



March 22, 2024

Dear Superintendent O'Bryan:

Thank you for submitting the Constellation Schools - Old Brooklyn ES 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:

- The plan thoroughly lists disaggregated learner data including subscores in the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension).
- There is evidence of teaming structures in place (DLT/BLT, TBT) and a plan to communicate the reading achievement plan through the teams.
- The plan is aligned with the school's overall improvement efforts including One Plan goals.

This plan will benefit from:

- A description of progress monitoring tools and protocols for students who are not making progress.
- Creating negotiables/non-negotiables for expected implementation of instructional practices for immediate feedback and to guide professional learning needs.
- An exploration of Pre-K programs that Kindergarten students come from and how the school can collaborate with those programs.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Constellation Schools - Old Brooklyn ES revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. 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 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 Old Brooklyn Community Elementary School

DISTRICT IRN:

134098

DISTRICT ADDRESS:

4430 State Road

PLAN COMPLETION DATE: December 31, 2023

LEAD WRITERS:

Cherie Kaiser

Christine Garten

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in

Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

SECTION 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
Cherie Kaiser	Principal	OBCE	Kaiser.cherie@constellationschools.com
Christine Garten	Curriculum and Instruction Coordinator	ACCEL	Garten.Christine@constellationschools.com

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

Name	Title/Role	Location	Email
Karen Jack	Dean of Community and Family Engagement	OBCE	Jack.Karen@constellationschools.com
Katlyn Craft	Special Education Coordinator	ACCEL	Craft.Katlyn@constellationschools.com
Steven Gedeon	Instructional Coach	OBCE	Gedeon.Steve@Constellationschools.com
Bridget Gorbett	First Grade Teacher- LEAD Teacher	OBCE	Gorbett.Bridget@constellationschools.com
Rache Sasala	Lead Kindergarten Teacher and BLT member	OBCE	Sasala.Rachel@constellationschools.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.

Plan Development

Constellation Schools Old Brooklyn Community Elementary was made aware of the Reading Achievement Plan requirement from the Department of Education and Workforce. Support was immediately provided through our school sponsor, Lake Erie West Education Service Center, and our management company, Accel Schools. The RAP webinars were attended by our Curriculum and Instruction Coordinator, Christine Gardner. Information was directly shared after each session. Also, a work session was organized by Lake Erie West Education Service Center to provide additional guidance on crafting a Reading Achievement Plan.

The BLT/DLT (In a community school, the BLT is also the DLT) and the TBT looked at historical, trend and newly obtained data. The work began with a review of Ohio's Plan to Raise Literacy and a review of the CCIP and Needs Assessment. The BLT reviewed our 11.6 goals which are aligned to our CCIP and Needs Assessment. The 11.6 goals are required by our school to submit and modify annually to our sponsor, Lake Erie West. KRA data was reviewed to determine the needs of our incoming K students, I-Ready data was reviewed, NWEA data and school report card data was analyzed. Attendance data was analyzed.

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

This information from the BLT (In a community school, the BLT is also the DLT) flowed to the TBT. The BLT/DLT worked with the TBT to review data related to literacy improvement, achievement gaps, critical needs to identify root causes. Once the root cause was identified, targets and building goals were identified.

Monitoring Goals

The school leadership team will be responsible for monitoring the implementation and progress of the plan through walkthroughs, assessments, and coaching provided through the TBTs from the BLT.

Monitoring goals will occur vertically between teams monthly. TBT data based on Ohio Literacy standards will be analyzed by the TBTs and research based instructional practices will be identified and implemented. Student's progress towards mastery of these standards will be tracked and interventions will be put in place utilizing the MTSS (Multi-tiered System of Support) framework. The TBT's will also look at data reports from I-Ready, Ohio Benchmark and Checkpoint Assessments, OST data, NWEA data and KRA data.

Information from the vertical TBTs will flow to our BLT where we can review trends horizontally and vertically and help guide the work of our TBT. Instructional strategies will be reviewed and progress towards our identified goals and needs will be reviewed and shared out. Recommendations will flow from the BLT/DLT to the TBT.

The BLT will conduct a Reading Tiered Fidelity Inventory in the Spring and Fall to identify practices for reading instruction and intervention. The results of this RTFI will be shared with the TBT and Education Team to help monitor our progress.

The Education Team of our management company, ACCEL schools, will work closely with the BLT to determine necessary resources and a process for allocating these resources at the building level. The Education Team will meet with the Principal and Assistant Principal quarterly to review progress towards the identified goals and areas of need. Guidance towards goals and objectives will be provided by the Education Team. As data is shared, the Education Team will reevaluate and adjust the plan to target support. Additional support will be identified. Ongoing professional development to the BLT and TBT to help design focused strategies, structures, and processes to achieve identified goals will be provided.

Communicating

The plan will be communicated to stakeholders through a variety of outlets. Progress towards goals will be shared out in monthly newsletters to ensure that our school community is aware of the plan and the progress of the plan.

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

The BLT will communicate on an ongoing basis to the TBT's as reviewed above

Information on our plan and goal monitoring will be included in monthly principal reports. These monthly reports are shared with the Board Members, our school sponsor, Lake Erie West, and with our management company, Accel Schools.

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.

Alignment Between RAP and Improvement Efforts

The Reading Achievement Plan is aligned to our School Improvement Plan, our Decision Framework and CIP and to our 11.6 goals required by our school sponsor.

Common Goals that are included within these plans include the following:

11.6 Goals and School Goals:

- 50% of students will reach their targeted goal or stretch goal from fall to spring as measured by I-ready assessments.
- State assessment scores will increase 10 P.I. points in the reading achievement area.
- Value Added scores will be at expected growth or above expected growth for the 2023-2024 school year.
- The K-3 measure on our school report card will increase by two stars on the 2023-2024 school report card.
- 100% of All grade levels will implement the OIP process focusing on Equity Component Three: Student-Centered Learning “When a student is given the opportunity to be involved in shaping his or her learning experience, he or she is more likely to be engaged and successful. The goal is for each child to have access to teachers who adapt their instruction based on students’ interests, strengths, and needs, allowing students to take greater ownership of their learning.”

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Decision Framework and CIP Goals:

G 1) Assessments

SMART Goal:

By the 2025 school year, there will be a 10% increase of the number of students in the average range on the NWEA Assessment in the area of ELA and Math.

Root Cause(s):

Professional development is needed in understanding how to create clear success criteria.

Student Measure:

Clear success criteria will increase the student's ability to meet %set targets and increase levels of achievement. By the 2025 school year, we will see a 10% increase of the number of students in the average range on the NWEA in the area of reading and math.

Adult Implementation Measure:

By the 2025 school year, teachers will have all received professional development in the area of clear success criteria and will be creating assignments with clear success criteria in the area of math and ELA.

S 1.1) Curriculum, Instruction and Assessment

Description:

Teachers will receive ongoing PD in the area of creating clear success criteria. TBTs will meet monthly to discuss and create clear success criteria for students.

Link(s) to Vulnerable Youth Population:

Students with Disabilities

Copy AS 1.1.1) Professional Development

Description:

Professional Development will be provided in the area of research-based interventions in the area of ELA to ensure their effective and consistent use in the classroom, Professional Development will be provided in the area of analyzing student data for instructional purposes.

S 1.2) Leadership, Administration, Governance

Description:

Leadership team will receive on-going PD on the use of assessments and creating clear, success criteria.

Link(s) to Vulnerable Youth Population:

Students with Disabilities

Copy AS 1.2.1) Assessments

Description:

Staff will participate in TBT process to analyze assessments and collaborate on best practices for the teaching and learning cycle.

G 2) English Language Arts

SMART Goal:

By the 2025 school year, there will be a 10% increase of the number of students in the average range on the NWEA Assessment in the area of ELA.

Root Cause(s):

Professional Development is needed in the area of research-based interventions in the area of ELA to ensure their effective and consistent use in the classroom, Professional Development is needed in the area of analyzing student data for instructional purposes.

Student Measure:

By the 2025 school year, there will be a 10% increase of the number of students in the average range on the NWEA Assessment in the area of ELA.

Adult Implementation Measure:

All teachers will be trained in analyzing data and implementing research based practices and will apply this training as evidenced by their TBT minutes and lesson plans.

S 2.1) Curriculum, Instruction and Assessment

Description:

All teachers will receive throughout the school year ongoing professional development in the area of analyzing data and how to identify and utilize effective research-based interventions in the area of ELA.

Link(s) to Vulnerable Youth Population:

Students with Disabilities

Copy AS 2.1.1) Interventions

Description:

Professional Development will be provided in the area of research-based interventions in the area of ELA to ensure their effective and consistent use in the classroom, Professional Development will be provided in the area of analyzing student data for instructional

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

purposes. Professional development on the science of reading will be provided to teachers increasing their knowledge base on how students learn and to increase achievement.

S 2.2) Leadership, Administration, Governance

Description:

The leadership team will receive throughout the school year, ongoing professional development in the area of analyzing data and how to help teachers identify and utilize effective research-based interventions in the area of ELA.

Link(s) to Vulnerable Youth Population:

Students with Disabilities

Needs Assessment Identified Aligned Areas:

Primary Improvement Area (Section): Curriculum, Instruction, and Assessment

Priority Need (Group Name): English Language Arts

Root Cause(s): Based on the Winter benchmarking data from NWEA students need assistance in foundational skills in reading.

Students need to participate in high engagement strategies.

Additional Improvement Areas: Community, Family Engagement

It is important to note that Constellation Schools Old Brooklyn Community School is in cohort 1 of the One Plan. The One Plan is currently in the process of being revised and the goals of our RAP will be included in the One Plan. At the center of these revisions will be the root cause identified by our BLT- a lack of explicit and systemic instruction in phonics instruction.

