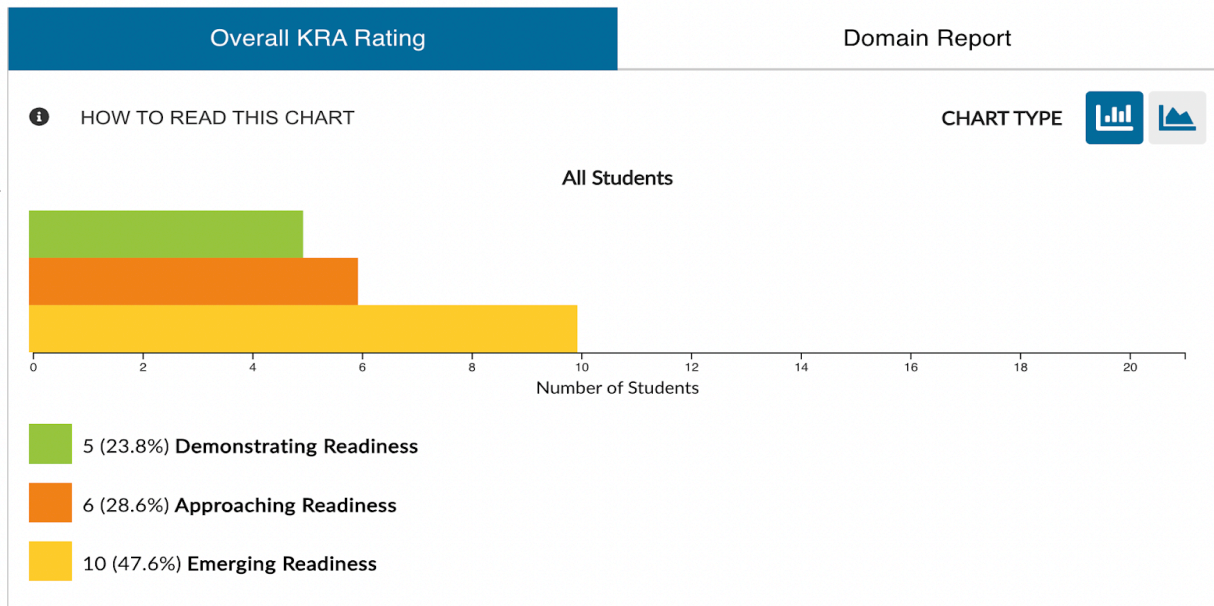


Figure 1. 2023 Madison Community Elementary KRA Assessment Results (Source: <https://ohio.kready.org/>).

In previous years, students entering Kindergarten in 2021-2022, 4.5% demonstrated readiness for kindergarten, and in 2022-2023, 9.5% demonstrated readiness for kindergarten.

Each year the Ohio State Test is administered to students in the Fall and again in the Spring. Figure 2, below, shows that only 4% of 3rd grade students scored proficient in the Fall of 2022, and 22% scored proficient in the in the Spring of 2023.

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution										
3	Fall 2022 (OST)	24	637	<table border="1"> <tr> <td>Percent</td> <td>88%</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>Count</td> <td>21</td> <td>2</td> <td>1</td> </tr> </table>	Percent	88%	8%	4%	Count	21	2	1		
Percent	88%	8%	4%											
Count	21	2	1											
3	Spring 2023 (OST)	23	660	<table border="1"> <tr> <td>Percent</td> <td>65%</td> <td>13%</td> <td>22%</td> </tr> <tr> <td>Count</td> <td>15</td> <td>3</td> <td>5</td> </tr> </table>	Percent	65%	13%	22%	Count	15	3	5		
Percent	65%	13%	22%											
Count	15	3	5											
4	Spring 2023 (OST)	20	659	<table border="1"> <tr> <td>Percent</td> <td>60%</td> <td>30%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>12</td> <td>6</td> <td>1</td> <td>1</td> </tr> </table>	Percent	60%	30%	5%	5%	Count	12	6	1	1
Percent	60%	30%	5%	5%										
Count	12	6	1	1										
5	Spring 2023 (OST)	19	650	<table border="1"> <tr> <td>Percent</td> <td>74%</td> <td>11%</td> <td>11%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>14</td> <td>2</td> <td>2</td> <td>1</td> </tr> </table>	Percent	74%	11%	11%	5%	Count	14	2	2	1
Percent	74%	11%	11%	5%										
Count	14	2	2	1										
6	Spring 2023 (OST)	28	653	<table border="1"> <tr> <td>Percent</td> <td>75%</td> <td>18%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Count</td> <td>21</td> <td>5</td> <td>1</td> <td>1</td> </tr> </table>	Percent	75%	18%	4%	4%	Count	21	5	1	1
Percent	75%	18%	4%	4%										
Count	21	5	1	1										
7	Spring 2023 (OST)	27	673	<table border="1"> <tr> <td>Percent</td> <td>48%</td> <td>37%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Count</td> <td>13</td> <td>10</td> <td>2</td> <td>2</td> </tr> </table>	Percent	48%	37%	7%	7%	Count	13	10	2	2
Percent	48%	37%	7%	7%										
Count	13	10	2	2										
8	Spring 2023 (OST)	17	685	<table border="1"> <tr> <td>Percent</td> <td>35%</td> <td>41%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>Count</td> <td>6</td> <td>7</td> <td>2</td> <td>2</td> </tr> </table>	Percent	35%	41%	12%	12%	Count	6	7	2	2
Percent	35%	41%	12%	12%										
Count	6	7	2	2										

Figure 2. Ohio State Test Results 2022-2023. Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

In the Fall of 2021 only 10% of Madison, 3rd grade students, scored proficient, and in the Spring of 2021, only 15%, of 3rd grade students scored proficient in ELA. Figure 3 below, shows Madison Community Elementary Ohio’s State Test results for English Language Arts 2021-2022

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution												
3	Fall 2021 (OST)	21	643	<table border="1"> <tr> <td>Percent</td> <td>76%</td> <td>14%</td> <td>10%</td> </tr> <tr> <td>Count</td> <td>16</td> <td>3</td> <td>2</td> </tr> </table>	Percent	76%	14%	10%	Count	16	3	2				
Percent	76%	14%	10%													
Count	16	3	2													
3	Spring 2022 (OST)	20	673	<table border="1"> <tr> <td>Percent</td> <td>45%</td> <td>40%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>Count</td> <td>9</td> <td>8</td> <td>1</td> <td>2</td> </tr> </table>	Percent	45%	40%	5%	10%	Count	9	8	1	2		
Percent	45%	40%	5%	10%												
Count	9	8	1	2												
4	Spring 2022 (OST)	22	661	<table border="1"> <tr> <td>Percent</td> <td>64%</td> <td>23%</td> <td>5%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>14</td> <td>5</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table>	Percent	64%	23%	5%	5%	5%	Count	14	5	1	1	1
Percent	64%	23%	5%	5%	5%											
Count	14	5	1	1	1											
5	Spring 2022 (OST)	31	668	<table border="1"> <tr> <td>Percent</td> <td>58%</td> <td>29%</td> <td>6%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>Count</td> <td>18</td> <td>9</td> <td>2</td> <td>1</td> <td>1</td> </tr> </table>	Percent	58%	29%	6%	3%	3%	Count	18	9	2	1	1
Percent	58%	29%	6%	3%	3%											
Count	18	9	2	1	1											
6	Spring 2022 (OST)	34	656	<table border="1"> <tr> <td>Percent</td> <td>74%</td> <td>18%</td> <td>6%</td> <td>3%</td> </tr> <tr> <td>Count</td> <td>25</td> <td>6</td> <td>2</td> <td>1</td> </tr> </table>	Percent	74%	18%	6%	3%	Count	25	6	2	1		
Percent	74%	18%	6%	3%												
Count	25	6	2	1												
7	Spring 2022 (OST)	19	680	<table border="1"> <tr> <td>Percent</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Count</td> <td>5</td> <td>9</td> <td>5</td> </tr> </table>	Percent	26%	47%	26%	Count	5	9	5				
Percent	26%	47%	26%													
Count	5	9	5													
8	Spring 2022 (OST)	22	675	<table border="1"> <tr> <td>Percent</td> <td>59%</td> <td>23%</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>13</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	Percent	59%	23%	14%	5%	Count	13	5	3	1		
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Figure 3. Ohio State Test Results 2021-2022. Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

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

In an effort to track student performance and provide intervention and data driven instruction, student diagnostic tests are administered three times per year. Teachers then utilize this data to drive instruction. Figure 4 below, outlines NWEA MAP diagnostic Reading scores for school years 2021-2023. These scores were used to identify instructional performance.

