



**Department  
of Education**

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 5, 2019

Dear Superintendent,

Thank you for submitting the Lorain Preparatory Academy Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

**Strengths of the Reading Achievement Plan:**

- The Needs Assessments in Section 3 Parts A and B are clear, include multiple factors, and have an objective evaluation of the school's role in those factors.
- The interventions and practices included in Section 8 Part A are clearly stated strategies for multiple tiers of instruction and student need.
- The list of 3 years of professional development topics in Section 8 Part C includes monitoring for implementation, appears to be data driven, and instructionally focused.

**This plan will benefit from:**

- The plan does not reference the following elements of Ohio's Plan to Raise Literacy Achievement: Community Collaboration; the Simple View of Reading; or how the plan will increase collaboration between general and special educators.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov).

Sincerely,

Melissa Weber-Mayrer, Ph.D.  
Director, Office of Approaches to Teaching and Professional Learning



# READING ACHIEVEMENT PLAN

DISTRICT NAME: Lorain Preparatory Academy

DISTRICT IRN: 008000

DISTRICT ADDRESS: 4119 Leavitt Rd. Lorain, Ohio 44053

PLAN COMPLETION DATE: December 28, 2018

LEAD WRITERS: Megan Wilson, Laura Van Vechten

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## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

*Insert a list of all leadership team members, 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
<b>James Sinclair</b>	Head of School	Lorain Preparatory Academy	jsinclair@lorainprep.org
<b>Laura Van Vechten</b>	Director of Academics 4-8	Lorain Preparatory Academy	lvanvechten@lorainprep.org
<b>Megan Wilson</b>	Director of Academics K-3	Lorain Preparatory Academy	mewilson@lorainprep.org
<b>Dibah Rizk</b>	Middle School Lead Teacher	Lorain Preparatory Academy	drizk@lorainprep.org
<b>Gwen Nelson</b>	3 <sup>rd</sup> Grade Teacher	Lorain Preparatory Academy	gnelson@lorainprep.org
<b>Rebecca Repko</b>	1 <sup>st</sup> Grade Teacher	Lorain Preparatory Academy	rrepko@lorainprep.org
<b>Robin Deisler</b>	Special Education Lead Teacher	Lorain Preparatory Academy	Rdeisler1@lorainprep.org
<b>Mocheet Whitt</b>	Parent Representative	Lorain Preparatory Academy	whitts1022@gmail.com

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

The Community School Leadership Team (CSLT) meets monthly to develop and monitor improvement plans. The team analyzes data from the state report card, state assessments, district assessments, and TBT minutes to set performance goals, make data driven improvement decisions, and monitor improvement efforts. The CSLT utilized the decision framework and 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.

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

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.*

Our Leadership Team completed our most recent Improvement Plan on December 13, 2018. The District's Reading Achievement Plan aligns with Lorain Preparatory Academy's Improvement Plan by taking our existing goals in the areas of K-3 reading and achievement on state literacy achievement assessments to a more granular level to ensure we are making evidence based decisions that will support the literacy achievement of our students.

This plan will concentrate on our goals to 1) improve tier I literacy instruction 2) improve our intervention and monitoring structures through a culture of collaboration and co-planning. All plans to improve our instruction and student achievement in reading will help us achieve our goals. Our Focus Plan outlines several strategies towards reaching these goals. Staff will build a common vocabulary for instruction and utilize the principles of Universal Design for Learning. The UDL team is bringing knowledge back to the rest of the staff and initiating training and coaching in the school. Lorain Preparatory Academy will also has focused on expanding literacy across the curriculum and incorporating read-alouds and writing across all content areas and grade levels. A team of literacy leaders will be identified and trained within the school to support staff in all facets of literacy instruction and intervention across grade levels. The school will engage in work to partner with families to extend this literacy focus into the home.

The Reading Achievement Plan will align with the goals and strategies in the Building Improvement Plan and include more specific goals and strategies for building a comprehensive literacy framework building wide.

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

### SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8)**, the **Kindergarten Readiness Assessment**, **reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)** and **benchmark assessments, as applicable.***

For 2018 Lorain Preparatory Academy received a value added grade of F. Looking deeper into the data, we see that we were able to meet our AMO goal for the Hispanic, Multiracial, and Economic Disadvantage sub groups. Our largest gap existed for Students with Disabilities.

For 2017 Lorain Preparatory Academy received value added grades of F for all students, C for students with disabilities, and F for students with the lowest 20% academic performance on the Ohio State Report Card.

LPA has had an unwavering performance index of 66.2, 66.4, and 66.4 points for 2018, 2017, and 2016 respectively. NWEA projections predict a slightly lower outcome for our students for the 2018-2019 school year based on the fall assessment window.