The current plan does align with our RAP, but as we complete the revisions to our One Plan, the alignment between the two plans will be seamless.

Equity Efforts

As our school becomes more aware of ensuring Equity in our school community, we will strive to use the Equity Gap and Analysis Tool to progress in this area. [Advancing Academic Excellence for All: Equity Gap Analysis Tool \(ohio.gov\)](#). The analysis tool will be completed with our BLT and will help ensure that our RAP and improvement plan meets all students' needs. Our current base level is developing practice on many of the items with a strength in Equity *Component Six: School Climate*- "When a child feels socially, emotionally, and physically safe he or she will have a more successful educational experience and achieve higher academic outcomes. It is important for educators, students, and families to nurture an environment of care and respect. Every member of the school community contributes to maintaining school operations and the physical environment."

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

/

Demographic Data

Constellation Schools Old Brooklyn Community Elementary school is a K-4 school. We currently house four K classrooms, three 1st-grade classrooms, three 2nd-grade classrooms, two 3rd- grade classrooms and three 4th- grade classrooms. 100% of our students are considered to be socioeconomically disadvantaged. Our current SWD (Students with Disabilities) percentage is 10.84%.

Ethnicity 2023-2024	
Black	22.15%
Hispanic	31.74%
White	31.72%
Biracial	8.38%

Enrollment 2023-2024 School Year		
Early Kdg.	18	1 Classroom
Kdg.	60	3 Classrooms
1st Grade	64	3 Classrooms
2nd Grade	68	3 Classrooms
3rd Grade	52	2 Classrooms
4th Grade	70	3 Classrooms
Total	332	15 Classrooms

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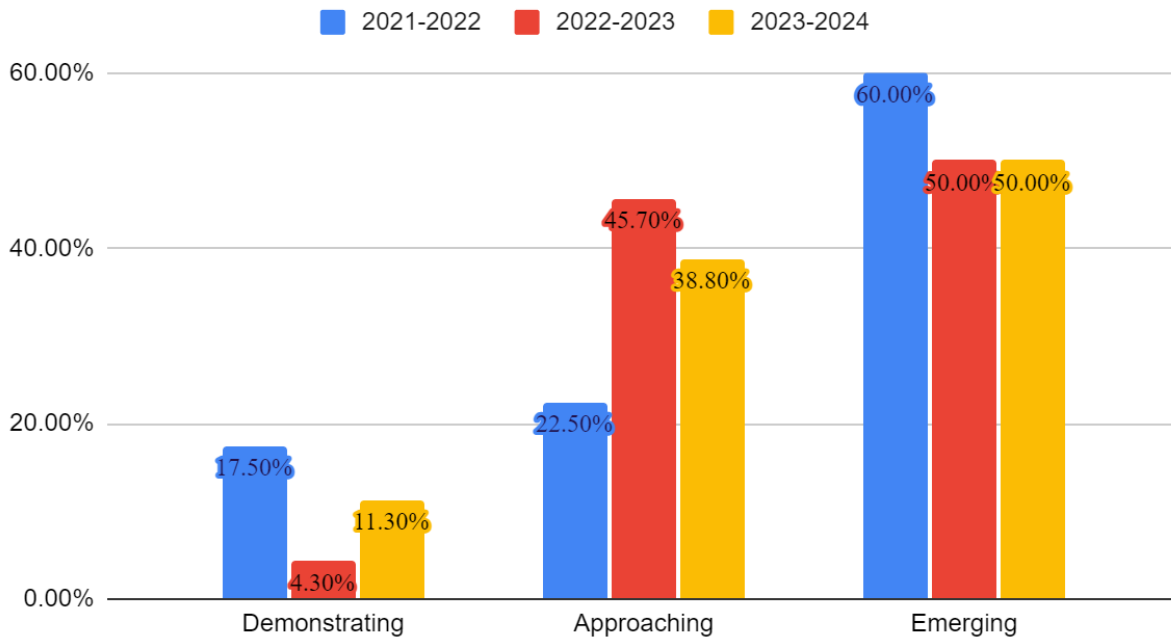
KRA Data

KRA data was reviewed to determine if students have the foundational skills and behaviors necessary for instruction based on the Ohio Learning Contents Standards in Kindergarten.

Students are identified in the following way:

- Emerging:** Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards
- Approaching:** Students demonstrate some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards
- Demonstrating:** Students demonstrate foundational skills that prepare them for instruction based upon kindergarten standards

KRA Data



Data suggests that 88% of K students do not have the foundational skills needed to prepare them for instruction based on the K standards. We need to intervene early and provide interventions quickly.

Trend data suggests that more students were prepared for the rigor of kindergarten in 2021 than they are now which aligns to the poverty dip in our school population.

NWEA Data

NWEA Data was administered during the 2022-2023 school year. Constellation Old Brooklyn no longer is administering the NWEA. We have transitioned to I-ready data for 2023-2024 and subsequent years.

An analysis of the previous NWEA data indicates that students are not meeting growth expectations and achievement levels.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Old Brooklyn Community Schools

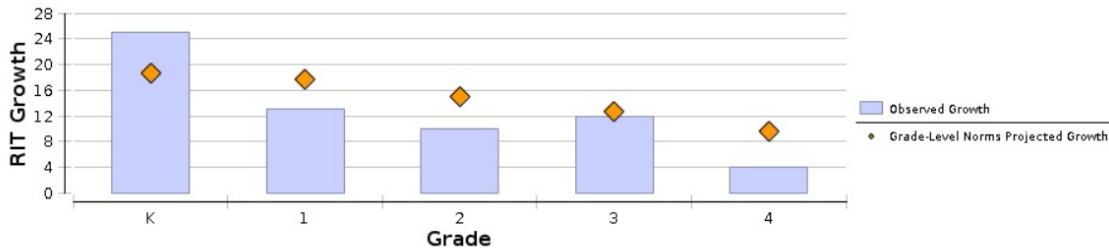
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 2 (Fall 2022)
 End - 34 (Spring 2023)
 Grouping: None
 Small Group Display: No

BRCS

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	44	135.9	8.6	54	160.8	10.1	89	25	2.0	18.7	2.23	99	44	32	73	80
1	45	154.5	10.0	50	167.3	11.9	23	13	1.0	17.7	-1.68	5	45	13	29	28
2	40	164.1	14.1	14	174.4	17.2	5	10	1.3	15.0	-1.62	5	40	11	28	30
3	50	175.2	18.1	8	187.4	19.2	8	12	1.4	12.6	-0.16	44	50	22	44	37
4	56	190.6	13.6	24	194.6	13.9	7	4	1.3	9.7	-2.41	1	56	14	25	20

Language Arts: Reading



NWEA growth indicates that students in kindergarten students are meeting expected growth. Third grade students are close to meeting expected growth. First grade students, second grade and fourth grade students are not meeting expected growth.

I-Ready Data

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

Diagnostic Results

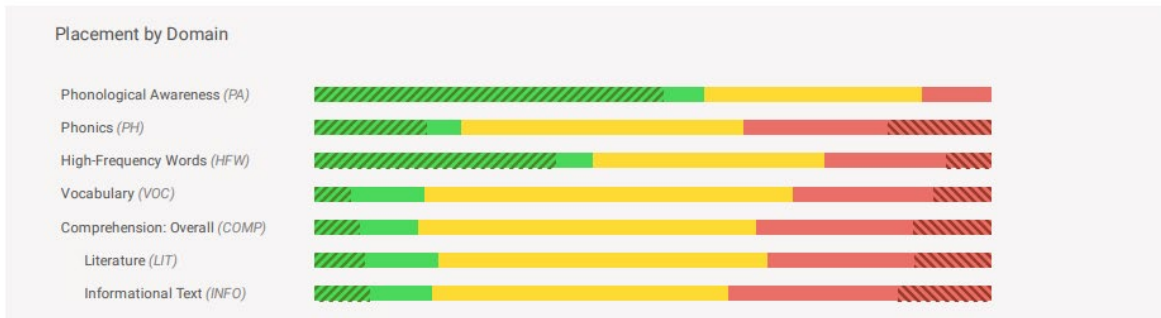
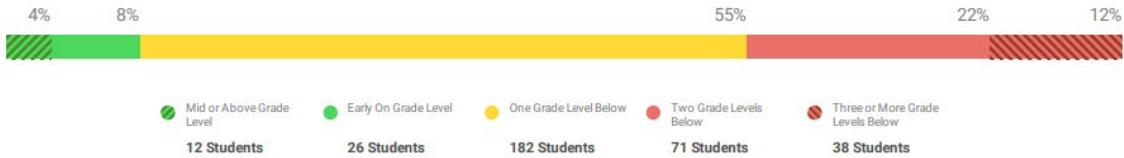


School: Old Brooklyn Community Elementary
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

Criterion Referenced

Overall Placement

Students Assessed/Total: 329/336



Overall Data for I-Ready demonstrates that 89% of students are below grade level in the areas of reading. Drilling down, the results indicate a significant weakness in vocabulary, phonics, and comprehension.

Placement by Domain			
	One Grade Level Below	Two Grade Levels Below	Three or more Grade Levels Below
Phonemic Awareness	32%	10%	0%
Phonics	42%	21%	16%
High Frequency Words	34%	18%	7%
Vocabulary	54%	21%	9%
Comprehension	44%	25%	14%

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

Drilling down by grade level provides additional information.