Growth: Reading K-2 OH 2017
OH Learning Standards Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance							
						Foundational Skills		Language and Writing		Literature and Informational		Vocabulary Use and Functions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	K	22	144.0	7.9	144	139.1	10.8	144.5	8.7	146.0	11.1	146.1	9.2
Winter 2022-2023	K	23	140.9	7.3	141	141.3	6.5	140.1	9.8	143.0	11.6	139.0	9.7
Fall 2022-2023	K	22	134.0	5.6	134	126.5	8.9	135.6	8.6	138.2	10.9	135.0	6.2
Spring 2021-2022	K	22	148.7	10.7	146	147.1	12.6	147.4	12.0	148.5	12.2	151.5	13.0
Winter 2021-2022	K	20	139.0	10.6	138	138.7	11.7	138.8	11.2	138.9	12.7	139.4	14.7
Fall 2021-2022	K	22	135.1	6.0	135	129.8	8.7	137.4	7.2	136.9	7.9	136.5	10.2

NWEA MAP: Reading Growth (K-2) with subscores – 1st Grade Fall 2021 to Spring 2023

Growth: Reading K-2 OH 2017
OH Learning Standards Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance							
						Foundational Skills		Language and Writing		Literature and Informational		Vocabulary Use and Functions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	1	26	156.6	14.6	156	156.0	14.8	155.6	15.6	157.0	16.7	157.5	16.8
Winter 2022-2023	1	26	154.1	12.6	151	152.9	12.6	155.7	14.2	155.0	15.8	152.2	14.6
Fall 2022-2023	1	27	145.8	13.0	144	144.9	13.0	146.6	15.6	146.0	16.6	145.9	15.4
Spring 2021-2022	1	22	154.6	9.4	157	151.7	13.2	155.2	8.2	156.5	12.2	155.5	12.0
Winter 2021-2022	1	20	149.7	7.6	150	145.6	10.5	148.8	8.7	153.8	10.8	150.5	10.1
Fall 2021-2022	1	22	143.3	7.3	142	138.1	10.4	144.2	8.3	144.6	11.3	145.7	11.7

NWEA MAP: Reading Growth (K-2) with subscores – 2nd Grade Fall 2021 to Spring 2023

Growth: Reading K-2 OH 2017
OH Learning Standards Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance							
						Foundational Skills		Language and Writing		Literature and Informational		Vocabulary Use and Functions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	2	20	170.6	13.6	170	167.8	12.9	168.2	16.2	171.2	18.7	175.1	17.1
Winter 2022-2023	2	20	166.2	11.7	170	163.1	12.8	165.3	15.6	169.9	11.5	166.9	13.8
Fall 2022-2023	2	21	159.2	11.2	157	157.3	13.2	159.1	11.9	160.3	17.0	160.1	14.8
Spring 2021-2022	2	21	175.1	8.9	175	171.2	14.2	174.9	10.1	178.5	7.7	175.5	9.3
Winter 2021-2022	2	23	166.1	9.7	166	163.3	8.7	166.5	12.6	168.9	11.0	166.2	12.6
Fall 2021-2022	2	25	157.8	9.1	158	157.2	10.6	155.5	10.4	157.9	10.5	160.2	12.7

NWEA MAP: Reading Growth (3-5) with subscores – 3rd grade Fall 2021 to Spring 2023

Growth: Reading 2-5 OH 2017
OH Learning Standards Language Arts: 2017

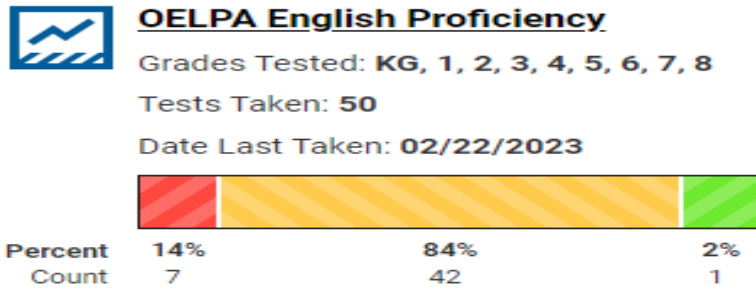
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance									
						Literary Text: Key Ideas and Details		Literary Text: Language, Craft, and Structure		Informational Text: Key Ideas and Details		Informational Text: Language, Craft, and Structure		Vocabulary: Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	3	23	179.3	15.6	185	179.9	18.1	180.5	14.7	179.1	15.8	178.0	19.2	179.5	18.5
Winter 2022-2023	3	21	174.5	15.6	175	178.5	16.1	173.4	15.7	173.0	19.6	173.1	17.4	174.1	17.0
Fall 2022-2023	3	22	171.6	12.6	167	174.9	13.7	170.5	14.3	170.3	14.1	171.5	14.9	171.2	15.2
Spring 2021-2022	3	20	183.4	16.6	187	186.4	20.5	182.1	14.6	181.4	19.5	184.0	19.3	184.4	17.5
Winter 2021-2022	3	22	176.0	17.7	177	176.3	19.0	175.6	20.2	178.3	18.7	175.0	18.7	175.3	17.5
Fall 2021-2022	3	23	171.2	16.1	168	174.0	18.7	170.6	15.2	169.2	19.2	170.1	16.5	172.3	17.3

Figure 4. NWEA MAP: Reading Growth (K-3) with subscores –Fall 2021 to Spring 2023.

(<https://sso.mapnwea.org/auth/login>).

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

At Madison Community Elementary we have 76% Minority enrollment, 44% Hispanic, 25% Black or African American, 23% white, and 7% two or more races. The Ohio English Language Proficiency Assessment (OELPA) allows up to measure students' language proficiency and determine with students need English Language support and intervention services. Figures 5 outlines OELPA results for the 2022-2023 school year, only 2% of students scored proficient and Figure 6 outlines OELPA results for the 2021-2022 school year, where 0% of ELL students scored proficient. The OELPA has not yet been administered for the 2023-2024 school year.



Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
KG	Spring 2023 (OELPA)	11	5269	Percent: 18% (2), 82% (9)	02/15/2023
1	Spring 2023 (OELPA)	6	5089	Percent: 17% (1), 67% (4), 17% (1)	02/14/2023
2	Spring 2023 (OELPA)	6	4782	Percent: 17% (1), 83% (5)	02/17/2023
3	Spring 2023 (OELPA)	5	5600	Percent: 100% (5)	02/14/2023
4	Spring 2023 (OELPA)	4	4887	Percent: 100% (4)	02/15/2023
5	Spring 2023 (OELPA)	3	5062	Percent: 67% (2), 33% (1)	02/14/2023
6	Spring 2023 (OELPA)	11	4974	Percent: 100% (11)	02/22/2023
7	Spring 2023 (OELPA)	3	4850	Percent: 33% (1), 67% (2)	02/13/2023
8	Spring 2023 (OELPA)	1	5955	Percent: 100% (1)	02/15/2023

Figure 5. The Ohio English Language Proficiency Assessment (OELPA) - 2022-2023. Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

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



OELPA English Proficiency

Grades Tested: KG, 1, 2, 3, 4, 5, 6, 7, 8

Tests Taken: 44

Date Last Taken: 03/21/2022



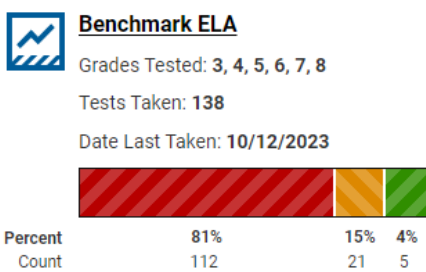
Percent	11%	89%
Count	5	39

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
KG	Spring 2022 (OELPA)	6	5259	 Percent: 33% 67% Count: 2 4	03/07/2022
1	Spring 2022 (OELPA)	8	4825	 Percent: 13% 88% Count: 1 7	03/21/2022
2	Spring 2022 (OELPA)	4	5332	 Percent: 100% Count: 4	02/28/2022
3	Spring 2022 (OELPA)	4	5169	 Percent: 100% Count: 4	03/10/2022
4	Spring 2022 (OELPA)	3	4991	 Percent: 100% Count: 3	03/03/2022
5	Spring 2022 (OELPA)	12	4997	 Percent: 8% 92% Count: 1 11	03/10/2022
6	Spring 2022 (OELPA)	3	5008	 Percent: 100% Count: 3	03/03/2022
7	Spring 2022 (OELPA)	1	5781	 Percent: 100% Count: 1	03/03/2022
8	Spring 2022 (OELPA)	3	4772	 Percent: 33% 67% Count: 1 2	03/03/2022

Figure 6. The Ohio English Language Proficiency Assessment (OELPA) - 2021-2022. Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

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

Benchmark tests closely resemble Ohio’s State Tests in length and structure. These machine-scored assessments mirror the state tests, ensuring quick access to results for teachers. By aligning with Ohio’s State Tests, the results are presented using familiar measures like performance levels and reported through the Centralized Reporting System. Madison plans to use these tools as they are available to aid teachers in interpreting and applying this data, including resources tailored to each benchmark test, offering instructional strategies, content details, and learning activities. Another tool teachers are encouraged to use is checkpoint assessments. They contain six to ten items per category, allowing for diverse evaluations within each reporting category. These items vary in difficulty and cover a broad spectrum of Ohio’s Learning Standards for the respective category. While mostly machine-scored, these assessments will provide raw scores (the number of correct items) in the Centralized Reporting System. As part of the local assessment system, these checkpoints contribute to understanding students’ knowledge and performance within specific reporting categories, complementing informal and formative assessments. Figures 7 and 8 below show Madison student results for the 2023-2024 school year, and the 2022-2023 school year respectively. The 2023-2024 school year shows 0% of students earned a score of proficient on the fall administration. The 2022-2023 school year shows only 2% scoring proficient on the winter post assessment administration.



