



December 2, 2024

Dear Superintendent O'Bryan:

Thank you for submitting the Constellation Schools: Puritas Community 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:**

- Special Education Coordinator included in RAP writing team
- Plan includes SMART goals and SMART subgoals
- Detailed analysis of student data and subscores that is also included in its analysis of internal factors contributing to low reading achievement.
- The plan includes Equity Gap Analysis Tool results

**This plan will benefit from:**

- Evidence-based strategies that address the deficits identified in the plan's data analysis
- A narrative of the root cause analysis tool results provided in the plan

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Constellation Schools: Puritas Community 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](mailto: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.

### **DISTRICT NAME:**

**Constellation Schools:** Puritas Elementary

**DISTRICT IRN:** 143479

**DISTRICT ADDRESS:** 17720 Puritas Avenue, Cleveland OH 44135

**PLAN COMPLETION DATE:** December 2023

**LEAD WRITERS:** Victoria Marshall

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

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement,

the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

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

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to equitable student access in a school/district <b>plan or policy</b> (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				
2. conducts a review of the policies, processes, and requirements to <b>identify barriers</b> for student participation in various course types (e.g., AP, career tech, IB, math, science).	Title I ELL Program	✓				
3. <b>refines</b> policies, processes, and requirements for student participation in various course types (e.g., AP, career tech, IB, math, science).	We meet as a staff every 8-9 weeks to discuss data for our title I program	✓				
4. <b>supports families</b> in deciding the best opportunities for students' academic programming to meet their individual needs.	Parent Teacher Meetings Planning/ETR/IEP Meetings	✓				
5. ensures that each student has <b>equitable access to technology</b> that supports his/her learning experiences.	Every Classroom has a computer cart with enough laptops for each student	✓				
6. <b>uses data</b> to support course completion and grade promotion for each student.	Grades	✓				
7. <b>reviews data</b> to determine potential bias in special education placement and/or grade level retention	Parent Teacher Meetings Planning/ETR/IEP Meetings	✓				
8. <b>implements a specialized plan</b> to provide <b>supports for retained students</b> .	Retention Process w/regular check-ins	✓				
9. establishes a process that engages students, families, and appropriate school staff to determine and identify (as needed) <b>early learning and early intervention services and supports</b> .	Rti Process KRA I-Ready Title I OELPA Screeners	✓				
10. conducts a thorough review of the school curricula with teacher, student and family advisory committees to ensure the curricula <b>reflect each student's unique learning needs</b> .	Curriculum committee district wide	✓				

11. conducts a thorough <b>review of assessments</b> to ensure they are bias free and positively represent the student populations.	I-Ready Class Assessments are turned into Building Leaders			✓		
12. implements equitable and inclusive policies for student participation in <b>extracurricular activities</b> to support well-rounded programming for each student.	We offer extracurriculars to all students	✓				
13. conducts a thorough review of our current <b>use of funds</b> to determine how to best support equitable student access.	Monthly budget meetings with the finance team	✓				
14. establishes an <b>ongoing partnership</b> with our neighboring districts and regional entities to support equitable student access initiatives (e.g. distance learning, tri-county course offerings through local community college partnerships).	The Centers for Family and Children Ohio Guidestone	✓				
15. <b>partners</b> with local businesses, foundations, or non-profits to fund equitable student access initiatives (e.g. sponsoring evening programs to help parents/families complete applications, donating musical instruments).	Laura's Home Kamms Corner Crumble Cookie Jack Frost Donuts	✓				
16. demonstrates a commitment to <b>fiscal transparency</b> in equitable student access efforts.	Monthly budget meetings with the finance team	✓				
17. determines the <b>appropriate allocations</b> to support the differentiated needs in each school building to ensure student success.	Monthly budget meetings with the finance team	✓				

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects culturally responsive practices in a school/district <b>plan or policy</b> (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				
2. selects a <b>research-based approach</b> to culturally responsive practice that drives the daily education of students.	Staff Training Professional Development		✓			

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3. shares a <b>common culturally responsive language</b> (e.g., asset-based thinking, student empowerment, restorative practices, multiple ways to acquire student prior knowledge, legitimizing voice).	Restorative practice Common Language used by all staff		✓			
4. engages in <b>ongoing, job-embedded professional development</b> with entire faculty and staff to enhance culturally responsive practices.	Professional Development Staff trainings Academic Coaching	✓				
5. reviews <b>curriculum and materials</b> to ensure that they support culturally responsive instruction.	Curriculum committee		✓			
6. collects <b>formal and informal data</b> to ensure that all students see themselves positively represented in the curriculum (e.g., conversations, surveys, focus groups and student and parent/family advisory groups).	Walk Throughs Lesson Plans Data meetings Team Discussions	✓				
7. <b>observes staff</b> to determine if they are engaging in culturally responsive practice.	walk throughs & observations	✓				
8. incorporates cultural responsiveness in the <b>human capital management system</b> (e.g., looking for bias in hiring practices, direct interview questions about culturally responsive practice).	Staffing is multicultural from a variety of backgrounds and experiences. Common interview set of questions that are used by all leaders	✓				
9. incorporates cultural responsiveness in <b>mentoring and induction programming</b> .	Professional Development		✓			
10. conducts a thorough review of the <b>current use of funds</b> to determine how to best support culturally responsive practice.	monthly budget meetings	✓				
11. <b>partners</b> with local businesses, foundations or non-profits to fund culturally responsive efforts.						✓

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to student-centered learning in a school/district plan or policy (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				

2. provides training and support to the entire school community to develop student-centered learning practices.	Staff Training Professional Development		✓			
3. implements student-centered instructional programming in all classrooms.	Restorative practice, Staff Training, Common Language used by all staff		✓			
4. observes staff to determine if they are engaging in student-centered learning.	Walk Through/Lesson Plans/Data meetings/Team Discussions	✓				
5. acquires student input to inform and revise the implementation of student-centered instructional approaches (e.g., surveys, focus groups, informal feedback).	Student Surveys School Sponsors survey students		✓			
6. collaborative teams (e.g., school counselor, teacher, career-tech educators, student, family members) help to develop and support each student's customized academic program.	TBT BLT Team Meetings Staff Meetings RTI Meetings	✓				
7. conducts a thorough review of current use of funds to determine how to best support student-centered learning.	Monthly Budget meetings	✓				
8. demonstrates a commitment to fiscal transparency in student-centered learning efforts.	Monthly Budget meetings	✓				

