



March 22, 2024

Dear Superintendent Wilson:

Thank you for submitting the Lorain Bilingual Preparatory Academy 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 was created based on both state data and internal data as well as alignment to the One Plan.
- The plan identifies how it will monitor progress with stakeholders.
- The plan identifies the need to align instruction with the Science of Reading.
- The plan identifies the need for consistent expectations and monitoring of adult implementation

This plan will benefit from:

- Consider inviting additional representatives to your leadership team across grade levels.
- Consider disaggregating i-Ready data by grade level.
- Consider including subscores in the five components of reading to better target students need.
- Consider making your measurable performance goals and adult implementation goals time bound.
- Consider adding decision rules and steps for teachers to take when students are not making progress to help determine how to intensify intervention.
- Consider adding additional support for adults who many need more support.

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

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

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

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

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

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

DISTRICT NAME: Lorain Bilingual Preparatory Academy

DISTRICT IRN: 017270

DISTRICT ADDRESS: 307 W. 7th St. Lorain, OH 44052

PLAN COMPLETION DATE: 12/22/2023

LEAD WRITERS: Jay Saez, Joseph Akosi, Megan Wilson

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.*

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](#).

The school's Leadership Team will complete the Culturally Responsive Practice Program modules through the LMS by April 2024.

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
Jay Saez	Principal	307 W. 7 th St. Lorain, OH 44052	rsaez@lorainbilingual.org
Joseph Akosi	Director of Academics	307 W. 7 th St. Lorain, OH 44052	jakosi@lorainbilingual.org
Megan Wilson	Regional Vice President	307 W. 7 th St. Lorain, OH 44052	mewilson@lorainprep.org
Dr. India Ford	Richland Academy		iford@richlandacademy.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.

The school’s leadership team meets monthly to develop and monitor improvement plans. The team analyzes data from the state report card, state assessments, district assessments, TBT minutes, and annual R-TFI review to set literacy

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

performance goals, make data driven improvement decisions, and monitor improvement efforts. The team uses relevant data to generate the school's Improvement Plan. This Reading Achievement Plan was written by the same team who formulated the school's Improvement Plan to ensure cohesive alignment of improvement efforts.

School improvement plans, including this Reading Achievement Plan is communicated with key stakeholders as a whole document annually with regular progress updates through Regular Board Meetings, monthly leadership meetings, and staff professional development days.

The school worked closely with our Management Company, ACCEL Schools, Sponsor, Richland Academy, and our SST partners to develop, support, and monitor school improvement plans.

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.

Lorain Bilingual Preparatory Academy serves a diverse group of learners with varying levels of language acquisition. We strive to deliver high quality, evidence-based literacy instruction to all students and tailor language and literacy supports to meet individual student needs.

This Reading Achievement Plan aligns with our One Plan by incorporating goals, strategies, and action steps that are in common while specifically focusing on the improvement of our literacy structures through training, time management, and focused monitoring.

This plan aims to meet the goals to

1. increase their reading achievement to 40% in all grades.
2. increase the percentage of students who are off track to on track in reading to 25% from 7.7%
3. decrease the school's chronic absenteeism rate from 64.3% to 50%

The team utilized Ohio's Plan to Improve Literacy, ACCEL School's Literacy Plan, and feedback from our Sponsor, Richland Academy to ensure alignment with goals set forth by these major stakeholders.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

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

K- 8th grade results for Final Diagnostic overall placement for 2020-2021 i-Ready

- 223 Test taken
 - 17% Limited
 - 19% Basic
 - 44% Proficient
 - 13% Accelerated
 - 7% Advanced

K- 8th grade results for Final Diagnostic overall placement for 2021-2022 i-Ready

- 274 Test taken
 - 19% Limited
 - 16% Basic
 - 42% Proficient
 - 16% Accelerated
 - 7% Advanced

K- 8th grade results for Final Diagnostic overall placement for 2022-2023 i-Ready

- 263 Test taken
 - 16% Limited
 - 10% Basic
 - 43% Proficient
 - 19% Accelerated
 - 13% Advanced