Grade	Average Scale Score	Limited		Basic		Proficient		Accomplished		Advanced	
		#	%	#	%	#	%	#	%	#	%
3	636	18	90%	2	10%	0	0%	0	0%	0	0%
4	648	16	76%	5	24%	0	0%	0	0%	0	0%
5	630	20	80%	4	16%	1	4%	0	0%	0	0%
6	646	20	77%	5	19%	1	4%	0	0%	0	0%
7	642	24	80%	5	17%	1	3%	0	0%	0	0%
8	653	19	86%	1	5%	2	9%	0	0%	0	0%

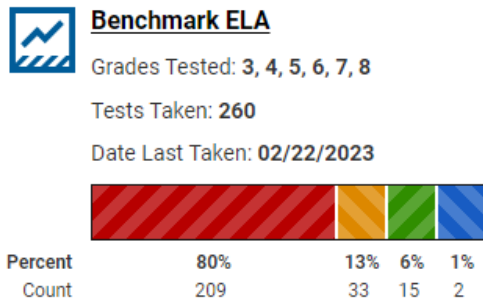


Figure 7. Ohio Department of Education: Readiness Assessment – Benchmark ELA – Fall 2023 + Winter 2023 (2023-2024). Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

Grade	Average Scale Score	Limited		Basic		Proficient		Accomplished		Advanced	
		#	%	#	%	#	%	#	%	#	%
3											
4	667	10	50%	6	30%	3	15%	1	5%	0	0%
5	642	14	74%	3	16%	1	5%	1	5%	0	0%
6	639	24	89%	1	4%	2	7%	0	0%	0	0%
7	646	19	73%	6	23%	1	4%	0	0%	0	0%
8	662	19	88%	1	6%	1	6%	0	0%	0	0%

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

Grade	Average Scale Score	Limited		Basic		Proficient		Accomplished		Advanced	
		#	%	#	%	#	%	#	%	#	%
3	622	42	95%	1	2%	1	2%	0	0%	0	0%
4	662	12	60%	6	30%	2	10%	0	0%	0	0%
5	643	14	78%	3	17%	1	6%	0	0%	0	0%
6	632	26	93%	2	7%	0	0%	0	0%	0	0%
7	645	19	79%	3	13%	2	8%	0	0%	0	0%
8	661	15	88%	1	6%	1	6%	0	0%	0	0%

Figure 8. Ohio Department of Education: Readiness Assessment – Winter Benchmark ELA Post-Instruction (2022-2023) - note – Grade 3 Assessment taken by both 2nd and 3rd grade students. Ohio Department of Education. (<https://cloud.reporting.cambiumast.com>)

At the start of the 2023-2024 school year, student performance results show us that many of our students qualify for a Reading Improvement Plan (RIMP). Figure 9 below shows the number of students on RIMPs spanning from the 2021-2022 school year to 2023-2024 school year. In 2023, 39% of kindergarten students were on RIMP's, 88% of 1st graders, 68% of 2nd graders, 78% of 3rd graders, and due to the large amount of 3rd graders on a RIMP in the prior year, we had to add the 4th graders to RIMPs as well ending up with 30% of 2023-2024 school year's 4th graders on RIMPs. We know that every moment of reading instruction and engagement with text matters and giving students more reading instructional time over the summer months could help save some of students between their Kindergarten and first grade year.

School Year	Grade	Percentage of students on a RIMP
2021-2022	KG	68%
	1st	54%
	2nd	66%
	3rd	72%
2022-2023	KG	13%
	1st	59%
	2nd	48%
	3rd	100%
2023-2024	KG	39%
	1st	88%
	2nd	68%
	3rd	78%
	4th	30%

Figure 9. Madison Community Elementary Student Reading Improvement Plan Data (2021-2023).

When given the Reading iReady diagnostic test in September of 2023, Figure 10 below shows, 94% of our student population scored off track as they are struggling with reading. Drilling down to grade three specific data, Figure 11 shows that currently 89% of third grade students are not on track to pass the state ELA OST test and are at risk of being retained.

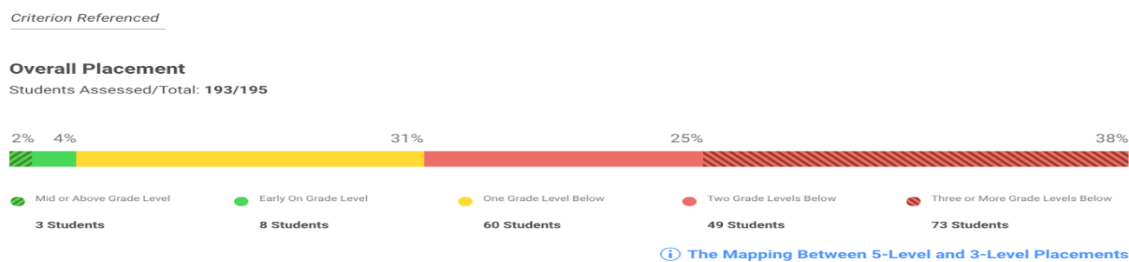


Figure 10. Madison Community Elementary 2023-2024 iReady Diagnostic results. (Source: <https://login.i-ready.com/educator/reports/school/diagnostic/results/reading/>)

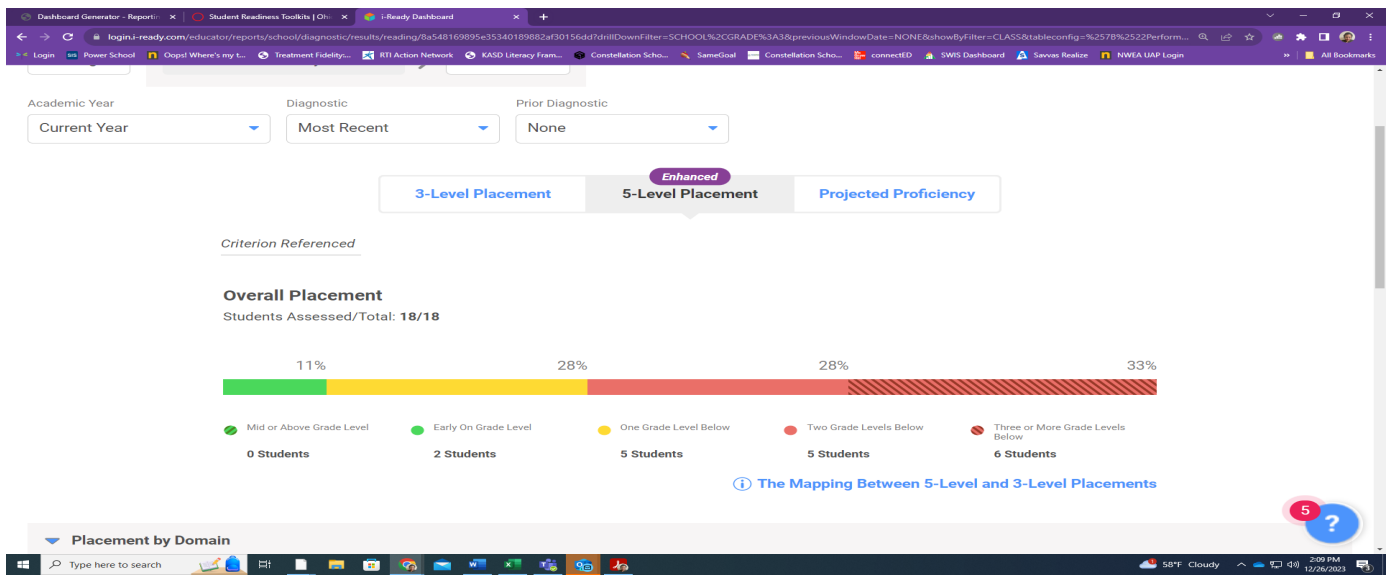


Figure 11. Madison Community Elementary 3rd grade, 2023-2024 iReady Diagnostic results. (Source: <https://login.i-ready.com/educator/reports/school/diagnostic/results/reading/>).