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to employing a diverse staff of excellent educators in a school/district plan or policy (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				
2. promotes the education profession to the K-12 student population (e.g., career advising, CTE courses, mentoring opportunities, EdRising).	Staff Training Professional Development		✓			
3. engages and supports local, diverse candidates in educator preparation programs (e.g., mentoring, support, field placements).	Restorative practice Common Language used by all staff Staff Professional Development		✓			
4. develops a recruiting plan that addresses student and staffing needs.	Recruitment Plan with Superintendent & HR	✓				
5. reviews hiring processes and procedures to look for bias.	Recruitment Plan with Superintendent & HR		✓			
6. trains staff involved in employee selection to understand and identify biases in the hiring process.	Staff Training, Professional Development	✓				
7. implements an early hiring process to ensure that the highest number of high quality, diverse candidates are available for consideration.	Recruitment Plan with Superintendent & HR	✓				
8. reviews the placement policies and procedures for student assignment to teachers and leaders (e.g., educator experience, race, effectiveness levels).	Recruitment Plan with Superintendent & HR, Staff Training, Professional Development	✓				
9. reviews the placement policies and procedures for teacher assignment to courses (e.g., advanced, inclusion).	Recruitment Plan with Superintendent & HR, Staff Training, Professional Development			✓		
10. provides new employees with ongoing support through mentorship, meaningful collaboration and customized learning opportunities.	Professional Development/ Staff trainings Academic Coaching Monthly Check-ins with staff	✓				
11. offers opportunities for growth (e.g., teacher leadership, incentives, administration opportunities) that align to employee goals to help employees remain engaged.	Professional Pathway Development Leadership Trainings			✓		

12. reviews <u>local equitable access</u> data annually to identify staffing needs for our most economically disadvantaged and minority students.	HR & Superintendent-- Hiring process			✓		
13. offers a <b>comprehensive incentive package</b> to attract, recruit, retain, and support the teachers necessary to meet staffing needs.	HR & Superintendent-- Hiring process					
14. engages with staff via <b>focus groups</b> to better understand their professional goals and needs so the comprehensive incentive package can attract them to teach in our district.						✓
15. prioritizes diversifying the workforce to <b>mirror the student population</b> .	HR & Superintendent-- Hiring process			✓		
16. plans differentiated professional development that meets organizational and/or individual employees' needs.	Professional Development Pathways		✓			
17. conducts a thorough review of our current <b>use of funds</b> to create and sustain a diverse staff of excellent educators.	Monthly Budget Meetings		✓			
18. establishes an <b>ongoing partnership</b> with the neighboring districts and regional entities to support staffing needs.	Part of the Accel Family College and University partnerships		✓			
19. <b>partners</b> with local businesses, foundations, or non-profits to fund diversifying educator workforce initiatives.	Part of the Accel Family College and University partnerships		✓			
20. demonstrates a commitment to <b>fiscal transparency</b> in developing and sustaining a diverse staff of excellent educators.	Monthly Budget Meetings	✓				

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district ...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects family and community engagement in a school/district <b>plan or policy</b> (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				
2. builds <b>capacity of all staff to implement</b> the family and community engagement plan or policy.	Staff Training Professional Development		✓			
3. builds <b>capacity of families</b> to support child's education.	Family Events, Newsletters, Dojo/Email		✓			



4. creates a welcoming school environment for family and community members.	Open House, Family Events	✓				
5. implements the family and community engagement plan or policy through a <b>collaborative team approach</b> .	Meeting with Marketing, Building Leaders, Lead Teachers and Administrative Assistants		✓			
6. engages students and families in <b>various settings</b> throughout the community (e.g., students' homes, community events, local recreational centers, after-school community programs).	We share community events with our families via flyers, monthly newsletter and social media			✓		
7. communicates to family and community members through <b>effective modes</b> in home languages (e.g., E-newsletters, email blasts, dedicated webpages, presentations, meetings, home visits).	Newsletters are in Spanish, English, French. ELL Program material is provided in Spanish IEP/ETR information is shared in family's native language, Interpreters are provided	✓				
8. takes a <b>tailored approach</b> to address the needs of students and families (e.g., wraparound services, adult learning opportunities).	We offer counseling services for our students, our families who are homeless we will help them with options, and busing for our families, free breakfast & lunch	✓				
9. implements a variety of <b>proven strategies</b> to increase family participation (e.g., provide childcare, flexible scheduling).	Busing, counseling services, offering food at family events			✓		
10. conducts <b>family surveys or focus groups</b> .	Parent teacher conference- surveys		✓			
11. uses results from family surveys or focus groups to <b>inform decision making</b> .	BLT team reviews & analyzes surveys			✓		
12. includes a diverse group of families on teacher or school leader <b>interview teams</b> .	There are a variety of families and grades for our sponsor interviews		✓			
13. includes a diverse group of families and community stakeholders on <b>planning, steering and/or advisory groups</b> .	Board Meetings			✓		
14. conducts <b>community surveys or focus groups</b> .	Parent surveys			✓		
15. uses results of community surveys or focus groups to <b>inform decision making</b> .						✓
16. leverages <b>community resources</b> to help address student and family needs.	Kamm's Corner Development, Westpark Community, local Counseling services, Career Day		✓			

17. <b>reflects upon and revises</b> , as needed, the family and community engagement strategies and policies.	We review data from parent surveys			✓		
18. conducts a thorough review of the current <b>use of funds</b> to determine how to best support family and community engagement.	monthly budget meetings		✓			
19. <b>partners</b> with local businesses, foundations or non-profits to fund family and community engagement efforts.	Jack Frost Donuts Crumble Cookies Laura's Home			✓		
20. demonstrates a commitment to <b>fiscal transparency</b> in family and community engagement work.	Monthly Budget meetings	✓				