Third grade results for the fall 2018 administration of the AIR Reading Assessment are as follows:

56% Limited

36% Basic

4% Proficient

1% Accelerated

1% Advanced. 7% of the students tested scored Proficient or above.

This is consistent with the slightly lower trend in NWEA Maps projections as well.

Third grade results for the fall 2017 administration of the AIR Reading Assessment were as follows:

55% Limited

32% Basic

10% Proficient

1% Accelerated

1% Advanced. 13% of the students tested scored Proficient or above.

In the spring of 2018, the results were as follows:

32% Limited

32% Basic

18% Proficient

12% Accelerated

6% Advanced. 35% of the students tested scored Proficient or above.

Third grade results of the fall 2016 administration of the AIR Reading Assessment were as follows:

68% Limited

12% Basic

12% Proficient

7% Accelerated

1% Advanced. 20% of the students tested scored Proficient or above.

On the Spring 2017 administration of the AIR Test:

42% of the third graders scored Limited,

26% Basic

14% Proficient

15% Accelerated

3% Advanced

32% of students scored Proficient or above and 68% met the eligibility requirements of the Third Grade Reading Guarantee.

Third grade results of the fall 2015 administration of the AIR Reading Assessment were as follows:

67% Limited

22% Basic

5% Proficient

6% Accelerated

0 students scored in the Advanced range. 11% of the students tested scored Proficient or above.

On the Spring 2016 administration of the AIR Test:

58% of the third graders scored Limited,

18% Basic

18% Proficient

3% Accelerated

3% Advanced

24% of students scored Proficient or above and 75% met the eligibility requirements of the Third Grade Reading Guarantee.

These scores show peaks and valleys with the overall trend of decreasing the number of students who score in the limited range.

Across every grade level, less than 50% of the students perform proficient or above. In 2017 on the Ohio AIR ELA Assessment 32% of 3<sup>rd</sup> graders, 40% of 4<sup>th</sup> graders, 29% of 5<sup>th</sup> graders, 33% of 6<sup>th</sup> graders, 29% of 7<sup>th</sup> graders, and 45% of 8<sup>th</sup> graders performed at a proficient or above level. In 2018 35% of 3<sup>rd</sup> graders, 42% of 4<sup>th</sup> graders, 45% of 5<sup>th</sup> graders, 20% of 6<sup>th</sup> graders, 28% of 7<sup>th</sup> graders and 31% of 8<sup>th</sup> graders scored proficient or above in ELA. Where this shows improvement in grades 3-5, it shows a decline in our middle school grades.

On the K-3 Reading Diagnostics 54% of kindergarten students entered the school off track for reading as evidenced by the KRA literacy scores. 5% of first graders scored off track on the state diagnostic, 3% of second graders scored off track, and 10% of third graders scored off track. RIMP plans were initiated for all students who scored off track or were close to the cut score.

Comparatively, in 2017, with the addition of kindergarten and 1st grade, 55% of kindergarten students entered school off track as evidenced by KRA literacy scores, and in need of a Reading Improvement and Monitoring Plan (RIMP), 1% of First Graders scored off track, 11% of second graders scored off track and 13% of third graders scored off track. All students who scored in the off track range as well as those who were close to the cut score were given RIMPs. For comparative data, in 2016 87% of students entered second grade on track with 13% Not on Track and requiring a Reading Improvement and Monitoring Plan (RIMP). Entering third grade 84% of students were On Track with 16% Not On Track and requiring a RIMP. Please note, kindergarten and first grade data begins in the 2017-2018 school year, as we did not serve these grade levels prior to that year.

On the second grade DIBELS Assessment, at the beginning of 2016, 58% of students had a composite score which was on or above the benchmark with 18% well below benchmark. By the end of second grade only 33% of students were at or above the benchmark while the number of students well below the benchmark increased to 28%. We see this same trend in third and fourth grades. Third grade had 40% of students at or above the benchmark at the beginning of the year testing session and 28% well below the benchmark as opposed to the end of year assessment which had only 22% of students meeting the benchmark and 31% well below the benchmark. Fourth grade started out the year with 46% of students at or above the benchmark and ended the year with only 18% at or above the benchmark. The fourth graders who were well below the benchmark decreased slightly from 32% at the beginning of the year to 30% at the end of the year. We see a great need for instruction in basic literacy skills in the higher grades. We believe that teachers at this level will benefit greatly from professional development in basic literacy process and phonemic awareness and phonics instruction.

Analysis of this data shows progress in some areas, but not at a rate sufficient to keep up with raising grade level benchmarks. The DIBELS data points to a key problem area which is basic literacy skills, specifically fluent decoding of grade level text. Quality intervention techniques and materials are needed to meet students at their current reading levels, pinpoint skill gaps, and monitor progress towards literacy. Providing teachers with new tools such as Fountas and Pinnell Leveled Literacy Intervention, and NWEA Maps paired with focused professional development in their use has been one of our focuses in an effort to raise the overall literacy skills of our students.



## SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

*Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.*

There are many factors that we believe contribute to low reading achievement at Lorain Preparatory Academy. Our students are of low socio-economic status. 100% of our students qualify for free breakfast and lunch as students of poverty. The majority of our families have low levels of education contributing to a lack of literacy in the home. We believe that efforts to engage parents and families as partners in student learning will positively affect our effectiveness as a school. We have a high Special Education Population with 20% or more of LPA's students on IEP's. More than 50% of students on IEP's have a specific learning disability in reading. We are currently seeing achievement gaps in several areas with the largest gap being Students With Disabilities. We believe that training teachers in instructional strategies that support all students including Economically Disadvantaged Students, Students of Color, and Special Education Students in the classroom such as the Universal Design for Learning Framework will help us address the area of equitable access to the general education literacy curriculum for all students. Creating a team of literacy experts in the building through specific high quality professional development is a vital step in fostering a culture of professional collaboration and co-planning to serve our students. We also believe providing intervention tools that are evidence based and field proven like Fountas and Pinnell Leveled Literacy Framework will help to support teachers in providing the necessary interventions for struggling readers.

Inconsistent instructional strategies within as well as across grade level teams is also a concern. We have put in a lot of hard work with our staff and our OIP consultant to get Teacher Based Teams running smoothly and teams actively engaging in the 5 step process with fidelity to allow for effective data driven instruction. We also created a team of teacher leaders to create and update curriculum maps to guide the scope and sequence of the curriculum across grade levels. Expanding that work into a team of literacy experts in the building through specific high quality professional development is a vital step in fostering a culture of professional collaboration and co-planning to serve our students.

Our SIDR shows instructional weaknesses in the areas of differentiated instruction and small group instructional strategies. It also highlights the need for a review of curriculum maps with a focus on the scope, sequence, and pacing of instruction and alignment to the Ohio Learning Standards. These are needs that we had already identified and have been working on at Lorain Preparatory Academy. A team of teacher leaders meet yearly for curriculum mapping work sessions and work in this area continues during TBT meetings and Professional Work Days. We have worked with our sponsor and the State Support Team to pinpoint weakness and initiate evidence based strategies that will address these weaknesses.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).*

Literacy Mission - To create a culture of literacy within our school that celebrates and promotes all components of literacy from basic phonemic awareness to advanced decoding fluency and comprehension skills. Lorain Preparatory is committed to closing the achievement gaps by utilizing research-based strategies within Ohio's Literacy Plan and Universal Design for Instruction, extending language arts standards across the curriculum and creating and maintaining strong partnerships with parents and community members. Our vision is based on the continuum of literacy acquisition and the ideal that all children have the right to high quality literacy instruction and materials that will enable them to grow into literate adults.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.*

We intend to:

1. Close the achievement gaps in reading and increase our performance index by 10% by the end of the 2019-2020 academic year.

As this is a broad goal we have identified 3 sub-goals which we will make action plan maps for. .

1.1. At least 50% of staff will be implementing Universal Design for Learning to support reading by June 2019 with 100% of staff implementing Universal Design for Learning to support reading by June 2020.

1.2. All TBTs will use adult implementation data to drive system change that supports the reading assessment/progress monitoring system, instruction and intervention by June 2019.

1.3 Create a building team of literacy experts that span grade levels to support all teachers in tier I instruction and tier 2 and 3 intervention strategies to support students.

2. Increase Reading Proficiency Rate by 25% per year with 85% of students passing TGRG by June 2019.

## SECTION 6: ACTION PLAN MAP(S)

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.

### Goal # \_1.1\_ Action Map

Goal Statement: At least 50% of staff will be implementing Universal Design for Learning to support reading by June 2019 with 100% of staff implementing Universal Design for Learning to support reading by June 2020.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teacher Leaders will train in UDL and begin implementation to support reading instruction	All staff will build a common vocabulary for instruction by training in and utilizing the Universal Design for Learning framework.	Staff at all levels will give close attention to adult implementation and student performance data to ensure fidelity and growth.
<b>Timeline</b>	100% implementation by UDL Leaders by June 2019.	50% implementation by all staff by June 2019.	Immediate and ongoing.
<b>Lead Person(s)</b>	Megan Wilson Laura Van Vechten Gwen Nelson Grade Level Leaders	Megan Wilson Laura Van Vechten Gwen Nelson Grade level lead teachers	Megan Wilson Laura Van Vechten CSLT
<b>Resources Needed</b>	*Professional development *Teacher Leaders *Strong Teacher Based Teams *Training materials and texts *Planning and implementation monitoring tools.	Professional development *Teacher Leaders *Strong Teacher Based Teams *Training materials and texts *Planning and implementation monitoring tools.	Adult implementation checklists. *Planning tools that align to UDL Frameworks. *Strong Teacher Based Teams *Effective Community School Leadership Team *Student performance data
<b>Specifics of Implementation</b>	Teacher Leaders are being trained in Universal Design for Learning and will bring these skills and ideals to their teams through TBT meetings and staff professional development days.	Teacher Leaders will use adult implementation data from their own practice of UDL during TBT meetings and staff professional development days to drive the system change.	Teacher Based Teams will use the 5 step process to monitor adult implementation of strategies and the effect on student learning. The CSLT will monitor the 5 step process notes and school wide performance data.