As noted on our most recent local school report card (2021-2022 school year), the district met (2) out of (5) indicators. We believe that parental involvement and a strong parent education continuum model can help us in the effort of raising overall student achievement. Although we have pacing guides and curriculum maps in ELA for all grade levels, we need to spend time making sure our instruction matches the rigor of the Ohio Learning Standards. We have not been able to spend enough time collaborating to vertically align our work either. We need to provide specific, ongoing, embedded professional development to complete this work and provide all staff with a common understanding of the language and literacy continuum.

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.

Madison Community Elementary School has multiple factors impacting reading scores beyond just what happens in the classroom. Some of our students are homeless, some lack exposure to reading, writing, or books as toddlers. Many of our families are economically disadvantaged as we are a school that offers 100% free and reduced lunch. We have had tremendous staff turn over the last 3 school years. Since the 2021-2022 school year there has been 3 new administrators, which has caused an inconsistency in leadership, a lack of vision, and ultimately a lack of trust amongst staff, students and parents. Student behaviors have been unstable, requiring nonexistent social emotional support and unpredictable and illogical discipline strategies. There has been a lack of consistent special education staff and support for students causing disorganized files and lack of quality specifically designed student instruction.

Finding licensed, certified, experienced teachers has become an arduous task over the last two school years (2021-2024). The district has posted open job positions, offered tuition reimbursement, and comprehensive benefits package to attract qualified professionals, but has been unsuccessful. This has left the school to turn to staffing agencies, hiring temporary substitutes, and to take on staff members with little or no experience, credentials or expertise in the field of education. With an employee revolving door, it has made it challenging to build a positive school culture or to build strong teams. With a high percentage of staff turnover, new employees constantly need to be trained at various times in the school year which causes a lack of fidelity in the way staff are trained and onboarded. As employees come and go midyear, the need for support is vast, so new teachers have often been thrown into teaching positions with little training. There is no specific, identified, curriculum training when new staff join the district outside of the beginning of the year curriculum training and preparation.

Once the school year is in full swing, any positions that are left unfilled are covered by substitutes until we are able to find someone that is willing to commit to the school year, and the children. Teachers hired mid-year are expected to teach themselves the intricacies of their curriculum. Although we have pacing guides and curriculum maps in ELA for all grade levels, inexperienced teachers need extensive support making sure their instruction matches the rigor of the Ohio Learning Standards. We have not been able to spend enough time collaborating to vertically align our work. Our workday schedule only allows for 15 minutes of teacher collaboration time in the morning (if everyone arrives on time), and 15 minutes of collaboration time after school (this time is usually interrupted with late parent pick-ups at dismissal time).

We need to provide specific, ongoing, embedded professional development to complete this work and provide all staff with a common understanding of the language and literacy continuum. Each of these elements plays a role in shaping a student's learning environment and their ability to excel academically. Addressing these concerns requires a comprehensive approach involving various stakeholders, from educators and administrators to policymakers and community members.

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.

Part C Please consider the root cause. Here are some possible root causes:

The following chart (Figure 12, below), outlines Constellation Schools: Madison Community Elementary’s analysis of the data that was determined to be factors that contribute to low reading achievement:

Data	Figure 12: Results and Contributing Factors to Low Achievement			
2022-2023 School Year- Teacher Turn Over and attendance	Teacher Employer	Grade level	Attendance	Status
	<i>Constellation Schools</i>	<i>KG</i>	35 days absent	Resigned at the end of the 2022-2023 School year leaving the position filled by a substitute
	<i>Constellation Schools</i>	<i>Title 1</i>	Transferred to another school in-network after 1 day at Madison Elementary	The position is filled by a substitute
	<i>Constellation Schools</i>	<i>Math/Science grades 7&8</i>	14 days absent	Resigned at the end of the school year. Reported teaching was not for him.
	<i>Constellation Schools</i>	<i>ELA grades 5&6</i>	9 days absent	Resigned at the end of the school year to go to a public school district, leaving a substitute in that position for the 2023-2024 school year.
	<i>Constellation Schools</i>	<i>ELA grades 6&7</i>	7 days absent	Resigned at the end of the school year to go to a public school district, leaving a substitute in that position for the 2023-2024 school year.
	<i>Constellation Schools</i>	<i>PE</i>	11 days absent	Resigned at the end of the school year to go to a public school district, leaving a substitute in that position for the 2023-2024 school year.
	<i>Constellation Schools</i>	<i>School Counselor/SEL</i>	16 days absent	Resigned at the end of the year. Reported that the job was too difficult for her.
	<i>Constellation Schools</i>	<i>Intervention Specialist</i>	11days absent	Resigned at the end of the year leaving a substitute in that position for the 2023-2024 school year. Reported that the job was too difficult for her.
	<i>Constellation Schools</i>	<i>Paraprofessional</i>	58 days absent	Retired at the end of the school year, leaving a substitute in the position for the 2023-2024 school year.
<i>Constellation Schools</i>	<i>Intervention Specialist</i>	Never started due to her feeling the neighborhood is	Resulted in a virtual intervention specialist for the 2023-2024 school year.	

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

			somewhere she did not want to be in.	
	<i>Constellation Schools</i>	<i>Teacher SEL/Martial Arts</i>	Worked 3 days then resigned	Reported that teaching was not for him.
	<i>Constellation Schools</i>	<i>Academic Coach</i>	Resigned 10/7/22	No academic coach to replace her for the 2022-2023 school year.
	<i>Constellation Schools</i>	<i>3rd Grade Teacher</i>	12 Days absent	Resigned in November of 2023 leaving a substitute in the class for the 2022-2023 and 2024 school years. Unable to fill with a licensed teacher.
	<i>Agency-Birch</i>	<i>ELL Teacher</i>	3 days absent	Resigned at the end of the school 2022-2023 school year due to reported personal reasons, leaving the position open for the 2023-2024 school year.
	<i>Agency-Maxim</i>	<i>Middle School Math and Science</i>	7 days absent (Only Worked from 12/2022-2/2023)	Resigned after 2 months leaving position open and filled by substitute for the 2022-2023 school year.
	<i>Agency-Birch</i>	<i>Middle School Math and Science</i>	(Only worked from 3/10/23-3/17/23)	Resigned after working 1 week, leaving position open and filled by substitute for the 2022-2023 school year.
2023-2024 School Year-Teacher Turn Over and attendance	Teacher Name	Grade level	Attendance	Status
	<i>Agency-Maxim</i>	<i>ELA Grades 5-8</i>	8 days absent (Only worked from 8/16/23-9/28/23)	Resigned after 1 month reporting that she could not do the job, leaving the position filled with substitutes for the 2023-2024 school year.
	<i>Agency-Maxim</i>	<i>ELA Grades 5-8</i>	2 days absent (Only worked from 10/30/23-11/5/2023)	Resigned after one week leaving the position filled by a substitute for 2023-2024 school year.
	<i>Agency-Maxim</i>	<i>2nd Grade Teacher</i>	Resigned after 2 days with students 8/23-8/25/23)	No call, no show, no communication from employee. This has left the position filled by a substitute for the 2023-2024 school year. 2
2022-2024 School Year Poor alignment of curriculum and lack of training for new teachers.	<p>At the start of every school year, teachers are trained on curriculum utilization and alignment before students begin the school year. As turnover occurs, new hires do not receive the curriculum training they may need as the school year is already in session. Any new teacher starting after the 1st day of school for students will miss the formal beginning of the year training.</p> <p><i>2021-2022 School Year Opening School Training Days for teachers</i> August 17, 2021- September 1st 2021</p> <p>1st Day of School for Students September 6th, 2021</p> <p><i>2022-2023 School Year Opening Training Days for teachers</i> August 17th 2022-September 1st, 2022</p>			