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district...	Evidence of Implementation	BP	GP	DP	NP	U
1. promotes the importance of positive school climate in a school/district <b>plan or policy</b> (e.g., mission, vision, strategic plan).	Mission Statement School Vision Puritas PRIDE	✓				
2. conducts school <b>climate surveys</b> .	Parent Surveys		✓			
3. uses school climate survey <b>results to inform</b> school climate improvements.	parent surveys		✓			
4. provides <b>training and professional development</b> to staff regarding identified school climate needs.	Staff Training Professional Develop Safe Schools	✓				
5. executes the <b>school safety plan</b> .	Safety Team that meets Quarterly		✓			
6. executes the <b>Emergency Management Plan</b> .	Practice Safety measures with staff and students monthly			✓		
7. <b>provides support</b> to the school community when traumatic experiences occur.	Counselors and Education Team	✓				
8. examines a <b>wide range of student data</b> to determine methods that reduce disparities among students with the highest discipline rates (e.g., restorative practice, talking circles, resiliency practices).	Class Dojo, I-Ready, Swis Data, Discipline plans, OST, Benchmarks	✓				
9. creates a <b>welcoming and inclusive</b> school environment for both students and adults, which meets <a href="#">Ohio's</a> or national <a href="#">school climate guidelines</a> .	Open House, offer tours, events throughout the year			✓		
10. <b>implements</b> Ohio's Social and Emotional K-12 Learning Standards (or modification of them to meet local context).	SEL Program that staff utilizes Monthly Character Lessons		✓			
11. provides <b>ongoing opportunities</b> for students to develop positive behaviors (e.g., Positive Behavioral Interventions and Supports (PBIS) framework, restorative circles, social and emotional learning supports, etc.).	PBIS Program Student Behavior Plans Check in and Check out plans			✓		
12. provides <b>nutritional food services</b> , both in and out of school.	Free breakfast & Free lunch for all students		✓			

13. maintains a <b>clean and safe</b> physical environment.	Maintenance Checks, Building Cleaners, Safety Team	✓				
14. <b>partners</b> with local health and wellness, mental and social service centers to support students who experience trauma.	Centers for Family and Children Ohio Guidestone		✓			
15. provides <b>training and support</b> to the entire school community to understand the impact of trauma.	Centers for Family and Children Ohio Guidestone		✓			
16. conducts a thorough review of the current <b>use of funds</b> to determine how to best support school climate.	Monthly budget meetings		✓			
17. utilizes <b>neighboring districts and other entities</b> to support immediate school climate needs.	Busing for our students			✓		
18. <b>partners</b> with local businesses, foundations, or non-profits to fund school climate improvements.	Kammis Corner Development, Laura's Home, Westpark Community		✓			
19. demonstrates a commitment to <b>fiscal transparency</b> in school climate work.	Monthly Budget meetings			✓		

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

<b>Name</b>	<b>Title/Role</b>	<b>Location</b>	<b>Email</b>
Victoria Marshall	Building Leader	Puritas Elementary 17720 Puritas Avenue Cleveland OH 44135	Marshall.victoria@constellationschools.com
Becky Goss	Building Leader	Puritas Elementary 17720 Puritas Avenue Cleveland OH 44135	Goss.becky@constellationschools.com
Shannon Aufmuth	Elementary Lead Teacher	Puritas Elementary 17720 Puritas Avenue Cleveland OH 44135	Aufmuth.shannon@constellationschools.com
Abby Hemme	Title I Teacher	Puritas Elementary 17720 Puritas Avenue Cleveland OH 44135	Jones.abigail@constellationschools.com
Christine Garten	Curriculum & Instruction Coordinator	5730 Broadview Rd. Parma, Ohio 44129	garten.christine@constellationschools.com
Kate Craft	Special Education Program Coordinator	5730 Broadview Rd. Parma, Ohio 44129	Craft.katyln@constellationschools.com
Debbie Piazza	Education Program Coordinator	5730 Broadview Rd. Parma, Ohio 44129	Piazza.deborah@constellationschools.com

Name	Title/Role	Location	Email
Jacklyn Dalziel	Intervention Specialist	Puritas Elementary 17720 Puritas Avenue Cleveland OH 44135	Jdalziel@constellatio nschools.com

**SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN**

Constellation Schools Puritas Community Elementary consists of two buildings, which houses grades Kindergarten through fourth grade. There are 145 students currently enrolled. 52 percent of our student body is economically disadvantaged, and five percent of the students are students with disabilities.

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, 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 as 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, NWEA Map scores from 2022-2023, OELPA scores from 2021-2022, 2022-2023, our RIMPs data from 2021-2022, 2022-2023, 2023-2024, Benchmark Assessments from Ohio Readiness Portal from Spring 2023 and Spring 2022, along with OST data from two previous years and finally our KRA assessment data for the past three 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. From there, our monthly

meetings will be to inform our District Leadership Team where identifying academic strengths and areas of need. The BLT and TBT will rely on our BLT for guidance as to moving forward in our areas of need.

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 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 Building Leadership Team and Teacher Based Teams to assist in designing focused improvement strategies, structures, and processes that address the achievement gap.

## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\*

Our Reading Achievement Plan is aligned to data gathered from the Ohio School Report Cards, goals from Lake Erie West, I-Ready data reports from Fall of 2023, 2023-2024 Benchmark and Checkpoint Assessments from Ohio Readiness Portal, KRA results from the past three years, NWEA Map scores from 2022-2023, OELPA scores from 2021-2022 & 2022-2023, RIMP data from the past three years, along with OST data from two previous years. Below is a list of common goals which we are working towards.

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

- By the end of the 23-24 School Year, 90% of our students will attain at least a 90% attendance rating.
  - By May 2024 at least 65% of the students will meet or exceed the projected growth goal in reading as measured by the 2023-2024 i-Ready Diagnostic.
  - By May 2024 at least 65% of the students will meet or exceed the projected growth goal in math as measured by the 2023-2024 i-Ready Diagnostic.
- **Overarching School Goal:**
    - During the 2023-2024 school year, state assessment scores will increase by five percent in the area of Reading/English Language Arts.
    - During the 2023-2024 school year, at least 50% 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.

**We will be reaching these goals in the 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 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 group 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.

- 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 wrap all our goals together, the 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 to 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 and 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 for Literature, Reading for Information, Foundational Skills, Speaking and Listening, and Language.