Diagnostic Results

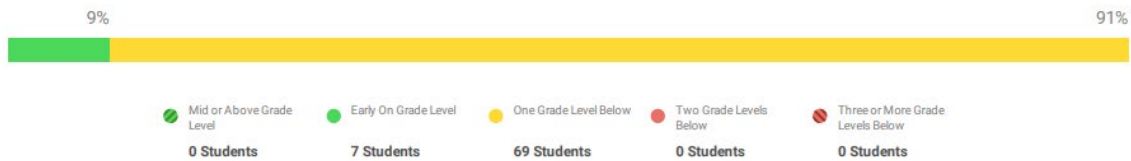


School	Old Brooklyn Community Elementary
Subject	Reading
Academic Year	2023 - 2024
Grade	K
Diagnostic	Most Recent
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: 76/78



Placement by Domain



Overall, 91% of students are not ready for kindergarten standards. This data aligns with the KRA data which indicates that only 11.3 percent of students demonstrate foundational skills that prepare them for instruction based upon kindergarten standards. Phonics and high frequency words are a relative weakness while phonemic awareness and vocabulary are a relative strength.

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

First Grade NWEA Data 2022-2023 compared to I-ready 2023-2024



Grade Report

Grade K

Term: Spring 2022-2023
 District: Old Brooklyn Community Schools
 School: BRCS

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 34 (Spring 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

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

Summary	
Total Number of Students With Valid Growth Scores	46
Mean RIT Score	160.9
Standard Deviation	9.9
District Grade-Level Mean RIT	160.9
Students At or Above District Grade-Level Mean RIT	25
Grade-Level Mean RIT	154.2
Students At or Above Grade-Level Mean RIT	35

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	2	4%	6	13%	8	17%	14	30%	16	35%	159-161-162	9.9
Instructional Area RIT Range												
Language and Writing	5	11%	6	13%	14	30%	9	20%	12	26%	156-157-159	11
Literature and Informational	3	7%	4	9%	10	22%	15	33%	14	30%	160-161-163	11.4
Foundational Skills	5	11%	6	13%	10	22%	10	22%	15	33%	159-160-162	13.1
Vocabulary Use and Functions	2	4%	5	11%	5	11%	10	22%	24	52%	163-164-166	12.4

NWEA data indicates that students show significant delays in foundational skills which is mirrored in the I-Ready data that takes a closer look at foundational skills

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

Diagnostic Results

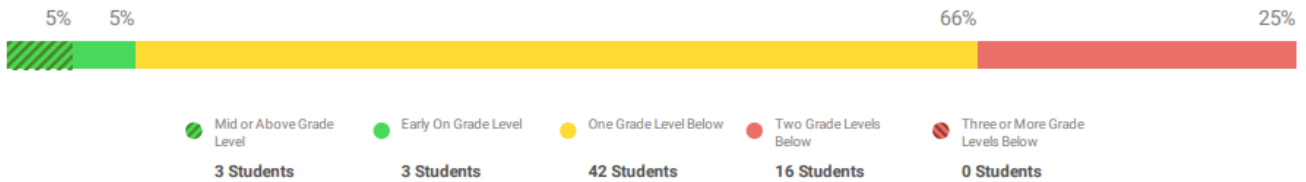


School	Old Brooklyn Community Elementary
Subject	Reading
Academic Year	2023 - 2024
Grade	1
Diagnostic	Most Recent
Prior Diagnostic	None

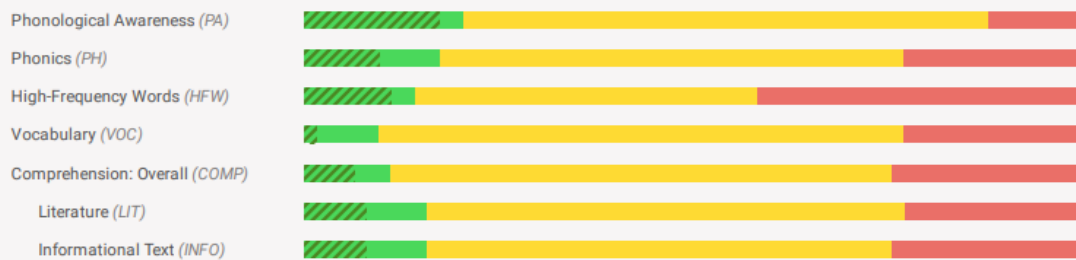
Criterion Referenced

Overall Placement

Students Assessed/Total: **64/66**



Placement by Domain



I-ready data for first grade indicates that 90% of students are not at grade level. Drilling down, phonemic awareness is a relative strength and vocabulary is a weakness. Additionally, 82% of students are one grade level or more below in phonics.

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I-Ready 2023-2024/NWEA 2nd grade- 2022-2023



Grade Report

Grade 1

Term: Spring 2022-2023
 District: Old Brooklyn Community Schools
 School: BRCS

Norms Reference Data: 2020 Norm
 Weeks of Instruction: 34 (Spring)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

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

Summary	
Total Number of Students With Valid Growth Scores	51
Mean RIT Score	166.9
Standard Deviation	11.9
District Grade-Level Mean RIT	166.9
Students At or Above District Grade-Level Mean RIT	26
Grade-Level Mean RIT	172.2
Students At or Above Grade-Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	14	27%	14	27%	11	22%	7	14%	5	10%	165-167-169	11.9
Instructional Area RIT Range												
Language and Writing	16	31%	14	27%	16	31%	5	10%	0	0%	163-165-166	10.4
Literature and Informational	12	24%	16	31%	11	22%	10	20%	2	4%	164-166-168	13.7
Foundational Skills	19	37%	10	20%	4	8%	8	16%	10	20%	165-167-170	17.7
Vocabulary Use and Functions	13	25%	12	24%	11	22%	11	22%	4	8%	167-169-171	11.7

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54% of students are below average in reading. NWEA data highlights that current second graders are significantly below grade level in foundational skills at 57%. Drilling down using I-Ready will flush these foundations skills out.

Diagnostic Results

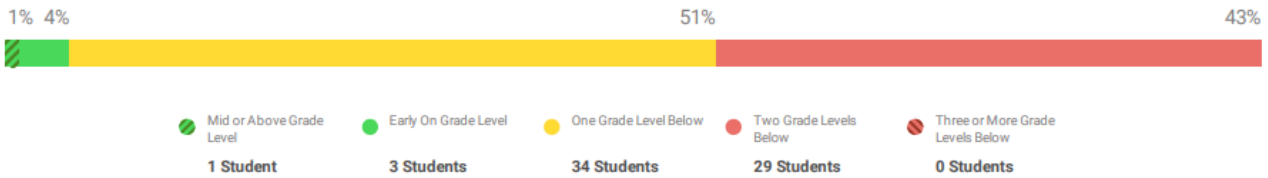


School	Old Brooklyn Community Elementary
Subject	Reading
Academic Year	2023 - 2024
Grade	2
Diagnostic	Most Recent
Prior Diagnostic	None

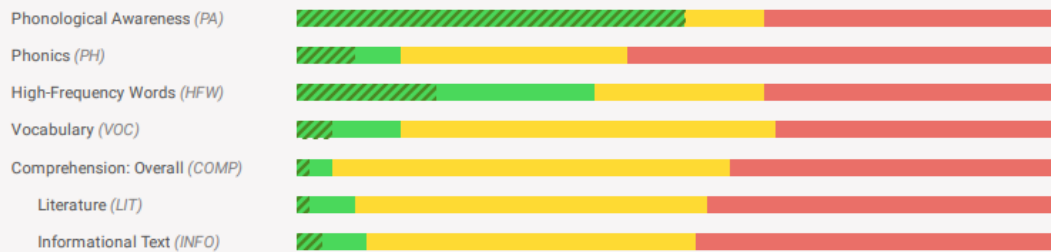
Criterion Referenced

Overall Placement

Students Assessed/Total: **67/67**



Placement by Domain



Second grade results show a similar pattern with 94 % of all students not at grade level. Phonemic awareness is a relative strength and phonics, comprehension, and vocabulary are weaknesses. 80% of students are

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

below grade level in phonics and 95% of students are below grade level in comprehension

Third grade I-Ready 2023-2024 NWEA 2022-2023



Grade Report

Grade 2

Term: Spring 2022-2023
 District: Old Brooklyn Community Schools
 School: BRCS

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 34 (Spring 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