	<p>1st Day of School for Students September 6th, 2022 <i>August 9th , 2023- Aug 22nd , 2023</i></p> <p>1st Day of school for Students August 23, 2023</p> <p>The contracted start and end time does not allow sufficient time in the day for cross-curriculum, teacher-based teams, curriculum alignment or vertical planning. Teachers have been contracted to arrive and leave 15 minutes before students arrive and 15 minutes after students leave.</p> <p>Current School Bell Schedule:</p> <ul style="list-style-type: none"> • Teacher Start time 7:45 am • School Hours: 8:00 am – 3:30 pm • Dismissal Procedures: Yellow School Bus Riders and Daycare Bus Riders prepare to leave at 3:15 pm Walkers dismissed at 3:25 pm Car line begins at 3:30 pm • Teacher end time 3:45 pm.
<p>2022-2024 School Year Lack of intervention supports to student specific need</p>	<p>When the school is short staffed, the support staff, the Principal and Dean are forced to cover classes. Due to chronic teacher absenteeism or the fact teachers are not licensed leaves us with a lack of consistent intervention and supports for students with specific needs.</p> <p>*See staff attendance and resignation in the attendance chart above</p>
<p>2022-2024 Non-Licensed Staff</p>	<p>During the 2022-2023 school year, at least 50% of staff were non-licensed and operating on a temporary substitute license. During the 2023-2024 school year, at least 77% of staff were operating on a temporary substitute license.</p> <p>Due to the inexperience of staff, there has been a lack of collaboration and co-teaching. New staff members do not have the training, time, or opportunity in the school day to collaborate with their peers.</p> <p>Specially designed professional development has been outlined for staff to address these deficits, but the effects of these issues is apparent in the academic achievement scores of our students.</p>
<p>2022-2024 Instruction is not aligned to the Science of Reading</p>	<p>In order to change reading instruction and curriculum it takes buy in from staff. It takes training and consistency. Staff, leadership and other stakeholders have to be ready to make a selection or adoption of new Science of Reading Curriculum, and there must be time to train them for the change. The key to implementing the Science of Reading in everyday instruction requires a comprehensive plan, continued professional development, and clear communication and support for staff.</p> <p>Madison Community Elementary list of currently curriculum:</p>

Constellation Schools Core and Supplemental Curriculum Programs

Core	Supplemental
English Language Arts	English Language Arts
Reading Street (K-3) <i>Teachers have digital access</i>	Reading A-Z & RazKids (K-3) Storyworks Jr. (3) <i>(Teachers and students have digital access)</i>
	Scholastic Magazine <i>(Teachers and students have digital access)</i> Let's Find Out (K) <i>(Teachers and students have digital access)</i> Scholastic News (1-3) <i>(Teachers and students have digital access)</i>
	Foundations A-Z (K-1) <i>(Teachers and students have digital access)</i>
Trophies Storyworks & Trade Books (4-6)	IXL (K-8) <i>(Teachers and students have digital access)</i> Newsela (3-8) <i>(Teachers and students have digital access)</i>
Holt Elements of Literature (6-8) Trade Books	

**2022-2024
Lack of a structured, discipline tiered level of support system (PBIS, restorative justice, Social Emotional Learning Support Framework)**

Year(s)	2021 - 2022		2022 - 2023		2023-2024	
GOAL	K-3	0	K-3	0	K-3	0
	4-8	0	4-8	92	4-8	75
ACTUAL	K-3	0	K-3	0	0	TBD
	4-8	93	4-8	76	4-8	TBD

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

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

The School, District and State goals align with our school's goals:

Overarching School Goal: By the end of the 2023-2024 school year, Grade K-3 State assessment scores will increase by at least 1 point in the area of Reading/English Language Arts as measured by the iReady diagnostic assessment and/or the Ohio State Test (OST).

By May of the 2023-2024 school year, the lowest 25% of students will meet or exceed their expected growth goal as determined by the i-Ready Reading Assessment. Students will practice ownership by formulating high, but attainable goals with their homeroom teachers to meet or exceed their expected growth goal.

During the 2023-2024 school year, 100% of all grade levels will implement the State of Ohio's 5 Step Process Template for Teacher Based Teams to analyze data and create plans to address achievement gaps within their grade levels." Teachers will plan monthly with administrators during the TBTs to narrow achievement gaps and reach the OST and i-Ready testing goals.

The plan to reach these goals is organized in following ways:

- All students will receive ninety minutes of daily grade level reading and language arts instruction in accordance with the Ohio Learning Standards. Students that have met our Response/Right to Intervention (RTI) due to low achieving skills will have small group instruction to focus on deficiencies in one or more of the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) Each tier of Title Service is leveled. We have students that are on the cusp of understanding the concepts taught, therefore, those students will only be progress monitored. These students are tested every-other week. Tier 1 students receive reading intervention in small groups for 60 minutes a week and are progress monitored every-other week. Tier 2 students receive 90 minutes of intervention a week and are progress monitored every week. Tier 3 students receive 120 minutes of reading intervention per week and are also progress monitored every week. Please see our RTI Flow Chart attached to the appendix.
- A 30-minute intervention period has been designed into the Master Schedule so that students get additional support through an I do, you do, we do, gradual release instructional model.
- Students that are "off track" in grades K - 3rd grade are placed on RIMPS and are progress monitored weekly.
- Our i-Ready District tests are scheduled 3 times during the school year. After testing, our District and Building Leadership Teams will analyze the data to assess areas of strength and deficiencies in all grade levels in Reading.
- Our district has five scheduled Right to Intervention meetings to assess the RIMPS, District assessments and weekly (or bi-weekly) progress monitoring results to determine if students should remain in that specific tier of title services or be moved based on their needs.
- To monitor all goals together, administration will be meeting monthly with our Teacher Based Teams (TBTs) to review progress monitoring results, pre/post assessments and any academic gaps teachers have noticed within the classroom. Collectively, we will share academic needs with title and special education teachers. We will also be sharing teacher instructional strategies and depth of knowledge with teachers to ensure learning needs are met for every level student within the class.
- Monthly, TBT data will be shared with our BLT. Our BLT will make recommendations on areas of improvement to address academic gaps for our students.
- Monthly, our BLT will share information regarding our academic goals and results with our DLT.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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

Goal # 1 Action Map

Goal Statement: By the end of the 2023-2024 school year, Grade K-3 State assessment scores will increase by at least 1 point in the area of Reading/English Language Arts as measured by the iReady diagnostic assessment and/or the Ohio State Test (OST).

Evidence-Based Strategy or Strategies: Staff will use Structured Literacy instruction that includes these multiple specific principles: explicit, systematic, cumulative, diagnostic, and responsive instruction. These principles encompass the science of reading and should all be implemented when teaching reading at Madison.

Explicit: New concepts are explained directly and clearly by the teacher, followed by guided practice. After receiving instruction and practice, students apply each new concept to reading and writing words under the direct supervision of their teacher. Educators should provide immediate feedback and guidance, and make sure they correct any mistakes as they come up. One key aspect of this principle is remembering students should never be expected to intuitively learn new concepts simply through exposure—all concepts should be taught directly.

Systematic and cumulative: Language concepts should be taught systematically, meaning the teacher explains how each element fits into the whole. Instruction should follow a planned scope and sequence of skills that progress from easier to more difficult. Each concept should build on top of the previous one. Ultimately, the goal of systematic and cumulative teaching is the automatic and fluent application of language knowledge to reading for meaning.

Diagnostic and Responsive: Teachers should use student response patterns to inform and adjust the lesson’s pacing, presentation, and amount of practice given within the lesson framework. Student progress should also be monitored through observation and short assessments that measure retention of what has been taught.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Building-level administration will prioritize professional development on the Science of Reading as the focus so that teachers have the support needed to embrace changes, reflect upon the practices and challenges they encounter with reading instruction and provide time for collaboration and implementation of instruction that is aligned to scientific evidence.	Staff will use Structured Literacy instruction that includes these multiple specific principles: explicit, systematic, cumulative, diagnostic, and responsive instruction. These principles encompass the science of reading and should all be implemented when teaching grades K-4 reading at Madison. All K-4 teachers will complete Science of Reading and Dyslexia Training to become educated in how to move to instructional strategies that encompass the Science of Reading and service all students regardless of ability.	Teacher-based teams will meet monthly to review student performance data from short-cycle assessments, student responses, and student work samples. Learners who are not progressing towards the goal will receive increased and targeted intervention, through additional coursework, targeting literacy interventions, and consistent exposure to evidence-based instructional strategies across all grades and content areas. Teachers of learners who are not progressing towards the goal will receive increased support from Instructional Coaches. Additional professional development will also be afforded to staff around