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

**SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\***

***The Ohio English Language Proficiency Assessment (OELPA)***

The OELPA is a performance assessment that is given to our English learners. There are five different performance levels: Level 1 – Beginning Level, 2 – Early Intermediate, Level 3 – Intermediate, Level 4 – Early Advanced, Level 5 – Advanced

These levels determine the overall proficiency level of the assessment. A student must earn a proficient level to exit our English Language Learner Program. Here are the following levels and description:

**Proficient** - student scored any combination of level 4s and 5s on the non-exempted domain tests

**Progressing** - student scored a combination of levels that did not allow the student to be considered Proficient or Emerging

**Emerging** - student scored any combination of level 1s and 2s on the non-exempt domain tests

	<b><i>2022-2023</i></b>	<b><i>2021-2022</i></b>
<b><i>Kindergarten</i></b>	4 students progressing	12 students progressing 1 student emerging

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

<b>First Grade</b>	10 students progressing 1 student proficient 2 student emerging	6 students progressing
<b>Second Grade</b>	7 students progressing	9 students progressing
<b>Third Grade</b>	9 students progressing 1 student proficient	6 students progressing
<b>Fourth Grade</b>	4 students progressing 1 student emerging	4 students progressing

Overall, the data from the past two years for our ELL students shows a positive trend. Our students are demonstrating growth because of the consistent efforts our ELL teacher provides to the students each day. We do lose and gain new students each year, last year in our fourth-grade class we enrolled two new students. The one student was only fluent in Ukrainian, and our other new student predominately spoke Spanish. Our ELL teacher, academic coach and building leader investigated options to help the students' progress and acclimate to their new school and surroundings. There is consistent effort to support our emerging students based on our RTi process and meeting every eight or nine weeks to analyze and discuss as a team student data.

#### **Number of Students on a RIMP**

	<b>2023-2024</b>	<b>2022-2023</b>	<b>2022-2021</b>
<b>Kindergarten</b>	5 students	5 Students	5 students
<b>First Grade</b>	16 students	7 students	16 students
<b>Second Grade</b>	6 students	13 students	15 students
<b>Third Grade</b>	15 students	17 students	18 students
<b>Fourth Grade</b>	2 students	0 students	0 students

Students who are placed on a Reading Improvement and Monitoring Plan (RIMP) denote that they are not on track for grade level standard proficiency in English Language Arts. Students who are on a RIMP, their families must be notified of the RIMP. Students can be serviced through Title I

services and/or small groups by their classroom teachers. In reviewing the RIMP data from the past three years there has been fluctuation from year to year. Again, our student population and staff population is transient in nature due to moving in or out of the area. Additionally our staff leave our school for higher paying jobs in public school districts. For our Kindergarten students we use the KRA results for writing a RIMP, however in grades First through Fourth we used NWEA Map results for many years, however, this year our district moved to utilizing I-Ready results. This year was the first year we had to write RIMPs for fourth grade due to the Third Grade Reading Guarantee. Understanding and adapting to this dynamic environment will be crucial for maintaining a positive and supportive learning environment for all students and staff.

**Kindergarten Data**

***The Kindergarten Readiness Assessment (KRA)***

**Emerging:** Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

**Approaching:** Students demonstrated some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

**Demonstrating:** Students demonstrated foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

	<b><i>Fall 2023</i></b>	<b><i>Fall 2022</i></b>	<b><i>Fall 2021</i></b>
<b><i>Emerging</i></b>	<b><i>54%</i></b>	<b><i>58%</i></b>	<b><i>35%</i></b>
<b><i>Approaching</i></b>	<b><i>31%</i></b>	<b><i>33%</i></b>	<b><i>34%</i></b>
<b><i>Demonstrating</i></b>	<b><i>15%</i></b>	<b><i>9%</i></b>	<b><i>31%</i></b>

***NWEA Reading diagnostics (percentage below proficiency) 2022-2023***

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

	<b>Kindergarten</b>
<b>Language &amp; Writing</b>	64%
<b>Literature and Informational</b>	64%
<b>Foundational Skills</b>	68%
<b>Vocabulary Use &amp; Functions</b>	60%

***I-Ready Reading diagnostics (percentage one or more grades below) 2023-2024***

	<b>Kindergarten</b>
<b>Phonological Awareness (PA)</b>	61%
<b>Phonics (PH)</b>	65%
<b>High-Frequency Words (HFW)</b>	91%
<b>Vocabulary (VOC)</b>	70%
<b>Comprehension: Overall (COMP)</b>	57%
<b>Literature (LIT)</b>	52%
<b>Informational Text (INFO)</b>	65%

The majority of our kindergarten students do not attend preschool prior to their first day of school. This is a huge transition for many of our students who are not used to a structured day with academics, high expectations, a full day of following rules and learning how to get along with their classmates. The last three years we have promoted a Kindergarten Bootcamp in the month of August to introduce our students to our building, what a day in kindergarten is going to be like for a couple of hours for one week. However, not all our kindergarten families take advantage of this opportunity.

**First Grade Data**

***NWEA Reading diagnostics (percentage below proficiency) 2022-2023***

	<b>First Grade</b>
<b>Language &amp; Writing</b>	50%
<b>Literature and Informational</b>	50%
<b>Foundational Skills</b>	43%

<b>Vocabulary Use &amp; Functions</b>	<b>43%</b>
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***I-Ready Reading diagnostics (percentage one or more grades below) 2023-2024***

	<b><i>First Grade</i></b>
<b>Phonological Awareness (PA)</b>	<b>87%</b>
<b>Phonics (PH)</b>	<b>93%</b>
<b>High-Frequency Words (HFW)</b>	<b>83%</b>
<b>Vocabulary (VOC)</b>	<b>90%</b>
<b>Comprehension: Overall (COMP)</b>	<b>90%</b>
<b>Literature (LIT)</b>	<b>90%</b>
<b>Informational Text (INFO)</b>	<b>80%</b>

Our first-grade data demonstrates that the students struggle with language, writing, literature and informational texts based on the NWEA data. However, the most recent data from I-Ready indicates Phonics, vocabulary and literature and informational texts as well. Staff members have been using Heggerty curriculum in the classroom and focusing on small groups to work with the following skills: Phonics, vocabulary, and comprehension.

**Second Grade Data**

***NWEA Reading diagnostics (percentage below proficiency) 2022-2023***

	<b><i>Second Grade</i></b>
<b><i>Language &amp; Writing</i></b>	<b>64%</b>
<b><i>Literature and Informational</i></b>	<b>68%</b>
<b><i>Foundational Skills</i></b>	<b>80%</b>
<b><i>Vocabulary Use &amp; Functions</i></b>	<b>64%</b>

***I-Ready Reading diagnostics (percentage one or more grades below) 2023-2024***

	<b><i>Second Grade</i></b>
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\*Section headings marked with an asterisk are required by state law.