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

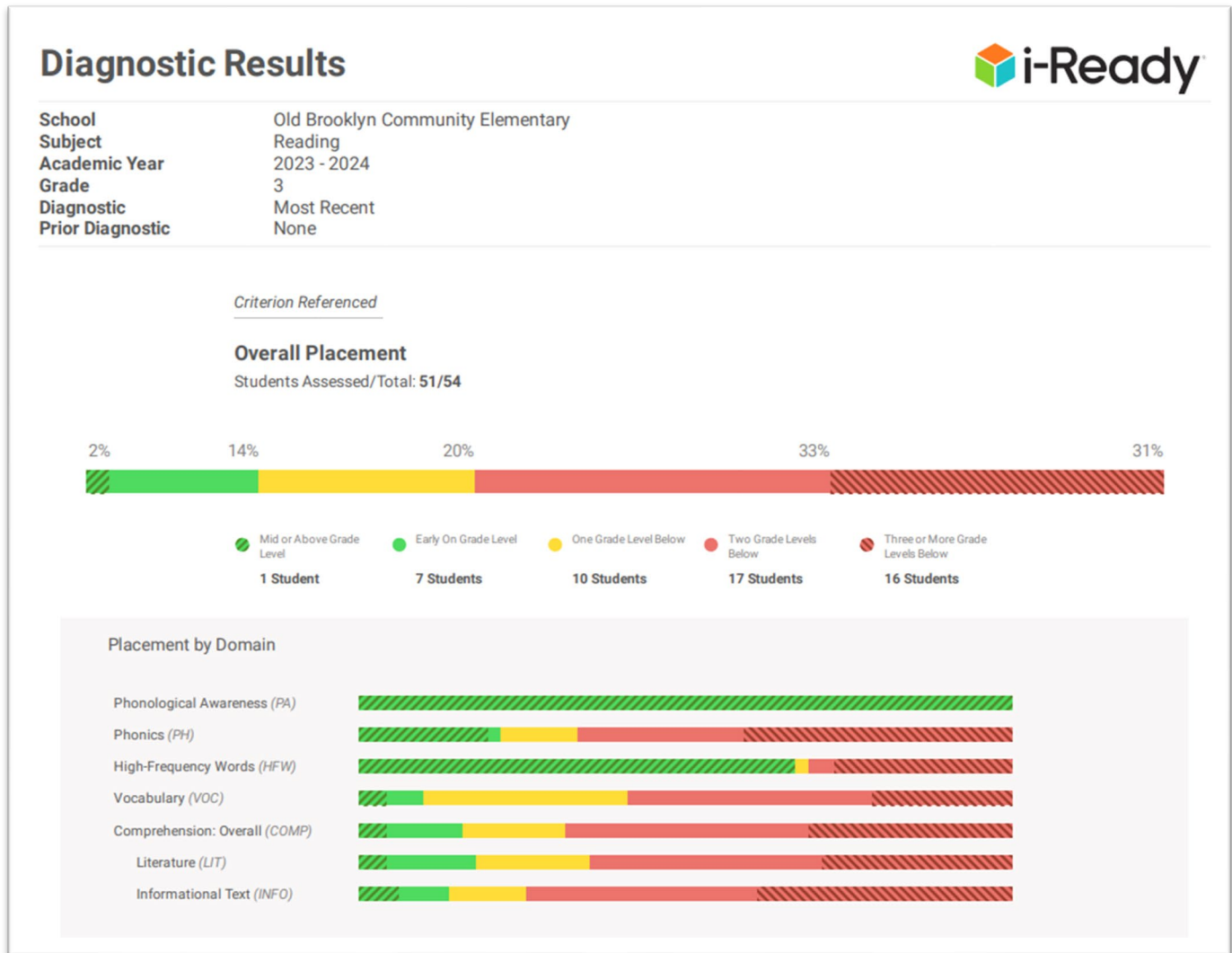
Summary	
Total Number of Students With Valid Growth Scores	44
Mean RIT Score	174.4
Standard Deviation	16.7
District Grade-Level Mean RIT	174.4
Students At or Above District Grade-Level Mean RIT	23
Grade-Level Mean RIT	186.1
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	21	48%	5	11%	9	20%	7	16%	2	5%	172-174-177	16.7
Instructional Area RIT Range												
Language and Writing	22	50%	6	14%	9	20%	4	9%	3	7%	171-173-176	17
Literature and Informational	23	52%	4	9%	5	11%	8	18%	4	9%	173-176-179	18.5
Foundational Skills	21	48%	8	18%	10	23%	4	9%	1	2%	170-172-175	16.3
Vocabulary Use and Functions	16	36%	12	27%	4	9%	7	16%	5	11%	174-177-180	19.8

NWEA demonstrates that 59% of students are below average in Reading. NWEA results indicate that third grade students continue to struggle significantly with foundational skills. 66% of students struggle with

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

foundational skills which makes comprehension more difficult. Using I-Ready, we can better see the details behind the foundational skills.



Third grade data shows 84% of all students are below grade level in reading. Interestingly, 100% of students are above grade level in phonemic awareness. This strength highlights the fact that 78% of students in third grade are below grade level in phonics with 41% of students three or more grade levels below in phonics! Additionally, 84% of students are below grade level in comprehension.

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

Fourth Grade I-Ready 2023-2024 NWEA 2022-2023

Fourth grade data follows the same trend of demonstrating a reading deficiency:



Grade Report

Grade 3

Term: Spring 2022-2023
 District: Old Brooklyn Community Schools
 School: BRCS

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 34 (Spring 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

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

Summary	
Total Number of Students With Valid Growth Scores	52
Mean RIT Score	186
Standard Deviation	20
District Grade-Level Mean RIT	186
Students At or Above District Grade-Level Mean RIT	27
Grade-Level Mean RIT	197.5
Students At or Above Grade-Level Mean RIT	15

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	24	46%	8	15%	6	12%	9	17%	5	10%	183-186-189	20
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	21	40%	13	25%	4	8%	9	17%	5	10%	183-186-189	21.3
Informational Text: Language, Craft, and Structure	24	46%	6	12%	9	17%	6	12%	7	13%	182-186-189	23.1
Literary Text: Key Ideas and Details	19	37%	13	25%	6	12%	8	15%	6	12%	184-187-190	21.3
Informational Text: Key Ideas and Details	19	37%	13	25%	7	13%	6	12%	7	13%	184-187-190	21.3
Literary Text: Language, Craft, and Structure	25	48%	8	15%	9	17%	6	12%	4	8%	181-184-187	20

61% of all students are below average in reading. Data suggests that students struggle with informational text and Literary text. Using the I-Ready data, we can again drill down and look at skills in more detail.

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

Diagnostic Results

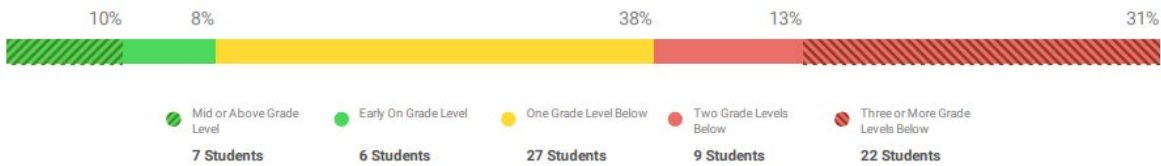


School	Old Brooklyn Community Elementary
Subject	Reading
Academic Year	2023 - 2024
Grade	4
Diagnostic	Most Recent
Prior Diagnostic	None

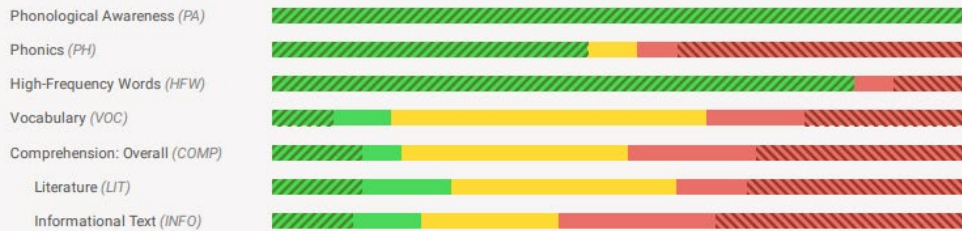
Criterion Referenced

Overall Placement

Students Assessed/Total: 71/71



Placement by Domain

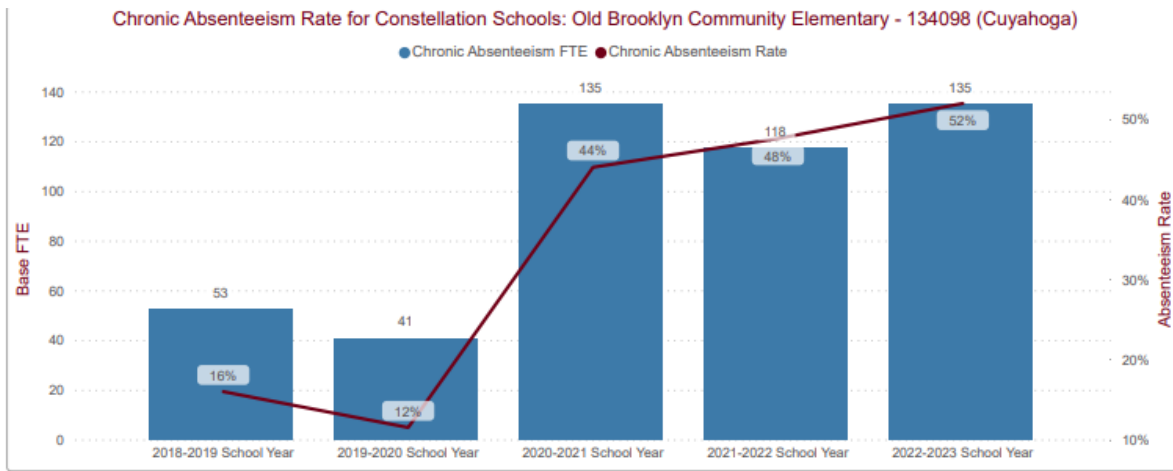


82% of all students are below grade level. Phonemic awareness is again noted as a significant strength and High Frequency words. Vocabulary and Comprehension are weaknesses as well as 55% below grade level in phonics.

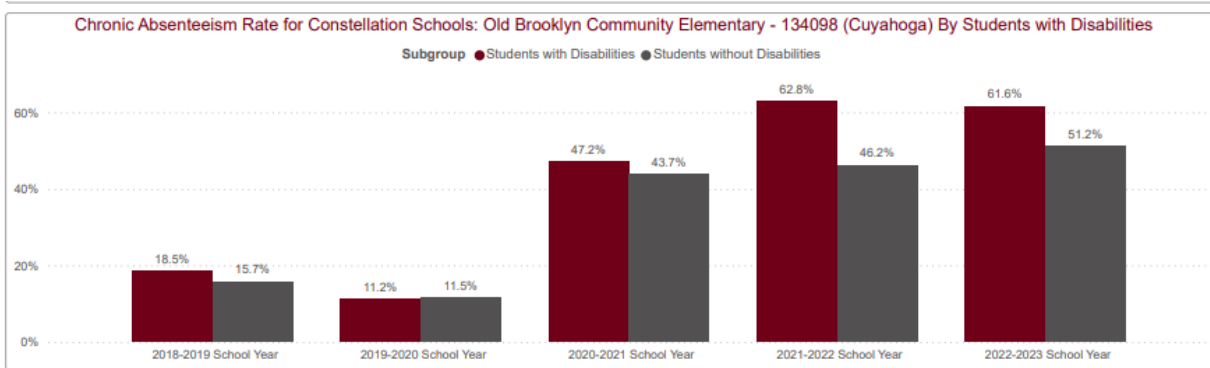
Attendance Data

Our team recognized that through the years, attendance has been more of an issue and barrier to reading achievement. Digging in deeper into our attendance data led us to realize that our student attendance is a significant obstacle.