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

			<p>embedded Administrative Staff, BLT, DLT</p> <p>Teams who are not meeting the goal of implementing evidence-based literacy strategies will receive increased time to work with the administrative evaluators and/or instructional coaches.</p> <p>DLT will work with administrators as they assist any struggling teams in their respective buildings.</p>
Timeline	Winter 2024 to Spring 2025	Winter 2024 to Winter 2025	Winter 2024 to Winter 2025
Lead Person(s)	Building-level administrators Academic Coach	Building-level administrators Academic Coach Curriculum Director	Teacher Based Teams, Instructional Coaches, Curriculum Director Admin Team
Resources Needed	Science of Reading Defining Guide	Curriculum that utilizes research-based materials, interventions, and strategies aligned with Ohio’s Learning Standards and effective literacy instruction practices aligned with The Science of Reading. Training Modules Training Agendas	Walkthrough Form Feedback Tool. Allocated meeting time for principal and instructional coach at least one per week. Instructional coaching schedule with Allocated time with teachers for one/one meetings to analyze data and implementation of tiered teacher support from coaches. Supplemental instructional material to use during teacher meetings for teachers that need extra curriculum support.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will receive professional development including how to implement the program with fidelity. The use of supplemental resources, such as decodable texts and spelling lists/ vocabulary words, will be included as supplemental material for the teachers to access. The literacy block will be designed specifically to reflect time for reading decodable texts, time for skill-	Teachers of learners who are not progressing towards the goal will receive increased support from Instructional Coaches. Additional professional development will also be afforded to staff around embedded literacy instruction. This approach ensures that each concept builds upon the previous one, leading to automatic and fluent application of	Learners who are not progressing towards the goal will receive increased and targeted intervention, through additional coursework, targeting literacy interventions, and consistent exposure to evidence-based instructional strategies across all grades and content areas. Teacher planning periods will be used to create one on one meeting time with administration and academic coaches on a weekly basis to review lesson plans, model

	Action Step 1	Action Step 2	Action Step 3
	<p>aligned spelling words and vocabulary, and time to include explicit instruction.</p> <p>Teachers will be trained in the Science of Reading. By systematically organizing and building upon language concepts, educators will be expected to implement a structured progression from simpler to more complex skills.</p>	<p>knowledge in reading and comprehension.</p> <p>Diagnostic and Responsive Teaching will be modeled and expected in each classroom.</p> <p>Teachers will be expected to continuously assess student responses and progress. They adjust the pace, presentation, and practice within their lessons based on these observations. This approach allows for personalized instruction tailored to the needs of individual students, ensuring that lessons are responsive to their learning styles and abilities.</p> <p>These principles collectively establish a robust framework for effective language instruction, fostering a supportive and engaging learning environment.</p>	<p>implementation, and support each phase of the teacher’s learning process.</p>
Measure of Success	<p>Classroom Walkthroughs will be recorded by administration, coaches, and district administration.</p>	<p>Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring of 2025.</p>	<p>iReady Scores for Winter 2024, Spring 2024, Fall 2024 and Winter 2025, Spring 2025</p> <p>OST Exams (Spring 2024 and 2025)</p> <p>Formative assessment data gathered at the classroom level (ongoing)</p> <p>diagnostic data gathered from each of the 3 diagnostic assessments (ongoing as needed).</p> <p>Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring of 2025.</p>
Description of Funding	<p>General Fund, Title 1 Funding</p>	<p>General Fund, Title 1 Funding</p>	<p>General Fund, Title 1 Funding</p>

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	<p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p> <p>Quarterly: Principals and Teachers will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home.</p> <p>Monthly: PBIS student recognition assemblies will be held. Students that make academic progress will receive awards and recognition certificates to take home to their parents. Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p>	<p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p>	<p>Weekly: Meetings with administration</p> <p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p> <p>Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p> <p>Quarterly: Principals and Teachers will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home.</p>

Goal # 2 Action Map

Goal Statement: By May of the 2023-2024 school year, the lowest 25% of students in grades K-3 will meet or exceed their expected growth goal as determined by the i-Ready Reading Assessment.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction (Heggerty and Sight Words According to Science of Reading), and Reading Comprehension strategies to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in the students Reading Improvement and Monitoring Plans (RIMPS). Build Background knowledge and comprehension through the use of thematic, grade level and higher text sets (Pearson Reading Street and RAZ Kids, Reading A-Z).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Teachers of grades K-3 will implement Heggerty curriculum and Sight words According to the Science of Reading, daily in the classroom as outlined in the Literacy Block for Tier 1 Instruction.</p> <p>Teachers will ensure implementation of the district adopted phonological awareness curriculum is reflected in their weekly lesson plans. Teachers, Title 1 teachers, and educational assistants will implement explicit instruction for phonological awareness for students needing Tier 2 and Tier 3 interventions in this area as identified by our RtI screening and informal diagnostic data which will inform RIMPS. Principals, instructional coaches and preschool supervisors will provide effective feedback to staff on the implementation of phonological and phonemic awareness activities.</p>	<p>Teachers in grades K-3 will implement explicit and systematic phonics instruction with connected decodable text to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention. Students that do not make adequate progress will be placed on a Reading Improvement Monitoring Plan (RIMP). Once placed on a RIMP students will receive specifically designed intervention and instruction based on their individual needs.</p> <p>Teachers will progress-monitor students bi-weekly to use data driven instruction to guide RIMPs. Information such as the student’s level of reading proficiency, fluency data, and evidence-based interventions will be used to help the student improve academically and allow for the teachers to track specific progress and interventions.</p>	<p>Teachers will Implement Explicit Vocabulary (Savvas My World Interactive, Interactive Science) Instruction, and comprehension instruction (Pearson Reading Street, and RAZKids, Reading A-Z),. In grades K-3, our 90-minute literacy block is to include all of the reading pillars designated as the non-negotiable components of daily literacy instruction. Of those pillars, word recognition, and Reading comprehension strategies will be implemented with fidelity. New vocabulary should be delivered based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension). Reading Comprehension strategies will be practiced daily to ensure students are able to practice applying what they have learned. The 90-minute 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.</p>

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	Winter 2024 to Spring 2025	Winter 2024 to Winter 2025	Winter 2024 to Winter 2025
Lead Person(s)	Building-level administrators Academic Coach Curriculum Director	Teacher Academic Coach Administration	Teacher Building-level administrators Academic Coach Curriculum Director
Resources Needed	Haggerty Curriculum Pull-out and Push Schedule	Instructional materials: decodable text, fluency passages, small group lesson plans.	Vocabulary lists Curriculum Supplemental Materials Sound walls
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	In grades K-3, our 90 minutes 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) Teachers will receive professional development to implement strategies and resources supporting phonological awareness. Title 1 teachers and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to phonological awareness. A classroom push-in and pull-out schedule will be created for Tier 2 and Tier 3 students so that they receive additional support from Title 1	Teachers will use bi-weekly progress monitor data to determine information such as the student's level of reading proficiency and student gains to determine which student evidence-based interventions are working. This data will be used to help improve student achievement so that students eventually make it off of a RIMP.	Teachers will receive professional development to implement strategies and resources supporting vocabulary instruction. Title 1 teachers and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions regarding vocabulary acquisition. Reading is comprehension should include lesson plans that require students to read more complex books. A focus on comprehension explicitly should encompass reading strategies that students will use when reading on their own. As students are reading simple decodable readers that grow more and more complex, they are likely also comprehending more and more of what they're reading. Teachers should use the 90 min Literacy block to daily to ensure that our students are able to decode more

	Action Step 1	Action Step 2	Action Step 3
	<p>teachers in small group instruction to ensure that we are teaching decoding x language comprehension = reading comprehension. Master schedule will reflect 90-minute literacy block.</p>		<p>complex texts focusing on comprehension through read alouds, audiobooks, discussion, vocabulary and background knowledge building As students become more comfortable decoding, teachers are expected to slowly combine the two skills of decoding and comprehension.</p> <p>A classroom push-in and pull- out schedule will be created for Tier 2 and Tier 3 students so that they receive additional support from Title 1 teachers in small group instruction to ensure that we are teaching decoding x language comprehension = reading comprehension. Master schedule will reflect 90-minute literacy block.</p>
Measure of Success	<p>Fluency passages, tests, quizzes, small group work samples, iReady Scores for Winter 2024, Spring 2024, Fall 2024 and Winter 2025, Spring 2025</p> <p>OST Exams (Spring 2024 and 2025)</p> <p>Formative assessment data gathered at the classroom level (ongoing), diagnostic data gathered from each of the 3 diagnostic assessments (ongoing as needed). Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring 0f 2025.</p>	<p>Fluency passages, tests, quizzes, small group work samples, iReady Scores for Winter 2024, Spring 2024, Fall 2024 and Winter 2025, Spring 2025</p> <p>OST Exams (Spring 2024 and 2025)</p> <p>Formative assessment data gathered at the classroom level (ongoing), diagnostic data gathered from each of the 3 diagnostic assessments (ongoing as needed). Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring 0f 2025.</p>	<p>Small group work samples, assessment results, iReady Scores for Winter 2024, Spring 2024, Fall 2024 and Winter 2025, Spring 2025</p> <p>OST Exams (Spring 2024 and 2025)</p> <p>Formative assessment data gathered at the classroom level (ongoing), diagnostic data gathered from each of the 3 diagnostic assessments (ongoing as needed). Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring 0f 2025.</p>