Phonological Awareness ( <i>PA</i> )	<b>23%</b>
Phonics ( <i>PH</i> )	<b>83%</b>
High-Frequency Words ( <i>HFW</i> )	<b>42%</b>
Vocabulary ( <i>VOC</i> )	<b>91%</b>
Comprehension: Overall ( <i>COMP</i> )	<b>88%</b>
Literature ( <i>LIT</i> )	<b>91%</b>
Informational Text ( <i>INFO</i> )	<b>85%</b>

Second-grade student data from NWEA demonstrates a lack of Foundational skills. However, I-Ready data the students scored low in vocabulary and Literature texts. Based on the data this year our Second-grade teachers will need to focus on vocabulary, comprehension and Phonics.

### Third Grade Data

#### ***NWEA Reading diagnostics (percentage below proficiency) 2022-2023***

	<b><i>Third Grade</i></b>
<b>Vocabulary: Acquisition &amp; Use</b>	56%
<b>Informational Text: Language, Craft, and Structure</b>	50%
<b>Literary Text: Key Ideas and Details</b>	61%
<b>Informational Text: Key Ideas and Details</b>	52%
<b>Literary Text: Language, Craft, and Structure</b>	48%

#### ***I-Ready Reading diagnostics (percentage one or more grades below) 2023-2024***

	<b><i>Third Grade</i></b>
Phonological Awareness ( <i>PA</i> )	<b>0%</b>
Phonics ( <i>PH</i> )	<b>68%</b>
High-Frequency Words ( <i>HFW</i> )	<b>32%</b>
Vocabulary ( <i>VOC</i> )	<b>86%</b>

<b>Comprehension: Overall (COMP)</b>	<b>86%</b>
<b>Literature (LIT)</b>	<b>77%</b>
<b>Informational Text (INFO)</b>	<b>59%</b>

**Ohio's State Test & Benchmark for English Language Arts assessment for Below Proficient**

	Benchmark Spring 2023	Benchmark Spring 2022	Ohio State Tests: ELA Spring 2022-2023	Ohio State Tests: ELA Spring 2022- 2021
<b>Third Grade</b>	<b>72%</b>	<b>90% on 11/17/2021</b>	<b>56%</b>	<b>50%</b>

Last year our Third-grade students struggled with Key ideas and details along with vocabulary. This year's Third-grade class also struggles with vocabulary and comprehension skills. Our OST benchmark and end of year exam does show more students were proficient from the beginning of the year to the end of the year however, our students still have room for growth.

**Fourth Grade Data**

***NWEA Reading diagnostics (percentage below proficiency) 2022-2023***

	<b><i>Fourth Grade</i></b>
<b>Vocabulary: Acquisition &amp; Use</b>	50%
<b>Informational Text: Language, Craft, and Structure</b>	58%
<b>Literary Text: Key Ideas and Details</b>	65%
<b>Informational Text: Key Ideas and Details</b>	58%
<b>Literary Text: Language, Craft, and Structure</b>	61%

***I-Ready Reading diagnostics (percentage one or more grades below) 2023-2024***

	<b>Fourth Grade</b>
Phonological Awareness (PA)	<b>0%</b>
Phonics (PH)	<b>45%</b>
High-Frequency Words (HFW)	<b>6%</b>
Vocabulary (VOC)	<b>82%</b>
Comprehension: Overall (COMP)	<b>88%</b>
Literature (LIT)	<b>79%</b>
Informational Text (INFO)	<b>91%</b>

***Ohio’s State Test & Benchmark for English language arts assessment below Proficient***

	Benchmark Spring 2023	Benchmark Spring 2022	Ohio State Tests: ELA Spring 2022-2023	Ohio State Tests: ELA Spring 2022-2021
<b>Fourth Grade</b>	<b>62%</b>	<b>72%</b>	<b>65%</b>	<b>55%</b>

According to the NWEA data Fourth-grade students last year struggled with key ideas and details, however this year’s Fourth-grade class struggles with informational text followed closely behind with comprehension in general based on I-Ready data. Benchmarks from 2022 to end of year exam demonstrates some students improved. However, the data from last year indicates some students lost growth. Last year’s Fourth-grade class did have a sub for the end of the year due to their homeroom teacher needing time off.



## SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

### **2021/2022 School Year Data**

In the 2021/2022 school year, five of our Kindergarten students or 12% of the kindergarten class were on RIMPs denoting that they are not on track for grade level standard proficiency in English Language Arts. This number jumps significantly when we look at first grade where we have 16 of our students or 64% on RIMPs. Our second-grade students that year we had 15 students or 44% on a RIMP and then 18 students or 58% in third grade that year. 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 some of students retain instructional between each year. When considering our entire K-4 student population, 54 are not on track with reading skills as measured by the KRA and NWEA Maps. More than 33% of our student population is struggling with reading based on our RIMPs and it is up to us to intervene, remediate, and support. Drilling down to grade three specific data we see that 50% of our Third-grade students did not meet the promotion score on the state ELA OST test and are at risk of being retained. As noted on our 2021-2022 local school report card, there was no overall rating for this school year. We received two stars for achievement, three for progress, three for gap closing, and one star for early literacy. The early literacy rating measures reading improvement and proficiency of our students in grades kindergarten to third grade.

### **2022/2023 School Year Data**

In the 2022/2023 school year, five of our Kindergarten students were on RIMPs denoting that they are not on track for grade level standard proficiency in English Language Arts. There were seven first grade students, 13 Second graders, and 17 Third-grade students on a RIMP. Maximizing reading instruction and engagement throughout the summer could enhance students' retention of instructional content between academic years. Our school offered a summer program for our families that was half a day, however, many of our families both parents work and are not able to leave mid-day to pick p

their children from summer school. Among our K-4 student body, 42 students are not meeting the expected reading skills, as assessed by KRA and iReady. The percentage of students struggling with reading based on our RIMPs went down to 27% last year. It is up to us to intervene, remediate, and support all of our students for their academic success and to close achievement gaps. Drilling down to grade three specific data we see that 56% of the third-grade students did not meet the promotion score on the state ELA OST test during the 2022-2023 school year and are at risk of being retained. As noted on our most recent local school report card 2022-2023 school year our school earned three stars overall. We recorded two stars for achievement, three for progress, five for gap closing, and one star for early literacy. The early literacy rating measures reading improvement and proficiency of our students in grades kindergarten to third grade.