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



The data indicated that 52% of our students are chronically absent and this rate has been steadily increasing since the 2019-2020 school year. As our team looked at this alarming trend, we drilled deeper to look at our significant subgroups. We did not look at Economically Disadvantaged since we are considered to be 100% economically disadvantaged. We did dig deeper and reviewed SWD and ethnicity.

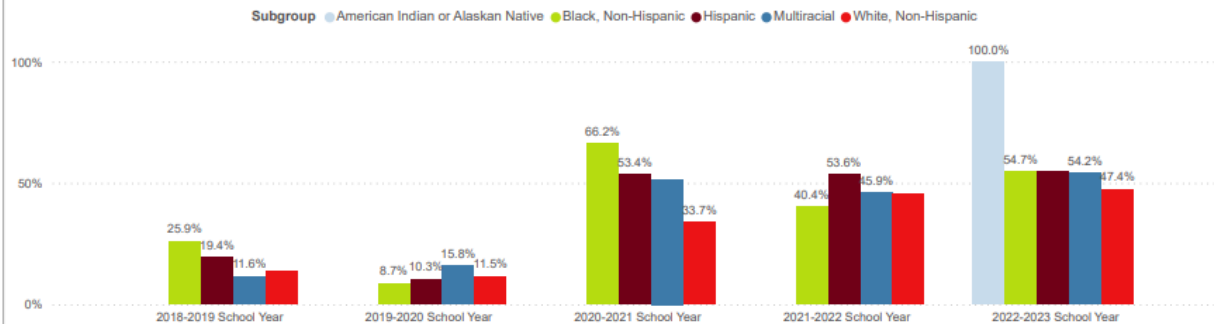


Data suggested that our SWD chronic absenteeism is growing at a significantly higher rate than students without disabilities since the 20-21 school year. The most recent data shows that the chronic absenteeism rate is 10% higher for our SWD population.

Reviewing chronic absenteeism trend data did not show any significant patterns. Our black group showed more absenteeism during the 21-22 school year, but this leveled out during the 2022-2023 school year.

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

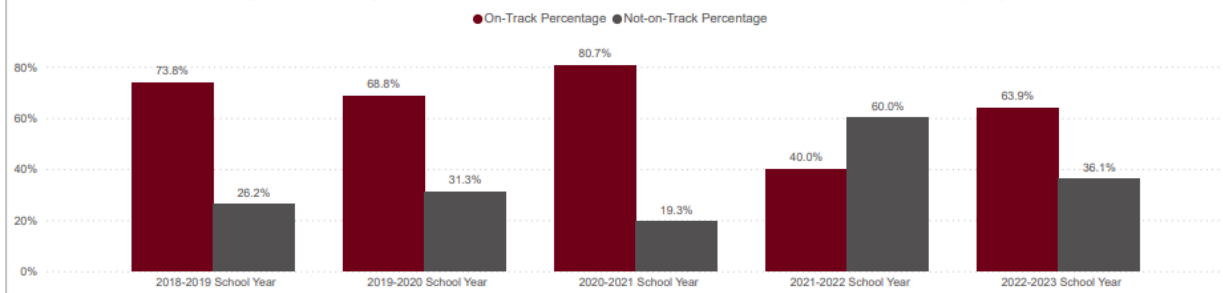
Chronic Absenteeism Rate for Constellation Schools: Old Brooklyn Community Elementary - 134098 (Cuyahoga) By Race/Ethnicity



Reading On Track/Off Track Trend data

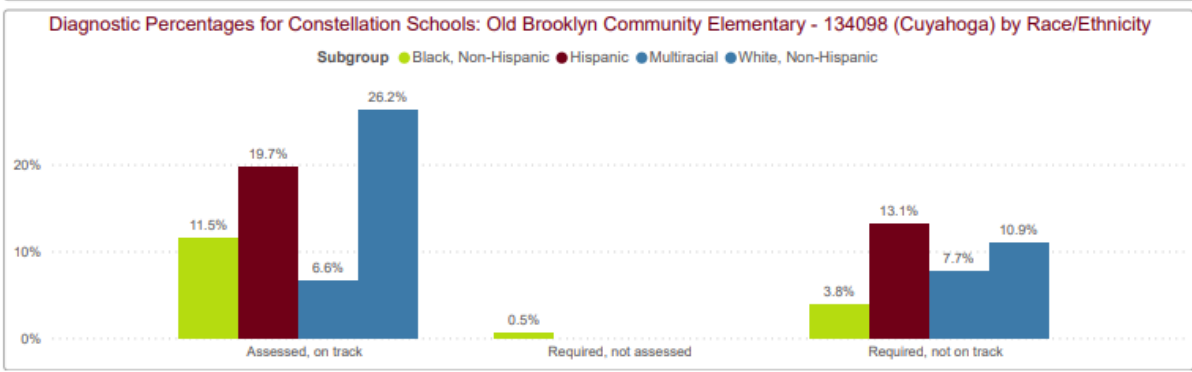
School Year	2022-2023 School Year					
	Assessed, on track		Required, not assessed		Required, not on track	
Diagnostic Result	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	36	19.7%			9	4.9%
1st Grade	35	19.1%	1	0.5%	11	6.0%
2nd Grade	24	13.1%			17	9.3%
3rd Grade	22	12.0%			28	15.3%
Total	117	63.9%	1	0.5%	65	35.5%

Diagnostic Percentages for Constellation Schools: Old Brooklyn Community Elementary - 134098 (Cuyahoga)



Results show that the number of students off track in Reading has been increasing at an alarming rate beginning in the 2020-2022 school year. Digging deeper our team reviewed ethnicity On Track and Off Track.

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Data suggests that we have more students in our Hispanic subgroup that are not on track. Making note of this, our team recognizes that we need to address culturally responsive practices to ensure we meet the needs of our Hispanic sub-group in reading.

Reading Sub Score Proficiency

A review of the reading sub score provides additional information of our state of reading achievement

2022-2023 School Year

3rd Grade Reading Subscore - Demographic Overview

Choose a School Year

2022-2023 School Year

Choose a District

All

Subgroup	Proficient Count	Tested Students	Percent Proficient
All Students	19	50	38.0%
Female	14	27	51.9%
Male	5	23	21.7%
Black, Non-Hispanic	2	5	40.0%
Hispanic	5	16	31.3%
Multiracial		5	
White, Non-Hispanic	12	24	50.0%
Economic Disadvantaged	19	50	38.0%
Student with Disabilities		7	

Subgroup

Subgroup	Percent Proficient
All Students	38.0%
Female	51.9%
Male	21.7%
Black, Non-Hispanic	40.0%
Hispanic	31.3%
White, Non-Hispanic	50.0%
Economic Disadvantaged	38.0%

2021-2023 School Year

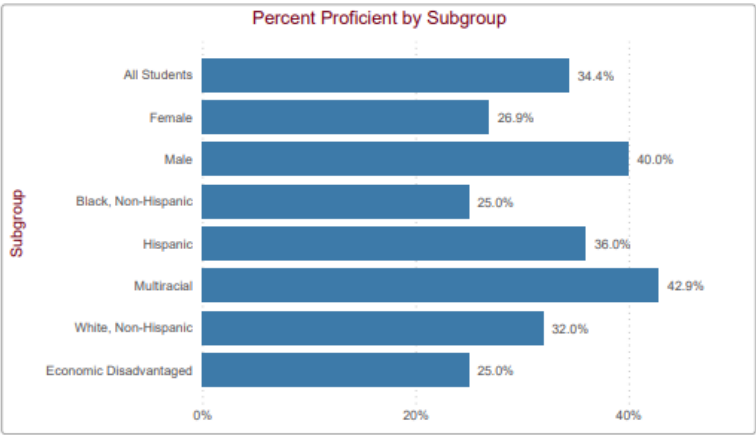
**Section headings marked with an asterisk are required by state law.*

3rd Grade Reading Subscore - Demographic Overview

Choose a School Year: 2021-2022 School Year

Choose a District: All

Subgroup	Proficient Count	Tested Students	Percent Proficient
All Students	21	61	34.4%
Female	7	26	26.9%
Male	14	35	40.0%
Black, Non-Hispanic	1	4	25.0%
Hispanic	9	25	36.0%
Multiracial	3	7	42.9%
White, Non-Hispanic	8	25	32.0%
Economic Disadvantaged	12	48	25.0%
Student with Disabilities		5	



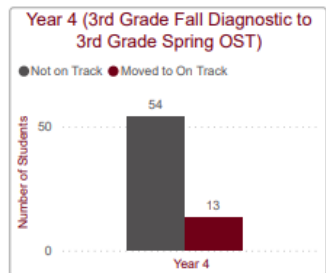
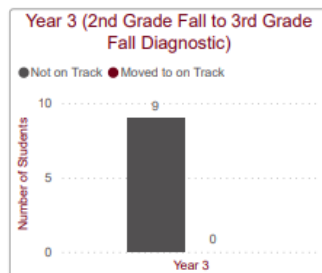
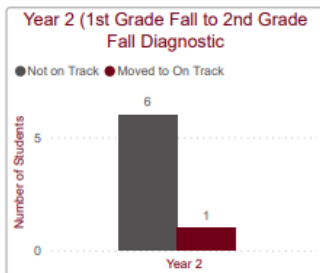
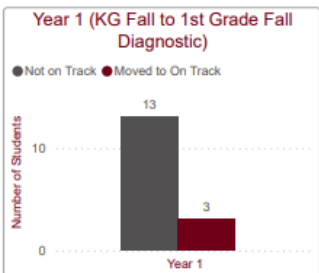
Reviewing trend data does not show any significant patterns. It does indicate that the number of students that are off track continues to rise from 34% to 38%.