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	General Fund, Title 1 Funding	General Fund, Title 1 Funding	General Fund, Title 1 Funding
Check-in/Review Date	<p>Weekly: Administration and instructional coaches' weekly walkthrough data. Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p> <p>Quarterly: Principals and Teachers will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home.</p> <p>Monthly: PBIS student recognition assemblies will be held. Students that make academic progress will receive awards and recognition certificates to take home to their parents. Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p>	<p>Weekly: Administration and instructional coaches' weekly walkthrough data. Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p> <p>Quarterly: Principals and Teachers will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home.</p> <p>Monthly: PBIS student recognition assemblies will be held. Students that make academic progress will receive awards and recognition certificates to take home to their parents. Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p>	<p>Weekly: Administration and instructional coaches' weekly walkthrough data. Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p> <p>Quarterly: Principals and Teachers will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home.</p> <p>Monthly: PBIS student recognition assemblies will be held. Students that make academic progress will receive awards and recognition certificates to take home to their parents. Teachers that are successful will have their picture placed on a teacher bulletin board to display teacher experts for acknowledgement and recognition.</p>

Goal # 3 Action Map

Goal Statement: By May of the 2023-2024 school year, 100% of all grade levels will implement the State of Ohio's 5 Step Process Template for Teacher Based Teams to analyze data and create plans to address achievement gaps within their grade levels. Teachers will plan monthly with administrators during the TBTs to narrow achievement gaps and reach the OST and i-Ready testing goals.

Evidence-Based Strategy or Strategies: The Ohio Improvement Process (OIP) is a recommended framework used by district, building and teacher leaders as they plan for local continuous improvement across grade levels and subject areas to impact student achievement. The Department supports the implementation of this framework using a regional infrastructure for school improvement. The process facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms).

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	District, building-level administration, staff and parents completed a needs assessment and that identified specific areas of need for student academic improvement. Student and adult data were collected, organized and communicated to inclusive teams. A Root Cause Analysis was completed for each critical need focusing on the how and why something happened. A variety of critical needs were identified. Tier 1 instruction needs to improve, students need to be reading on or above grade level, teachers need training and professional development, and student need social emotional learning support and implementation.	The TBT meets twice a month by grade band and produces high levels of evidence that meet ESSA criteria, fit the values/focus of the district, and have been proven to be effective with the identified population. The TBT will select evidence-based strategies that match the identified need. The TBT will report out at staff meetings every-other Wednesday to communicate which evidence-based strategy was chosen, why, and how it meets the needs of the students.	A weekly progress monitoring database will house student progress and staff will adhere to the progress monitoring schedule of data collection that includes links to supplemental material aligned to the Science of Reading. This will be used to ensure the fidelity of the ongoing progress monitoring. A schedule of data review, professional learning necessary, resource allocation and a general scope of the vision will be shared at each BLT meeting.
Timeline	2022-2023 through 2023-2024 school year	Winter 2024 to Winter 2025	Winter 2024 to Winter 2025
Lead Person(s)	Building-level administration.	Teacher Building-level administrators Academic Coach	Teacher Building-level administrators Academic Coach
Resources Needed	OIP Implementation Rubric	OIP Implementation Rubric	OIP Implementation Rubric
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	A TBT, BLT and DLT has been established. The BLT team has aligned their work with their mission, vision, core beliefs and goals, strategies and action steps. The team's focus clearly conveys Madison's	The team documents reflection annually on the improvement process, the Goal measure, and any additional data found to be of value. Data is disaggregated into subgroups to allow for deep	The team's plan will need to be written in each individual teacher's lesson plans, and made accessible, communicated with critical stakeholders, regularly referenced back to, and used as a guiding document to

	Action Step 1	Action Step 2	Action Step 3
	<p>purposes and the action steps to be taken to meet their. The work of this team SMART goals, it has been (and continues to be) clearly communicated with the community, parents, staff and students. The Madison team will meet bi-weekly in TBT teams and monthly in BLT team to clarify and continue to share focus across collaborative teams. The teams will continue to effectively communicate about critical data. This communication involves collecting and sharing adult and student data pertaining to formative/ summative assessments and strategy implementation. The team will also communicate data and analysis to other collaborative teams as well as their successes and barriers to implementation. Communication occurs with outside partner agencies, community partners and families. TBT and BLT's will place all of their meeting notes, agendas and communications in a shared folder for easy access and ongoing communication.</p>	<p>analysis. Data from this improvement cycle is considered in the new needs assessment and will circle back to prior years and next year's needs assessment.</p> <p>Building leadership team will train staff of the 5-step process over the 2023-2024 school year.</p>	<p>organize the team's work throughout the year. The plan is also clearly and effectively aligned with the 2023-2024 school year.</p>
-Measure of Success	<p>Shared vision and open dialogue amongst staff. Data is disaggregated into subgroups to allow for deep analysis. Formative assessment data gathered at the classroom level (ongoing), diagnostic data gathered from each of the 3</p>	<p>Classroom visits will indicate 75% fidelity of implementation of researched-based strategies by spring 2024 and 100% fidelity of implementation by spring 0f 2025. TBT and BLT meeting notes will reflect that adult and student measures are</p>	<p>The OIP Implementation Rubric will be conducted at once annually (every May), by the BLT team. Action steps to improve the function of the improvement process will be developed and implemented for the upcoming school year. Reflections on the</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>diagnostic assessments (ongoing as needed). Classroom visits will indicate 75% fidelity of implementation by spring 2024 and 100% fidelity of implementation by spring of 2025.</p> <p>Common assessments and progress monitoring data is shared regularly with stakeholders.</p>	consistently measured over time.	improvement process will be considered when developing a new improvement plan
Description of Funding	General Fund, Title 1 Funding	General Fund, Title 1 Funding	General Fund, Title 1 Funding
Check-in/Review Date	<p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p>	<p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p>	<p>Weekly: Administration and instructional coaches' weekly walkthrough data.</p> <p>Monthly: BLT and DLT will review short-cycle assessments, along with diagnostic data and collaborate through TBT conversations 45 min each month.</p>

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 is a crucial ingredient of the instructional cycle. It allows us to not only make judgments about student progress and achievement but also about the effectiveness of the Tier 1 instruction itself. Several data sources will allow the school to monitor the success of the Local Literacy Plan:

1. Formative assessment data: running records, reading inventory and assessments from curriculum resources, as well as any pending formative assessment tools (Heggerty)
2. iReady Diagnostic assessment data
3. Reading Improvement Monitoring Plans or RIMP's (in grades K-3)
4. Teacher/administrator classroom observations/ instructional rounds.
5. The review of the above data points will be reviewed biweekly in Teacher Based Teams as well as monthly by Building Level Teams and quarterly by the District Leadership Team. Through the RtI 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.
6. Meeting notes from TBT and BLT meetings will be monitored annually along with the OIP implementation rubric to ensure that Ohio 5-step improvement process is carried through with fidelity.

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.**

Constellation: Madison Community Elementary School is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3 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.

Additionally, students' progress will be evaluated on a weekly basis through the use of classroom assessments at grade level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RtI and the possible need for more intensive services (i.e., tier 2 and 3 interventions, special education) will be discussed and acted upon. This

weekly data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) quarterly.

Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education) the following strategies will be utilized in order to enact the Local Literacy Plan described above, based on the logic model provided by the Simple View of Reading.

In grades K-3, our 90 minutes 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 all of the research-based strategies and plans listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficiency for all of our students in the area of English Language Arts.

Consistent work with DLT, BLT, and TBTs will be monitored to assure students are making progress in the area of reading. If progress is not being made, the teams will convene and determine next steps to assure student progress and growth.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION) *

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

- 1. Be effective;*
- 2. Show progress;*
- 3. Improve upon strategies utilized during the two prior consecutive school years.*

In order to ensure that the research-based strategies are being utilized and students are progressing in the area of English Language Arts, the district will do the following:

- Implement a 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
- Continue implementation of a differentiated curriculum
- Provide support (RTI) in all grade levels and content areas.
- Instruction in the school is evaluated frequently.
- 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 in order 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 DLT, BLT, and TBTs to assure students are making progress in the area of reading. If progress is not being made, the teams will convene and determine next steps to assure student progress and growth.
- 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-3 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.