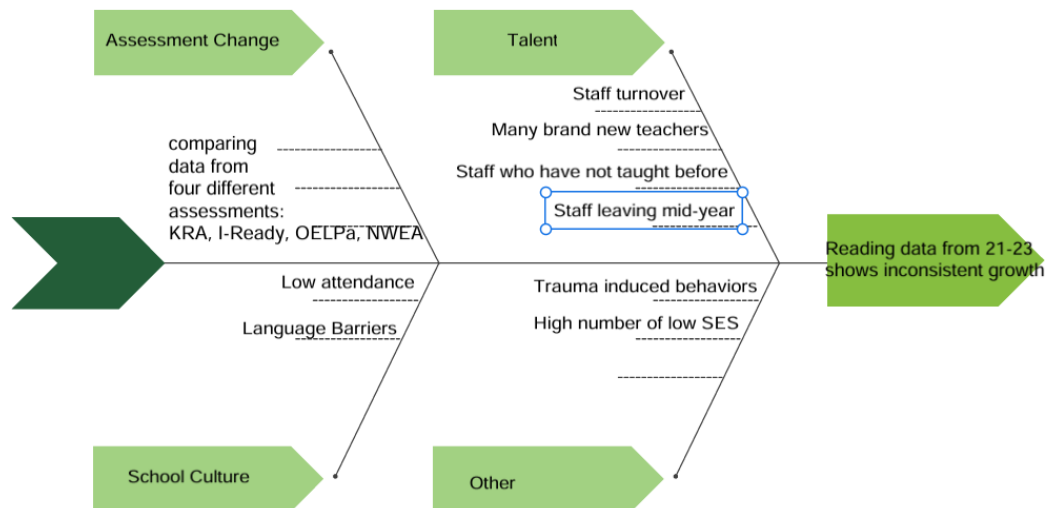
### **2023/2024 School Year Data**

Our current school year data indicates our students in multiple grades are struggling with vocabulary and comprehension skills. Every week on our morning announcements this year we focus on one critical word each week. Students are provided with the word, definition, and how it is used in a sentence. The more we can expose our students to critical words and using them in and out of the classroom will help them to feel comfortable applying these terms on district and state assessments. Additionally, data from 2023-2024 school year shows the following: five out of 23 kindergarten students or 22%, first grade has 16 out of 30 or 53%, second grade six out of 37 students or 16%, 15 out of 22 third graders and two out of 33 fourth grade students are not on track as measured by RIMPs, for grade level English Language Arts standards creating an urgent need to mobilize resources in the area of early literacy to help support students, families and teachers.

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 C: ROOT CAUSE ANALYSIS

### Fishbone Diagram Template



## 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.*

**District Goal 1:** By the publication of the 2023-2024 state report card data, Constellation Schools: Puritas Community Elementary will demonstrate expected progress at or above in English Language Arts as measured by earning three stars or above on Improving K-3 Literacy.

- A. Birth-5: By May 2024, 50% of 4 and 5-year-old kindergarten students will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.
- B. Grades K-1: By May 2024, 50% of students in grades K-1 growth target as measured by ***I-Ready Reading diagnostics***.
- C. Grades 2-3: By May 2024 50% of scholars in grades 2-3 will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

The summaries of the RAP data teams showed gaps in student achievement and growth, as well as gaps in service delivery, many of which were revealed through the formula for The Simple View of Reading and have already been addressed with a future curriculum adoption in the fall of 2024. For example, the district began an emphasis on teaching Word Recognition, however, we were weak in the category of Language Comprehension. We did not see results in Reading Comprehension as the formula would indicate that anything  $\times 0 = 0$ . To give our K-3 teachers some basic understanding of this as well as the Science of Reading, they have participated in Dyslexia Modules provided by the Ohio Department of Education and we had professional development with our sponsors and curriculum director on the Science of Reading. We have chosen Savvas My World Interactive and Savvas Interactive Science to provide students with rich, grade level text. Explicit vocabulary instruction is also a focus for our students. The academic coaches are providing professional development to support teachers in explicit instruction of vocabulary.

**Evidence-Based Strategy or Strategies:** 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 as documented in scholar's Reading Improvement and Monitoring Plans (RIMPS).

### **Vocabulary- Goal 1.D and 1.E**

**District Goal :** By the publication of the 2023-2024 state report card data, Constellation Schools: Puritas Community Elementary will demonstrate expected progress at or above in English Language Arts as measured by earning three stars or above on Improving K-3 Literacy.

- A. Birth-5: By May 2024, 50% of 4 and 5-year-old kindergarten students will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

B. Grades K-1: By May 2024, 50% of students in grades K-1 growth target as measured by ***I-Ready Reading diagnostics***.

C. Grades 2-3: By May 2024 50% of scholars in grades 2-3 will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

Evidence-Based Strategy or Strategies: Implement Explicit Vocabulary Instruction, Savvas My World Interactive, Interactive Science.

## 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 support 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 state report card data, Constellation Schools: Puritas Community Elementary will demonstrate expected progress at or above in English Language Arts as measured by earning three stars or above on Improving K-3 Literacy.

A. Birth-5: By May 2024, 50% of 4 and 5-year-old kindergarten students will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

B. Grades K-1: By May 2024, 50% of students in grades K-1 growth target as measured by ***I-Ready Reading diagnostics***.

C. Grades 2-3: By May 2024 50% of scholars in grades 2-3 will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2
<b>Implementation Component</b>	Implement Heggerty curriculum in elementary classrooms.	K-3 teachers will analyze student progress monthly using iReady data.
Timeline	On-going	On-going
Lead Person(s)	Elementary Lead Teacher, Building Leaders, Academic Coach	Elementary Lead Teacher, Building Leaders, Academic Coach
Resources Needed	Heggerty	RIMPs, iReady access
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Heggerty Curriculum, Rti-Lesson plans	iReady subscription cost, tutoring costs as needed
Measure of Success	iReady data, benchmark assessments	iReady data, benchmark assessments
Description of Funding	Renewal of curriculum, training for new staff	Renewal of curriculum, training for new staff
Check-in/Review Date	iReady data every eight to nine weeks	iReady data every eight to nine weeks

## Goal # 2 Action Map

**Goal Statement: Vocabulary- Goal 1.D and 1.E:** By the publication of the 2023-2024 state report card data, Constellation Schools: Puritas Community Elementary will demonstrate expected progress at or above in English Language Arts as measured by earning three stars or above on Improving K-3 Literacy.

A. Birth-5: By May 2024, 50% of 4 and 5-year-old kindergarten students will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

B. Grades K-1: By May 2024, 50% of students in grades K-1 growth target as measured by ***I-Ready Reading diagnostics***.

C. Grades 2-3: By May 2024 50% of scholars in grades 2-3 will meet the expected growth target as measured by ***I-Ready Reading diagnostics***.