Reviewing the most recent data suggests that the Black subgroup demonstrates more struggles with only 25% on track.

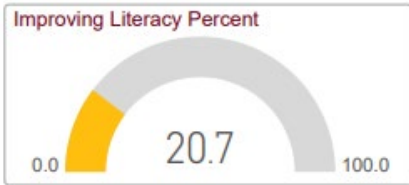
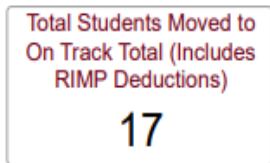
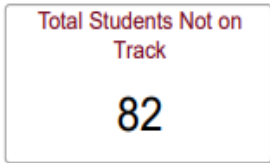
Improving Literacy

Reviewing our Improving Literacy data will help identify if we are increasing the reading achievement of our students who are not on track.

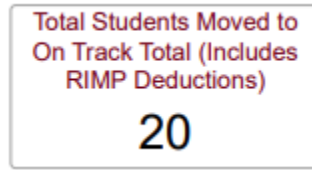
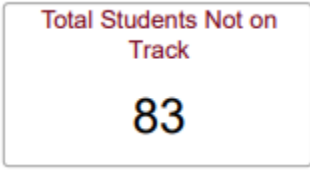
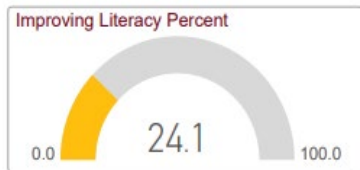
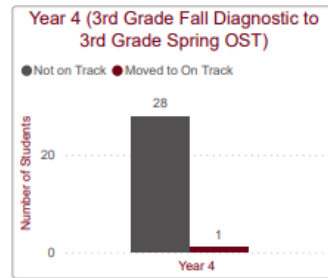
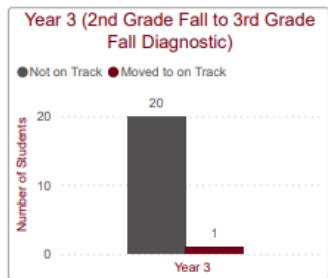
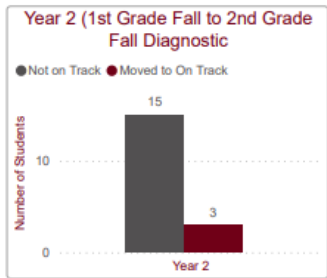
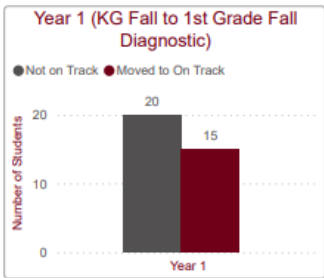
2021-2022



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2022-2023

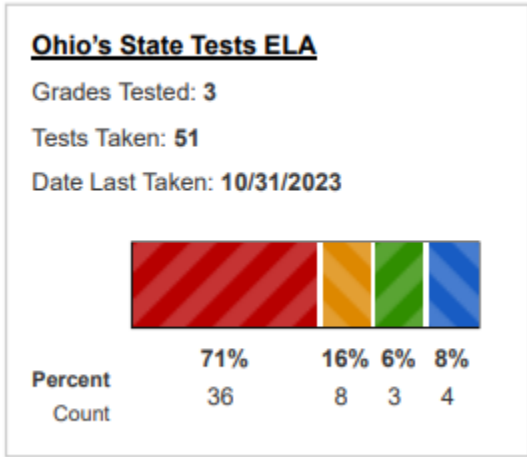


Improving literacy trend data suggests that we are making minimal progress with moving students from off track to on track.

OST Pre-Assessment Data

October 2023 data demonstrates third graders are not on track for reading proficiency.

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



Only 6% of students were proficient in Reading Literacy and only 8% are proficient in Informational Text.

Fourth Grade Benchmark 2023-2024

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken												
Grade 4 English Language Arts Benchmark Test	Benchmark	4	Pre-Instruction	66	658	<table border="1"> <thead> <tr> <th>Percent</th> <th>71%</th> <th>15%</th> <th>5%</th> <th>8%</th> <th>2%</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>47</td> <td>10</td> <td>3</td> <td>5</td> <td>1</td> </tr> </tbody> </table>	Percent	71%	15%	5%	8%	2%	Count	47	10	3	5	1	10/31/2023
Percent	71%	15%	5%	8%	2%														
Count	47	10	3	5	1														

Data indicates that only 9% of students are proficient in Reading Informational Text and 11% are on track for Reading Literary Text.

2022-2023 OST Data

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken												
Grade 3 English Language Arts	Ohio's State Tests	3	Spring 2023 (OST)	53	676	<table border="1"> <thead> <tr> <th>Percent</th> <th>53%</th> <th>13%</th> <th>9%</th> <th>17%</th> <th>8%</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>28</td> <td>7</td> <td>5</td> <td>9</td> <td>4</td> </tr> </tbody> </table>	Percent	53%	13%	9%	17%	8%	Count	28	7	5	9	4	04/28/2023
Percent	53%	13%	9%	17%	8%														
Count	28	7	5	9	4														
Grade 4 English Language Arts	Ohio's State Tests	4	Spring 2023 (OST)	64	674	<table border="1"> <thead> <tr> <th>Percent</th> <th>50%</th> <th>25%</th> <th>17%</th> <th>5%</th> <th>3%</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>32</td> <td>16</td> <td>11</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	Percent	50%	25%	17%	5%	3%	Count	32	16	11	3	2	04/20/2023
Percent	50%	25%	17%	5%	3%														
Count	32	16	11	3	2														
Grade 3 English Language Arts	Ohio's State Tests	3	Fall 2022 (OST)	55	662	<table border="1"> <thead> <tr> <th>Percent</th> <th>58%</th> <th>22%</th> <th>15%</th> <th>4%</th> <th>2%</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>32</td> <td>12</td> <td>8</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Percent	58%	22%	15%	4%	2%	Count	32	12	8	2	1	11/02/2022
Percent	58%	22%	15%	4%	2%														
Count	32	12	8	2	1														

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

OST data shows that last year 19% of third grade students were proficient in Informational Text and 17% of third grade students were proficient in Literary Text. 17% of fourth grade students were proficient in Informational Text and 13% of students were proficient in Literary Text.

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.

Many of our students are coming not ready for the rigors of kindergarten. Students are deficient in literacy skills and social skills as indicated by the above KRA results. ODE (Ohio Department of Education) data from 2018 indicates that 37.7% of students entering Kindergarten are not ready for the K standards. (Ohio's Plan to Raise Literacy) Comparably 88% of our students are not ready for the Ohio K standards.

100% of our students are considered to be economically disadvantaged. We know that this also plays a significant impact on Learning. Reviewing relevant literature, students that live in poverty have a 30-million-word gap between those who are wealthy. (Early Years Make a Difference) Studies by Eric Jensen demonstrate that students living in poverty have a lack of motivation, low oral language, low vocabulary development and low working memory. Additionally, many of our students have experienced several Adverse Childhood Experiences (ACE) and have experienced significant trauma in their lives. All this information shows that our students are coming to us behind and with obstacles to overcome. Intensive interventions are required at the onset and strong Tier 1, 2 and 3 is important.

Another factor that is contributing to our lack of reading achievement is our chronic absenteeism rate. 52% of our learners are experiencing chronic absenteeism. Students not in school are missing important instruction, which only increases the reading achievement gap. It is important that our at-risk learners are being impacted by this. This chronic absenteeism rate is 10% higher in our SWD.

Teacher efficacy and knowledge of Science of Reading is another factor contributing to low reading achievement in our school. Many teachers are having a challenging time letting go of old Four Block reading strategies which they have been using for years. Teachers are not approaching literacy instruction consistently. As we shift our thinking and provide more professional development around the Science of Reading, the expectation is that reading achievement will increase.

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

Another barrier that we need to address is the lack of a strong Tier 1 reading program. We have experienced success with the implementation of Heggerty, and the above data shows we are strong in phonemic awareness. However, the I-ready data indicates we lack important foundational skills. Without a strong Tier 1 program, teachers are left more to their own devices, and we are not consistently exposing students to research based practices based on the SOR.

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.

Root Cause Analysis

Tier 1 Reading Program

Problem:

The absence of a strong, evidence-based reading program contributes to students' difficulties in developing essential reading skills.

Root Cause:

The curriculum lacks a comprehensive and structured approach to reading, failing to incorporate crucial components highlighted by the Simple View of Reading and the Scarborough Reading Rope, such as phonics and other decoding strategies. Our I-ready data suggests we lack these basic reading skills.

Missing Components in Reading Instruction:

Problem:

Essential elements outlined in the Scarborough Reading Rope, such as, decoding, and language comprehension, are inadequately addressed in the curriculum.

Root Cause:

The reading program lacks a comprehensive approach, neglecting critical components identified in the Scarborough Reading Rope, which are essential for proficient reading.

Insufficient Teacher Knowledge in the Science of Reading:

Problem:

Teachers lack knowledge and training in evidence-based reading practices, including phonics instruction and the broader science of reading. Students are not receiving consistent instruction.

Root Cause:

Inadequate professional development opportunities and limited awareness of the science of reading contribute to educators not possessing the necessary tools to effectively teach and provide reading instruction.