Our professional development plan will promote the teacher’s capabilities to implement evidence-based instruction based on the components of the Simple View of Reading as well as The Science of Reading as illustrated below:

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 as well as by 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.

Activity Name	Start Date	End Date	Resources	Staff Response.
Building-level and district-level professional development pathways to increase their knowledge of teaching strategies.	8/2023	4/2024	District-level PD resources, ODE PD resources, published, research-based practices.	Collaboration
Student progress will be shared with students and families. Homework and tutoring will be set in place to provide additional academic practice and support.	8/2023	5/2024	Class Dojo, email, correspondence, teacher tutors, Title 1 staff, IS.	Collaboration
An intervention and enrichment block has been incorporated into the Master Schedule daily to support the wide variety of learner needs in the classroom.	8/2023	5/2024	iReady diagnostic, adopted Curriculum,	Collaboration
Students not making academic progress have been placed into the Response to Intervention Process (RTI).	8/2023	5/2024	iReady diagnostic, AIMSweb, IX, adopted Curriculum,	Collaboration
Teachers will set annual professional goals which will be monitored and measured by the Ohio Teacher Evaluation Process (OTES).	8/2023	5/2024	OTES PD	Collaboration

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.

Activity Name	Start Date	End Date	Resources	Staff Response.
Building-level and district-level professional development pathways to increase their knowledge of teaching strategies.	8/2023	4/2024	District-level PD resources, ODE PD resources, published, research-based practices.	Collaboration
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Teachers will set annual professional goals which will be monitored and measured by the Ohio Teacher Evaluation Process (OTES).	8/2023	5/2024	OTES PD	Collaboration

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 job-embedded support will continue via building administrators who will be able to provide support to staff in real time.

Activity Name	Start Date	End Date	Resources	Staff Response.
SEL Counselor Training/PD	8/2023	4/2024	CASL, research-based practices.	Collaboration
Character Education classroom lessons	8/2023	8/2024	CASL, research-based practices.	Collaboration

Organization of the Madison Store for Dojo reward redemption.	8/2023	8/2023	Dean, counselor, staff members	Collaboration
Student Award Assembly Staff Acknowledgement and rewards	8/2023	8/2024	Staff collaboration and staff meetings	Collaboration
ISI Restorative Justice Program development and implementation	8/2023	8/2024	Staff Collaboration, research-based practices	Collaboration
Monthly Climate meetings to review success of goals.	8/2023	8/2024	SWISS data, staff collaboration	Collaboration
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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.

Activity Name	Start Date	End Date	Resources	Staff Response.
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Classroom Focused: Related to the practices taking place in the learning environment during the teaching process. The professional development plan is directly related to the practices taking place in the learning environment. The District Leadership Team is goal oriented toward improving reading skills across the district. The professional development will allow staff to use scientifically 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, as well as ultimately by student outcome data (iReady and OST results).

Activity Name	Start Date	End Date	Resources	Staff Response.
Curriculum Guide Training and Implementation	8/2023	5/2025	District Curriculum, Ohio State Standards	Collaboration

Example: Curriculum Guides Activity

Collaboration through TBT groups (*teacher-based teams*). These are the colleagues that you will work with all school year to review data, discuss strategies, and work on what is working and not working in your classrooms. Your TBT's will meet either in the morning, on your planning period, or after school. You are responsible for meeting and tracking your TBT agenda and dialogue so that you can share it with your Principals each week. Here are the TBT groups:

- Group 1: K-2,**
- Group 2: 3-4,**
- Group 4: ELA/Math, SS/Science**

Assignment for today: You will have 30 min to complete this activity. Click on the [link for your Curriculum Guide](#)

- Choose your grade level Curriculum and review the Curriculum guide making note of how long you have to teach the material each marking period. [2023-2024 School Year Calendar](#)
- Next take a look at either the grade below you, or the grade level above your grade and answer the following questions:
 - a. What stands out to you about what the students need to know in the other grade that is different from your grade level. (example: KG has to know how to write their name, 1st grade needs to know how to write their name in a complete sentence, and 2nd grade needs to be able to write their full name and write one full complete paragraph).
 - b. Discuss with your Team Member what you would like for them to make sure is taught this school year. (example: You may say, “ Before your kiddos come to me, please make sure they can count money).
- Take a moment to [review this link and explore the website](#). Some interesting things you may want to see are the small group instruction videos, your list of curriculum supplemental materials that are available for you, or even accessing [the TECH DEPOT page](#).
- Be prepared to share what you learned from this activity with the whole team.

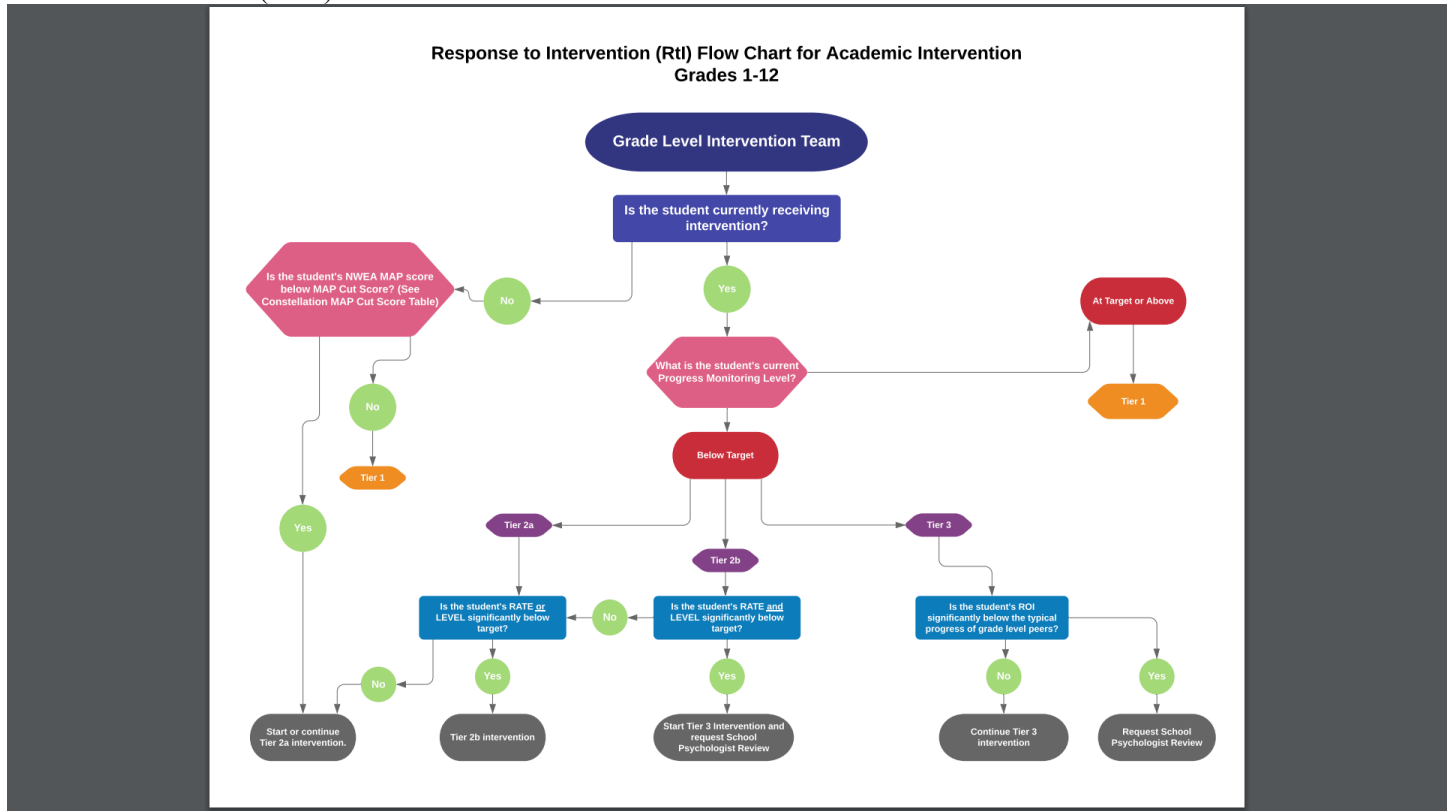
Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Professional development will first be conducted with all staff in grades K-8 from a vetted literacy expert. This may initially come in the form of an outside consultant, SST, ESC personnel, and Sponsor support.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

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APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc. Ohio School Report Card (2023). Constellation: Madison Elementary School. reportcard.education.ohio.gov/school/k3/000319 Constellation Schools (2023) RTI Flow Chart



Madison Community Elementary KRA Assessment Results (2023). (Source: <https://ohio.kready.org/>).

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