**Evidence-Based Strategy or Strategies:** Implement Explicit Vocabulary Instruction, Savvas My World Interactive, Interactive Science.

	Action Step 1	Action Step 2
<b>Implementation Component</b>	K-4 classroom teachers will implement Savvas My World Interactive, Interactive Science with fidelity each week.	Implement Explicit Vocabulary Instruction in all classes.  Provide professional development to all elementary staff on Explicit Vocabulary Instruction
Timeline	On-going	March 2024- on-going
Lead Person(s)	Elementary Lead Teacher, Building Leaders, Academic Coach	Elementary Lead Teacher, Building Leaders, Academic Coach, District Leadership Team

Resources Needed	Subscription to Savvas My World Interactive and Interactive Science Curriculum. Professional development for new staff Laptops for Curriculum Student Consumables	Resources and examples of Explicit Vocabulary. Professional development on Explicit Vocabulary Instruction Student Consumables (when applicable)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Student Consumables On-going professional development	Student Consumables On-going professional development Tutoring costs
Measure of Success	IReady data, benchmark assessments	IReady data, benchmark assessments
Description of Funding	Renewal of curriculum, training for new staff	Renewal of curriculum, training for new staff
Check-in/Review Date	IReady data every eight to nine weeks	IReady data every eight to nine weeks

## SECTION 6: PROCESS FOR MONITORING 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 observations/ instructional rounds
5. The review of the above data points will be reviewed weekly 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

<b>Learner Performance Goals</b>	<b>What evidence is being collected?</b>	<b>What time frame?</b>	<b>Who will monitor?</b>
<p><b>Goal #1</b> <i>Increase the percentage of students who are proficient by 10% as measured by the iReady and Ohio State Tests in English Language Arts</i></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 gathered at the classroom level (ongoing)</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</p>

	diagnostic data gathered as per the flow chart (ongoing as needed)		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 embedded literacy instruction.
<b>Goal #2</b> <i>85% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout the process</i>	Each TBT will respond to the corresponding question on the TBT protocol each cycle; BLTs will monitor and collect data to report to DLT  Utilization/implementation of strategies  Walkthrough/instructional rounds Checklist data	Spring 2024  Fall 2024-Spring 2025  Spring 2025	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  DLT will work with administrators as they assist any struggling teams in their respective buildings

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

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

**\*\*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 Schools Puritas Community Elementary is committed to improving literacy for all learners. In examining various sources of data from kindergarten through fourth 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-4. 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 Rtl 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-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. 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.

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

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 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\*

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:

<b>Pillar</b>	<b>Audience</b>	<b>PD Topic</b>	<b>Timeline</b>
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.

**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 will be able to 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 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).

**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.

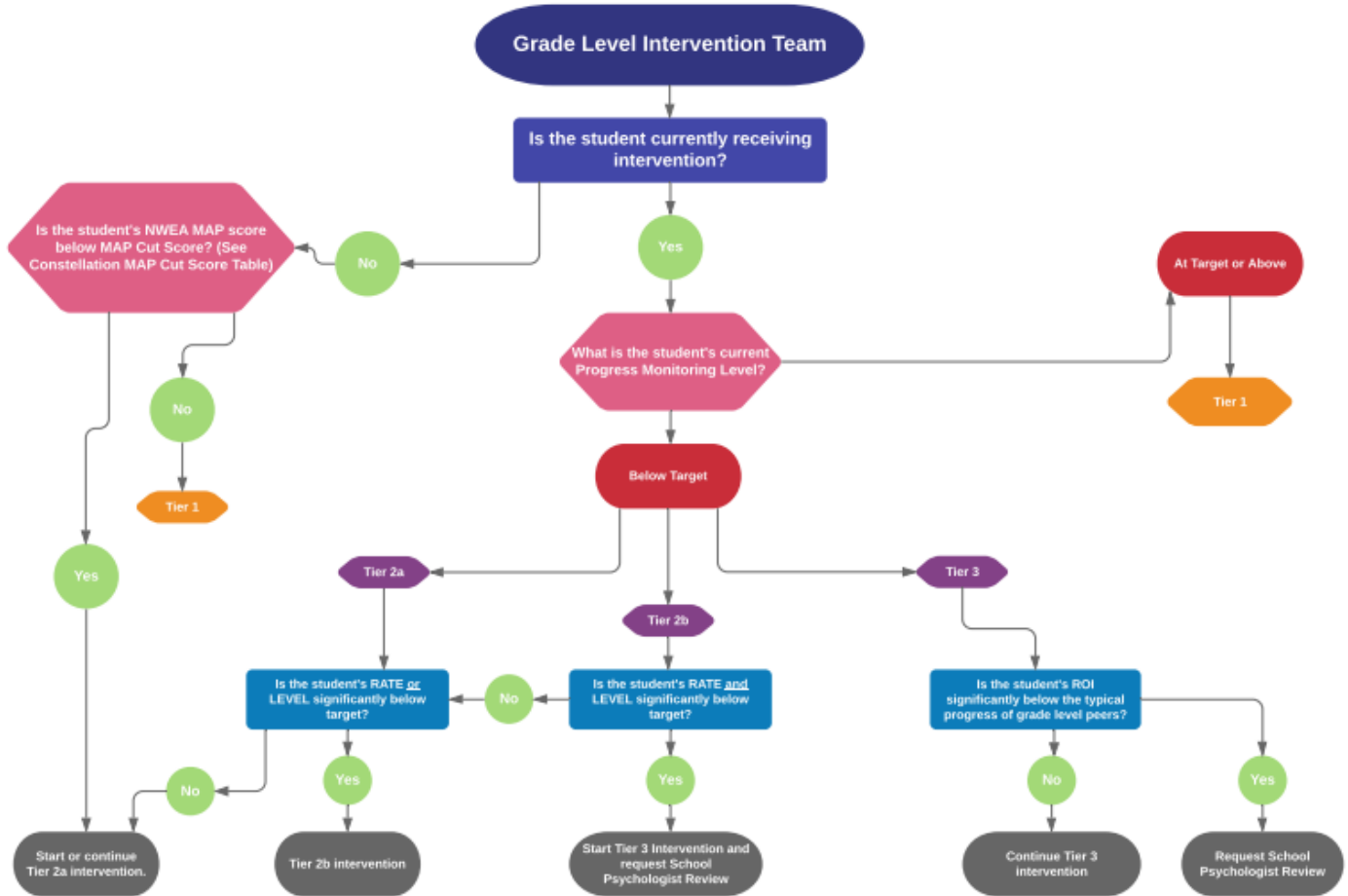
Also, the district has calendared days for continuing professional development for all staff throughout the year.