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

Chronic Absenteeism

Problem:

Many students consistently miss school days, impacting their exposure to essential reading instruction and overall learning experiences.

Root Cause:

Factors such as health issues, lack of family support, or disengagement from school contribute to chronic absenteeism, disrupting the continuity of literacy development.

Poverty as a Barrier to Reading Achievement:

Problem:

Socioeconomic challenges associated with poverty create barriers to effective learning, affecting cognitive development and academic success.

Root Cause:

Limited access to resources, inadequate support structures, and increased stressors associated with poverty contribute to an environment less conducive to successful literacy outcomes.

Lack of Kindergarten Preparedness:

Problem:

Some students may enter kindergarten without the necessary foundational skills, making it challenging to keep up with the curriculum.

Root Cause:

Inadequate support systems, lack of access to early childhood education, or insufficient awareness among parents regarding kindergarten readiness contribute to students starting school without the essential skills.

Addressing these root causes requires a comprehensive approach that includes adopting a new Tier 1 reading program based on the SOR, providing targeted professional development for teachers on the SOR, implementing strategies to reduce chronic absenteeism, developing community-wide initiatives to mitigate the impact of poverty on student learning, and ensuring early intervention and preparation for students entering kindergarten. By addressing these interconnected factors, Constellation Old Brooklyn Community Elementary will be able to create a road map for increased reading achievement for our learners.

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

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

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.

Student Goals

Goal 1-By the publication of the 2023-2024 School Report Card, increase the number of students on track at each grade level by 10%.

- Kindergarten will increase from 19% to 29%.
- First grade will increase from 19 percent to 29%.
- Second grade will increase from 13% to 23%
- Third grade will increase from 12% to 32%.

Goal 2-By the publication of the 2023-2024 School Report Card, decrease Chronic Absenteeism by 5% across all grade levels compared to the previous academic year. Chronic Absenteeism will decrease from 52% to 47%.

Goal 3- By the publication of the 2023-2024 School Report Card, students will meet the expected value-added growth in Reading.

- 50% of all Kindergarten students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all first-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all second-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all third-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all fourth-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.

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

Adult Implementation Strategies

Strategy 1: Reading Program Implementation

Beginning in the 2024-2025 school year, a new Tier 1 Reading program will be adopted that is research based, structured, and aligns with the SOR and the Simple View of Reading and Scarborough's Reading Rope principles.

Strategy 2 Enhancing Teacher Knowledge in the Science of Reading

Teachers will receive professional development focused on the science of reading, including phonics instruction. Professional Development will occur annually and ongoing through the BLT to the TBT.

Strategy 3 Early Intervention for Kindergarten Readiness

Implement a Kindergarten readiness program prior to each academic year to increase basic literacy skills by 5% as measured by a basic K reading inventory.

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

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 publication of the 2023-2024 School Report Card, Increase the number of students on track at each grade level by 10%.

- Kindergarten will increase from 19% to 29%.
- First grade will increase from 19 percent to 29%.
- Second grade will increase from 13% to 23%
- Third grade will increase from 12% to 32%.

Evidence-Based Strategy or Strategies: Implement SOR, Sound Walls, Explicit vocabulary instruction, Explicit phonics instruction, Multi-tiered System of supports, Heggerty, differentiated instruction, Formative Assessments, Technology Assisted Learning, Professional Development Early Interventions

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will participate in SOR training.	Teachers will participate in Teacher Based Teams, analyzing student data, strategies and adjusting instruction based on needs	Implementation of evidence based SOR practices.
Timeline	2023-2024 School Year 2024-2023 School Year	Weekly During the 2023 School Year and 2024 School Year	Daily during the 2023-2024 School Year Daily during the 2024-2025 School Year
Lead Person(s)	Chistine Garten, Professional Development Coordinator Cherie Kaiser, Principal Steve Gedeon, Coach	Cherie Kaiser, Principal	Cherie Kaiser, Principal Steve Gedeon, Coach
Resources Needed	SOR Professional Development which will be provided jointly by our sponsor, Lake Erie West,	OIP 5 Step process training Evidenced Based Strategies	Tier 1 Reading Program Heggerty

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

	Action Step 1	Action Step 2	Action Step 3
	school, and management company.	TBT Time embedded in the schedule	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Research professional development courses to attend. Teachers will attend courses.</p> <p>The building coach and principal will provide coaching and feedback of strategies that are implemented from the PD.</p>	<p>Research Evidence Based Strategies</p> <p>Identification of Critical Needs as part of the OIP</p> <p>TBT's will meet weekly. The principal and/or building coach will attend the meetings. TBT's will report to the BLT.</p> <p>The BLT will meet monthly. PD will be provided to the BLT and will then flow back to TBT.</p>	<p>Lesson Plan Framework incorporating areas of reading instruction will be created.</p> <p>Walkthrough Checklist will be created and used to monitor implementation</p> <p>Schedule with 90–120-minute literacy block will be created and adhered to.</p>
Measure of Success	<p>Walkthroughs monitoring progress</p> <p>Lesson Plans implementing practices</p>	TBT forms including Diagnostic data, benchmark data and post assessment data	<p>Heggerty Benchmarking</p> <p>Observations and walkthroughs of evidenced based practices</p> <p>Lesson Plans</p>
Description of Funding	<p>Future Foward Funding</p> <p>Federal Funding</p> <p>General Operating</p>	<p>Future Foward</p> <p>Federal Funding</p> <p>General Operating</p>	<p>Future Forward</p> <p>Federal Funding</p> <p>General Operating</p>
Check-in/Review Date	Check in and Review date will occur at each Semester during the 2023-2024 school year and 2024-2025 school year	Monthly BLT meetings.	Check in and Review date will occur at each Semester during the 2023-2024 school year and 2024-2025 school year

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	Action Step 1	Action Step 2	Action Step 3

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

Goal # 2 Action Map

Goal Statement: By the publication of the 2023-2024 School Report Card, decrease Chronic Absenteeism by 5% across all grade levels compared to the previous academic year. Chronic Absenteeism will decrease from 52% to 47%.

Evidence-Based Strategy or Strategies: Coaching, Modeling, Professional Development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Educate families on the importance of attendance	Identify barriers that impact attendance.	Recognition provided to students that achieve a reduction in absenteeism
Timeline	2023-2024 School Year 2024-2023 School Year	2023-2024 School Year 2024-2023 School Year	2023-2024 School Year 2024-2023 School Year
Lead Person(s)	Karen Jack, Dean of Community and Family Engagement Cherie Kaiser, Principal Classroom Teachers	Karen Jack, Dean of Community and Family Engagement Cherie Kaiser, Principal Classroom Teachers	Karen Jack, Dean of Community and Family Engagement Cherie Kaiser, Principal Classroom Teachers
Resources Needed	Resources on the importance of attendance in family friendly language Parent Meeting Schedule	Resources will be needed to help mitigate the barriers that are needed Community supports will need to be identified and used	Student individual absenteeism data to determine if a reduction was achieved. Assembly date and plan Prizes/Certificates to recognize achievement
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development and training for both families and staff will be provided and planned for	Attendance meetings will occur prior to the threshold being hit to provide earlier supports	Community Support will be identified to support the recognition. A Plan for recognizing students will be created and detailed. This plan will be created by the building principal, Dean of Community and Family

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Measure of Success	Parent attendance at meetings Surveys	Parent attendance at meetings Surveys	Students identified and rewarded for a reduction of absenteeism

Goal # 3 Action Map

Goal Statement: By the publication of the 2023-2024 School Report Card, students will meet the expected value-added growth in Reading.

- 50% of all Kindergarten students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all first-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all second-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all third-grade students will meet their I-ready expected growth score by the end of the 2023-2024 school year.
- 50% of all fourth-grade students will meet their OST value added growth score by the end of the 2023-2024 school year.

Evidence-Based Strategy or Strategies: Implement SOR, Sound Walls, Explicit vocabulary instruction, Explicit phonics instruction, Multi-tiered System of supports, Heggerty, differentiated instruction, Formative Assessments, Technology Assisted Learning, Professional Development Early Interventions

	Action Step 1	Action Step 2	Action Step 3
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Implementation Component	Review and modify our Multi-tiered levels of support plan for effectiveness	Teachers will participate in Teacher Based Teams, analyzing student data, strategies and adjusting instruction based on needs	Implementation of differentiated evidence based SOR practices
Timeline	Spring 2024	Weekly During the 2023 School Year and 2024 School Year	Daily during the 2023-2024 School Year Daily during the 2024-2025 School Year
Lead Person(s)	Cherie Kaiser, Principal BLT	Cherie Kaiser, Principal	Cherie Kaiser, Principal Steve Gedeon, Coach
Resources Needed	MTSS Flow Chart Data from TBT Schoolwide Tier data	OIP 5 Step process training Evidenced Based Strategies TBT Time embedded in the schedule	Tier 1 Reading Program Heggerty Evidence based practices
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Coaching System review and professional development	Research Evidence Based Strategies Identification of Critical Needs as part of the OIP TBT's will meet weekly. The principal and/or building coach will attend the meetings. TBT will report to the BLT. The BLT will meet monthly. PD will be provided to the BLT and will then flow back to TBT.	Lesson Plan Framework including differentiation will be included Walkthrough Checklist will be created including differentiation Schedule with 90–120-minute literacy block will be developed with a built-in intervention block Professional Development in the SOR will be provided to ensure differentiation strategies align.