2022 Fall Third Grade OST Results

- 38 tests taken
 - Number of Limited Students - 30
 - Number of Basic Students - 7
 - Number of Proficient Students - 1

- Number of Accelerated Students - 0
- Number of Advanced Students - 0

2023 Spring Third Grade OST Results

- 35 tests taken
 - Number of Limited Students - 18
 - Number of Basic Students - 8
 - Number of Proficient Students - 3
 - Number of Accelerated Students - 2
 - Number of Advanced Students - 4

K- 8th grade results for Fall Diagnostic overall placement for 2023-2024 i-Ready

- 240 Test taken
 - 25% Limited
 - 24% Basic
 - 43% Proficient
 - 7% Accelerated
 - 2% Advanced

2023 Fall Third Grade OST Results

- 33 tests taken
 - Number of Limited Students - 15
 - Number of Basic Students - 11
 - Number of Proficient Students - 4
 - Number of Accelerated Students - 3
 - Number of Advanced Students - 0

2023 Dyslexia Screener

- Students that fell below on the Dyslexia Screener
 - K - 1
 - 1st - 3
 - 2nd - 29
 - 3rd - 20

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.

Analysis of Student Performance Data

- According to Lorain Bilinguals data from our Dibels and NWEA testing it is relevant that kindergarten and first grade struggle the most with phonemic awareness. Only 35% of kindergartners were on track based on the KRA and Dibels assessment given.
- Our school has several ESL learners who show a deficit in the comprehension sections of testing. It is very relevant to their language barrier. According to Dibels only 40% of ESL students were on track with reading comprehension.
- In the second and third grade is where you see the most significant increase in phonemic awareness. With phonemic awareness not improving until after first grade it causes a struggle in comprehension in the upper grades.

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.

A lack of consistent monitoring for fidelity and instructional alignment with the Science of Reading partnered with Chronic Absenteeism are key factors that contribute to low reading achievement and need to be addressed in order to see progress towards our school improvement goals.

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.

Reading Achievement Indicator —Lorain Bilingual will increase their reading achievement to 40% in all grades by implementing the following strategies and collecting the proposed evidence.

Lorain Bilingual will increase their reading achievement to 40% for each grade level by implementing targeted strategies that will support reading instruction. New strategies implemented this school year to support this goal is:

- 2nd, 3rd, and 4th grade receive double doses of reading in the morning and afternoon. We are practicing the science of reading through the use of phonics, teachers are creating centers and we are providing enrichment through tutoring—totaling 120 minutes of reading instruction per day.
- K-5 has 90 minutes of reading instruction per day—The science of reading is the focus through the use of vocabulary, fluency and phonics strategies.
- i-Ready Reading and Foundations will be used to support K-3 reading

K-3 Literacy Goal: Lorain Bilingual will increase the percentage of students who are off track to on track in reading to 25% from 7.7% by implementing the following strategies to support early literacy and collecting the proposed evidence.

- Only 7.7% of the students at Lorain Bilingual who were previously off track in reading are now on grade level in grades K-3. This is a very important piece of later reading abilities and if scholars do not receive the support necessary for them to improve, they will fall further behind. The school will increase monitoring of effective reading instruction through:
 - Targeted walkthroughs with an observation emphasis on group work and explicit instruction (standards focus).
 - Targeted walkthroughs will also review instructional delivery of teachers in K-3 classrooms to address any gaps.
 - Principal will meet with DOA to discuss lesson plans, instructional delivery, improvements and needs.

Gap Closing Indicator—Lorain Bilingual will decrease the school's chronic absenteeism rate from 64.3% to 50% by the end of the 2023-24 school year by implementing the following strategies:

- Over 64.3% of the students that attended Lorain Bilingual were chronically absent in the 2022-23 school year. This is significant because failure to attend school impacts a student's academic development. The more a student attends school, the higher their achievement because they are exposed to the material necessary to learn concepts. To address the chronically absent issue noted on the state report card, LBA will begin creating steps to document and address individual students that impact the Gap Closing Indicator by not attending school. We will reach a 90% attendance rate by the end of the 2023-24 school year by addressing chronic absenteeism to improve the Gap Closing Indicator on our Ohio State Report Card. Our goal should be to decrease this number to at most 50%. Targeted strategies include the following to reach this goal: The school will create a list of chronically absent students that we will monitor weekly and discuss in our meetings.
- Monitoring has been twice a quarter. Due to the goal to improve this indicator, the leadership team will monitor weekly first then drop it to biweekly.
- The school will increase family engagement activities to ensure consistent engagement of families in our school community.