# APPENDICES

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

## Response to Intervention (RtI) Flow Chart for Academic Intervention Grades 1-12



## What Is Response to Intervention (RTI)?

*RTI is a multi-step process that schools use to:*

- ★ Provide services and interventions to help all students, including students who struggle with learning in literacy and math.
- ★ Improve the early identification and support of students so that they do not fall behind.
- ★ Frequently monitor student learning/progress at each stage to determine the need for more intensive instruction.

### What Is Title I?

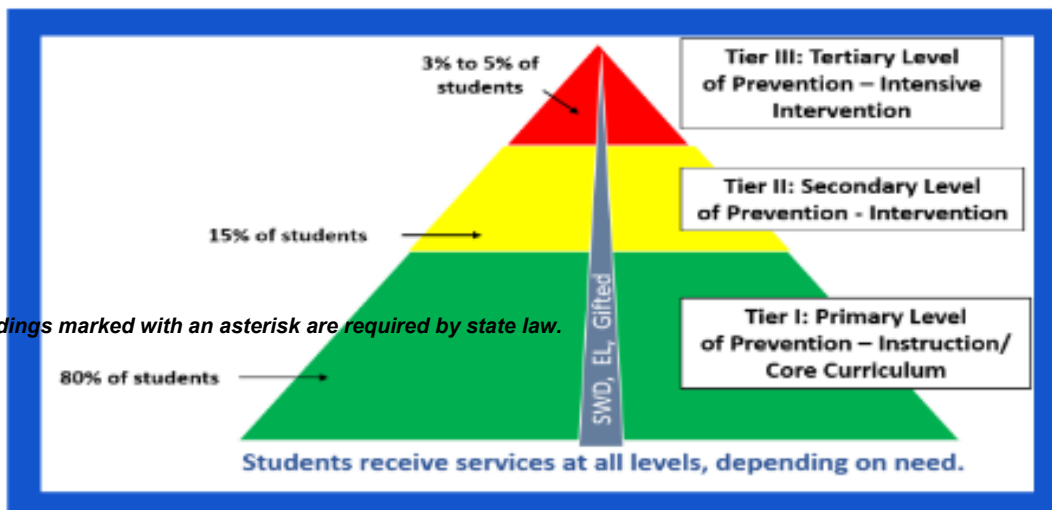
Title I federal funds supplement local and state educational programs to ensure all students achieve in all academic areas. The Title I program offers a variety of services which may include additional teachers, a variety of teaching methods and materials, and/or instructional time. Schools qualify for these funds based on economic need. Economic need is based on the number of families who receive free and reduced lunch.

### How Does RTI Work?

The RTI process begins with the child's teacher assessing the skills of mathematics and reading of everyone in the class. These assessments help the school's RTI/Title I team tell which students need instructional interventions. We use i-Ready Diagnostics, in addition to teacher feedback and classroom assessments to prove that a student needs additional support.

### How much support do students receive?

RTI is set up as a three-tier system of support. One way to understand this tiered system is to think of it as a pyramid, with the intensity of support increasing from one level to the next.



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

## The RTI Process

A tiered RtI program will be put in place that assesses students based on a district approved research based assessment.

1. If a student is identified as being at risk, interventions are provided and progress monitoring takes place in regular increments using a researched based progress monitoring program. Teachers should track all performance data and keep the data as proof of the student's progress or lack thereof. Following the September (fall) i-Ready assessment, students whose scores fall below the 25th percentile begin receiving small group intervention for 60-90 minutes each week to target specific skill deficits in reading or math.



2. The student progress information should be reviewed regularly in TBT, amongst grade level teams, with administration, with parents and other relevant stakeholders. The team determines whether students are making adequate progress with the current level of intervention, or if increased frequency or intensity of interventions is necessary.



3. Every eight weeks, the school team, including the classroom teacher, Title I (intervention) teacher, building administrator and school psychologist, convenes to review the progress monitoring data and determine whether the student is responding to the current level of intervention. **If the student's rate of progress and/or skill level fall below the grade level target based on iReady national norms, the intensity of the intervention will be increased for an additional four to six weeks and then reviewed again by the team.**



### **RIMPS (Reading Improvement and Monitoring Plan):**

This is the Process used to monitor the achievement and progress of **Not On Track K-3** students. The students who are off track are placed on a RIMP and goals are set to help the student achieve growth. Students are progress monitored according to the guidelines set forth by the RIMP.

Teachers, principals and building coaches will review the progress monitoring data as well as the map data at the end of each assessment to determine if the students are performing at an appropriate level, based on the goals set forth by their RIMP.

State law requires the State Board of Education to annually increase the promotion score on Ohio's State Test for grade 3 English language arts until it reaches proficient for the 2024-2025 school year. The State Board voted to raise the promotion score for grade 3 English language arts to 690 for the 2023-2024 school year. Any student who scores 690 or higher on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2023-2024 school year.

The Ohio Department of Education has set the reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts test at 48 for the 2023-2024 school year. Any student who scores 48 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scores below 690 on Ohio's State Test for grade 3 English language arts.

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



### **BIG JUMP THAT REQUIRES PROOF OF INTERVENTIONS AND STRATEGIES**

4. Students who have been receiving consistent intervention( *this means they have good attendance, the Title Teacher sees them with consistency, the classroom teacher is also providing intervention*) and who are not responding to their level of support, or students who are only able to make progress with intensive, individualized support may be referred for a multi-factored evaluation to determine whether the student demonstrates educational needs that require specially designed instruction to access the general education curriculum. Information is reviewed regularly and If interventions are not successful over a series of reasonable time that is backed by progress monitoring, a qualified team conducts an ETR. If the student qualifies as a student with an educational disability, an IEP is created within 30 days.

### **What about students that are already on an IEP?**

Upon enrolling, students previously identified as having special educational needs will have their Individual Educational Plan (IEP) reviewed according to applicable law and policy, and revised where appropriate. The IEP team members will offer accommodations and modifications and progress monitoring as outlined on the IEP. If the team determines that adequate progress is not being made, the team will reconvene and amend the IEP as appropriate. All students are assessed using the NWEA MAP assessments in fall, winter and spring of each academic year. Students will be assessed in Reading, Math, Language Usage and Science.