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Measure of Success	The revision of our MTSS system will be our measure of success	TBT forms including Diagnostic data, benchmark data and post assessment data	Heggerty Benchmarking Observations and walkthroughs of evidenced based practices Lesson Plans
Description of Funding	General Operating	Future Foward Federal Funding General Operating	Future Forward Federal Funding General Operating
Check-in/Review Date	Quarterly	Monthly BLT meetings.	Check in and Review date will occur at each Semester during the 2023-2024 school year and 2024-2025 school year

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

Progress monitoring in education is crucial for several reasons, and research has consistently highlighted its importance in improving student outcomes. Progress monitoring will allow us to identify early learning obstacles and intervene quickly. According to a meta-analysis by Fuchs and Fuchs (1986), early identification of learning difficulties is linked to better intervention outcomes. Identifying and addressing academic challenges early can prevent long-term academic struggles.

Progress monitoring will allow us to determine if we are on the right track towards goal mastery. It will allow us to individualize our instruction to ensure student needs are met.

A study by Stecker, Fuchs, and Fuchs (2005) found that progress monitoring enables teachers to tailor instruction to individual student needs. By continually assessing student progress, educators can adjust their teaching methods to match the pace and style that suits each learner.

Progress monitoring provides real time data and feedback that educators can use to make informed decisions around strategies and interventions.

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

- Formative assessment data: running records, reading inventory and assessments from curriculum resources, as well as any pending formative assessment tools (Heggerty)
- iReady Diagnostic assessment data
- Reading Improvement Monitoring Plans or RIMP's (in grades K-3)
- Teacher/administrator observations/ instructional rounds
- The review of the above data points will be reviewed weekly in Teacher Based Teams, monthly by Building Level Teams and quarterly by the Education team. Through the Rtl structures already in place, data analysis from the above resources should provide district personnel with systems for providing student supports in Tier 1 as well as Tiers 2 and 3

Learner Performance Goals	What evidence is being collected?	What time frame?	Who will monitor?
<p><i>Goal #1</i> <i>50% of all learners will reach their growth goal on I-ready from fall to winter and again from winter to spring.</i></p>	<p>iReady Scores for Winter 2024, Spring 2024, Fall 2024 and Winter 2025, Spring 2025</p> <p>formative assessment gathered at the classroom level (ongoing)</p> <p>diagnostic data gathered as per the flow chart (ongoing as needed)</p> <p>TBT data outlining the use of I-ready data aligned to effective interventions and evidenced based practices</p>	<p>Winter 2024 to Winter 2025</p> <p>Winter 2025 to Winter 2026</p> <p>Spring 2024 to Spring 2025</p>	<p>Teacher Based Teams, Instructional Coaches, Curriculum Director,</p> <p>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 not progressing towards the goal will receive increased support from</p>

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			Instructional Coaches. Additional professional development will also be afforded to staff around embedded literacy instruction.
<i>Goal #2 100% of the TBT Protocols across the school indicate the use of evidence-based literacy strategies throughout the process</i>	<p>Each TBT will respond to the corresponding question on the TBT protocol each cycle; BLTs will monitor and collect data to report to DLT</p> <p>Utilization/implementation of strategies</p> <p>Walkthrough/instructional rounds Checklist data</p>	<p>Spring 2024</p> <p>Fall 2024- Spring 2025</p> <p>Spring 2025</p>	<p>Administrative Staff, BLT, DLT 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>
<i>Goal # 3 100% of Attendance Intervention Plans will be conducted 0% of all plans will be conducted prior to attendance thresholds are met.</i>	<p>Intervention Plans</p> <p>Evidence of on-going meeting</p> <p>Attendance data</p>	Monthly	<p>The Dean of Family and Community Engagement will organize attendance meetings with families and pertinent stakeholders.</p> <p>Barriers to attendance will be identified and resources towards barriers will be identified.</p> <p>The Dean of Family and Community Engagement along with the principal will monitor the progress of the plans and the timeline of implementation.</p>

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).

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***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.*

Old Brooklyn is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3rd grade, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation.

The Leadership Team analyzed data obtained from achievement, benchmarking, and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades K-3. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across our school. Prioritizing the most pressing needs of our students, along with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.

Evidence-based strategies utilized will be based on the SOR (Science of Reading) and will be grounded in both the Simple View of Reading and Scarborough's Reading Rope. Using these strategies will create a comprehensive and tailored approach to reading instruction. This approach addresses the diverse needs of students in K-4 and ensures a solid foundation for literacy development.

Phonemic Awareness Strategies using Heggerty

The National Reading Panel (2000) highlighted the significance of phonological awareness in reading acquisition. Additionally, studies by Torgesen (1998) and Bradley and Bryant (1983) support the effectiveness of explicit phonological awareness instruction. Teachers will be incorporating Phonemic Awareness Strategies into their daily literacy block.

Phonics Instruction

Teachers will be implementing daily explicit and systematic phonics in their literacy block. The National Reading Panel (2000) emphasized the importance of systematic and explicit phonics instruction in improving reading outcomes. The work of Ehri et al. (2001) and Johnston and Watson (2005) provide additional evidence supporting the effectiveness of phonics instruction.

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Vocabulary Development

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

Reading Comprehension and Fluency

Strategies will be provided to students as part of their daily 90-minute block. The literacy block will incorporate repeated and guided reading for fluency and teach explicit reading comprehension strategies.

The National Reading Panel (2000) emphasizes the importance of fluency in reading comprehension. Studies by Rasinski (2003) and Pressley et al. (1992) support fluency and comprehension strategy instruction. The National Reading Panel (2000) identified explicit instruction in comprehension strategies as effective. Research by Pressley et al. (1992) and Duke and Pearson (2002) support the impact of strategy instruction on reading comprehension.

Response to Intervention

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

Individualized Instruction and Differentiation

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

Assistive Technologies for Reading

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

Multisensory Learning

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Multisensory learning is a research-based strategy consistently used with our K-3 grades. We will continue to incorporate multisensory activities to engage different learning modalities during reading instruction. Research by Dunn and Dunn (1993) suggests that multisensory approaches can enhance learning and retention, particularly for students with diverse learning styles.

Parental Involvement and Support

Promote parental involvement through home reading programs and communication channels. Many of our families experience poverty. They are not aware of the implications of not reading and supporting reading will have on their child's reading growth. Through outreach and professional development, we hope to engage our families to support the efforts of our literacy plan. Parent meetings and consistent communication will be utilized. Epstein's model of parental involvement (1995) and research by Senechal and LeFevre (2002) highlight the positive impact of parental involvement on early literacy development.

Formative Assessment and Feedback

Assessment and feedback are crucial in moving learning forward. Teachers will use ongoing formative assessments to monitor student progress and adjust their instruction accordingly. Formative assessments will be discussed and analyzed at TBT meetings and will be communicated to the BLT.

Professional Development for Teachers

Provide ongoing professional development for teachers in evidence-based reading practices, including the science of reading. Professional development is an important evidence-based practice that has proven to increase student achievement.

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

Literacy Block

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

In grades K-3, our 90 minutes (about 1 and a half hours) literacy block is based on the reading pillars designated as the non-negotiable components of daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)

In grades 4-8 our 90-minute literacy block is based on the reading pillars comprehension and vocabulary. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)

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

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

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

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

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

Professional Development and Training

Teachers will undergo targeted professional development to ensure a deep understanding of evidence-based practices, aligning with the Science of Reading.

Evidence and monitoring will take place by the LPDC, principal and teachers. Details about the professional development programs, workshops, or courses that teachers will engage in will be provided.

Progress Monitoring

Regular Assessment and data analysis will occur frequently at TBTs and BLTS.

Regular formative assessments and data analysis will be used to monitor student progress, allowing for timely adjustments.

Teacher-Based Teams (TBTs)

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

i-Ready Data Utilization

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

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Consistent Review and Reflection

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

Family Feedback

OBCE will work towards Establishing feedback loops involving parents to gather insights and ensure alignment with home-based support. Feedback will be collected in person and through surveys.

Additionally, to ensure that the research-based strategies are being utilized and students are progressing, the Constellation Schools Old Brooklyn Community 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.
- Administrators will evaluate the implementation and fidelity of the use of the research-based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- Hold grade level meetings to determine areas of need and student need to develop specific skills-based intervention groups.
- Use data driven decision making.
- Communicate assessment results to all stakeholders to reflect the most recent student performance data.
- Work with the Education Team, BLT, and TBTs to assure students are making progress in reading. If progress is not being made, the teams will convene and determine the next steps to assure student progress and growth.

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

- Progress monitor using iReady quarterly for all students.
- Progress monitor using iReady monthly for all students who are not on track.
- Review intervention data bi-weekly at TBT meetings across all grade levels. Data will be the discussion weekly.
- Instruction and strategies will be modeled, and all K-3 teachers will be provided with appropriate support throughout the year.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

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

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
Science of Reading	Board Members	Science of Reading for Leaders and Board Members	November 4, 2023
Foundation Skills	K-3	Sound Wall Implementation	January 16, 2024
Foundational Skills	Grades K-3	Heggerty	Fall 2024
Science of Reading	Building Leaders	Future Foward Initiative-Reading Academy	Summer 2025
Science of Reading	Grades K-4	Ohio’s Course on LMS	Spring 2025
Dyslexia Pedagogy	Grades K-4	Ohio’s Dyslexia Course on LMS	Spring 2025
Foundational skills-Vocabulary	K-4	Explicit Vocabulary Instruction	Fall 2025
Foundational Skills/Science of Reading	K-4	Training on new Literacy Curriculum aligned to SOR	Fall 2025

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

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

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

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

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

Classroom Focused: Related to the practices taking place in the learning environment during the teaching process. The professional development plan is related to the practices taking place in the learning environment. The Education Team is oriented toward improving reading skills across the district. The professional development will allow staff to use research-based instructional literacy strategies.

Also, necessary coaching could also occur by outside consultants contracted by the school.

The outcomes of the professional development plan will be measured in multiple ways: observational data collected via instructional rounds using a school template, and, by student outcome data (iReady and OST results).

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

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APPENDICES

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

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