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 # ___ Action Map

Goal Statement: Lorain Bilingual will increase their reading achievement to 40% proficient in all grades.

Evidence-Based Strategy or Strategies: Increase time for reading instruction and intervention.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The school will increase time for literacy in grades 2-4 to allow for a double dose of reading in the morning and afternoon, totaling 120 minutes of reading instruction daily.	The school will increase the reading block to 90 minutes for all students K-5	Implement explicit phonics instruction K-3 with the use of Foundations.
Timeline	Immediate and ongoing	Immediate and ongoing	Immediate and ongoing
Lead Person(s)	Principal and Director of Academics	Principal and Director of Academics	Principal and Director of Academics
Resources Needed	Schedule revision to allow for increased time.	Schedule currently allows for increased reading block.	Foundations materials and training is already in place.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will receive ongoing professional development in the science of reading. School leadership will increase monitoring to ensure that additional time for reading instruction is implemented with fidelity.	Teachers will receive ongoing professional development in the science of reading. School leadership will increase monitoring to ensure that additional time for reading instruction is implemented with fidelity.	Teachers will receive ongoing professional development in the science of reading. School leadership will increase monitoring to ensure that explicit phonics instruction is implemented with fidelity.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Proficiency rates will increase by at least 20% with each administration of iReady	Proficiency rates will increase by at least 20% with each administration of iReady	Proficiency rates will increase by at least 20% with each administration of iReady
Description of Funding	Funding to include Title and General Funds.	Funding to include Title and General Funds.	Funding to include Title and General Funds.
Check-in/Review Date	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.

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Goal # ___ Action Map

Goal Statement: Lorain Bilingual will increase the percentage of students who are off track to on track in reading to 25% from 7.7% by June 2024

Evidence-Based Strategy or Strategies: School administration will more closely monitor staff instructional practices and alignment with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Targeted walkthroughs 3 times weekly with observation emphasis on explicit instruction and alignment to Science of Reading	Targeted monitoring of lesson plans, instructional delivery, and walkthrough data weekly	Weekly meetings with teacher teams to review data and instructional delivery.
Timeline	Immediate and ongoing	Immediate and ongoing	Immediate and ongoing
Lead Person(s)	Principal and Director of Academics.	Principal and Director of Academics.	Principal and Director of Academics.
Resources Needed	Walkthrough checklist	Lesson Plan review checklist	Schedule of team meeting dates and times
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	School administration will initiate a more robust monitoring cycle to ensure effective instructional practices aligned to Science of Reading are occurring equitably throughout the school.	School administration will initiate more robust monitoring cycle to ensure effective instructional practices aligned to Science of Reading are occurring equitably throughout the school.	School administration will facilitate data review meetings with teacher teams to guide data driven instructional practices.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	There will be at least a 3% increase of students converting from off track to on track with each iReady assessment.	There will be at least 3% increase of students converting from off track to on track with each iReady assessment.	There will be at least 3% increase of students converting from off track to on track with each iReady assessment.
Description of Funding	Funding to include Title and General Funds.	Funding to include Title and General Funds.	Funding to include Title and General Funds.
Check-in/Review Date	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.	Fidelity monitoring will occur weekly. Student proficiency rates will be analyzed 3 times per year with eh iReady assessment window.

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Goal # ___ Action Map

Goal Statement: Lorian Bilingual will decrease the school's chronic absenteeism rate from 64.3% to 50% by the end of the 23-24 school year.

Evidence-Based Strategy or Strategies: Increase time for reading instruction by decreasing chronic absenteeism.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Utilize Community and Family Liaison to work with families in absence intervention status.	Increase monitoring to a minimum bi-weekly, rather than quarterly to ensure real time data and intervention.	Increase family engagement activities to at least once quarterly.
Timeline	Immediate and ongoing	Immediate and ongoing	Immediate and ongoing
Lead Person(s)	Principal and Family Liaison	School administrative Team	School administrative team
Resources Needed	Community and Family Liaison role created and staffed for 23-24 school year. List of students at risk for chronic absenteeism	Scheduled time for monitoring and data analysis	Schedule of events Budget for planning and materials.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Community and Family Liaison will create a list of students in absence intervention status and will focus on engaging those families and communicating efforts with relevant staff members.	The school leadership team will analyze attendance data twice monthly to ensure progress is being made.	The school leadership team will facilitate the planning of quarterly events to engage families in the school community.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Chronic absenteeism will decrease by at least 3.5% quarterly.	Chronic absenteeism will decrease by at least 3.5% quarterly.	Chronic absenteeism will decrease by at least 3.5% quarterly.
Description of Funding	Funding to include Title and General Funds.	Funding to include Title and General Funds.	Funding to include Title and General Funds.
Check-in/Review Date	Quarterly	Bi-weekly	Quarterly

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.

Adult implementation steps will be monitored through lesson plan reviews, RIMP reviews, implementation check lists, and walk-throughs and observations. The bulk of this plan focuses on two facets for implementation. First, ensuring that instructional practices are aligned with the science of reading and sufficient for equitable access to high quality instruction in reading. Second, focusing on increasing instructional time for reading through daily schedule changes and decreased chronic absenteeism.

Student achievement goals will be monitored through currently used assessment and monitoring tools including iReady, State Grade Level Testing (AIR or the equivalent), KRA, OELPA/OELPS, as well as any short cycle and unit assessments administered in the classroom. Student achievement levels will be monitored and reported quarterly by classroom teachers and intervention staff. Students who are struggling or at risk for reading difficulties will be monitored weekly to bi-weekly for growth depending on each student's individual need. Growth will be measured at the individual student level as well as at grade level and system wide levels quarterly.

The school's leadership team will monitor and analyze adult implementation data and student achievement data including, but not limited to, subgroup data to drive system change and support reading achievement initiatives.

The school will continue to work with our Sponsor and SST partners for support in teacher training, instructional implementation, and system monitoring.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

LBPA has increased the time in our reading block and purchased evidence based instructional materials. Monitoring of explicit instructional practices to ensure alignment with the science of reading will support all students including ELL students, special education students, and students who have RIMPs.

Regular school attendance and family involvement in a student's education is a necessity. The school focuses on programs that engage families in our literacy efforts and supports regular school attendance.

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 school has begun training staff in the science of reading. We have seen teachers using evidence-based strategies aligned with the science of reading in small pockets and we see those pockets growing into the way we do business with consistent monitoring and coaching. The use of practices aligned with the science of reading must become non-negotiable through consistent monitoring and coaching. Adult implementation will be closely monitored and analyzed in Teacher Based Team meetings and reported to the School Leadership Team. Classroom teachers, Title I Teachers and Intervention Specialists will be required to monitor student progress and report progress to their Teaching peers, families, and administration. By giving teachers additional resources and knowledge with the expectation of fidelity of implementation, we expect to see an increased rate of student achievement.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. 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.**

LBPA teachers are required to attend a week of pre-service plus 5 professional development days imbedded into the school schedule. Teachers are also encouraged to attend outside professional development opportunities through professional organizations, the local ESC, and the local colleges. Opportunities that align with the school's vision are posted in the staff room and communicated to teachers who have performance goals in targeted areas.

All teachers K-2 and all Intervention teachers have completed 18 hours of dyslexia training through Ohio's LMS. All teachers 3-8 will be required to complete the training by August of 2024.

The school has engaged in science of reading training for all staff and will continue to utilize staff instruction and coaching in this area to ensure that all staff is trained and aligning literacy instruction to the science of reading by June 30, 2025.

APPENDICES

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

LMS – Learning Management System

LBPA - Lorain Bilingual Preparatory Academy

RIMP - Reading Improvement and Monitoring Plan

TGRG - Third Grade Reading Guarantee