<b>Measure of Success</b>	10% of staff will be utilizing the UDL Framework in their classrooms by June of 2018 with 50% implementation by June 2019.	We will see 50% of teachers utilizing concepts of UDL to support reading instruction for all students by June 2019.	As adult implementation increases student performance will also increase. We should see both steadily rising with a trajectory which will ensure that we meet our target goals.
<b>Check-in/Review Date</b>	Check in monthly with CSLT/ Review yearly.	Check in monthly with CSLT/ Review yearly.	Check in weekly with TBTs and monthly with CSLT/Review yearly.

### Goal # 1.2 Action Map

Goal Statement: All TBTs will use adult implementation data to drive system change that supports the reading assessment/progress monitoring system, instruction and intervention by June 2019.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Staff will identify key monitoring systems and utilize TBT time to analyze instructional effects on	TBTs will focus on key monitoring systems according to the testing and monitoring calendar to	CSLT will focus on TBT minutes and subgroup data to monitor instructional effectiveness

	student achievement within and across grade levels.	ensure building wide focus on reading growth data in a unified time frame.	and adjust plan as necessary.
<b>Timeline</b>	100% implementation ongoing.	100% implementation ongoing.	100% implementation ongoing.
<b>Lead Person(s)</b>	Megan Wilson Laura Van Vechten	Megan Wilson Laura Van Vechten	Megan Wilson Laura Van Vechten CSLT
<b>Resources Needed</b>	*Strong TBTs *District support and feedback of TBTs. *Tools for tracking data and monitoring adult implementation.	*Strong TBTs *District support and feedback of TBTs. *Tools for tracking data and monitoring adult implementation. *Data focus calendar	*Strong TBTs *TBT minutes *Student/grade level/school data *Data focus calendar
<b>Specifics of Implementation</b>	Teachers will analyze data generated by key monitoring systems including DIBELS, NWEA, Fountas and Pinnell Leveled Literacy Benchmark System and AR data to monitor student progress and analyze the effectiveness of instructional strategies within the TBT structure.	Teachers will analyze data generated by key monitoring systems including DIBELS, NWEA, Fountas and Pinnell Leveled Literacy Benchmark System and AR data in accordance with district monitoring and assessment calendar to ensure timely analysis of growth data in order to drive reading improvement for all students.	CSLT will monitor student growth data and subgroup data as well as TBT minutes to drive district level decisions in regards to the implementation and effectiveness of the components of this Reading Achievement Plan.
<b>Measure of Success</b>	TBT minutes will reflect continuous monitoring and analysis of student achievement data in reading.	TBT minutes will reflect timely monitoring and analysis of all district level monitoring and assessment data.	CSLT minutes will reflect continuous monitoring of student and subgroup data as well as feedback to TBTs on adult implementation.
<b>Check-in/Review Date</b>	Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly	Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly	Check-in monthly. Review overall success June 2019.

### Goal # \_1.3\_ Action Map

Goal Statement: Create a building team of literacy experts that span grade levels to support all teachers in tier I instruction and tier 2 and 3 intervention strategies to support students.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	School Leadership will participate in the Literacy Leaders Network and the administrative modules of LETRS.	School leadership will identify existing or hire new staff members and train them to be a part of the literacy team.	CSLT will utilize the RTFI and State Support Team resources to assess the school's k-3 literacy program.
<b>Timeline</b>	March 2019 through the summer of 2019.	By spring 2019	By fall 2019
<b>Lead Person(s)</b>	Megan Wilson Laura Van Vechten	Megan Wilson Laura Van Vechten	Megan Wilson Laura Van Vechten
<b>Resources Needed</b>	LETRS modules	New or existing staff members with extensive literacy training	RTFI facilitator

		and professional development opportunities	
<b>Specifics of Implementation</b>	Administrative staff is participating in the Literacy Leaders Network to engage in the LETRS modules for administrators	Administrative staff will identify qualified and interested staff members and/or seek out new hires to assemble a team of mixed grade level teachers to become literacy experts.	CSLT will participate in RTFI with a qualified facilitator to identify weakness in the school's literacy program.
<b>Measure of Success</b>	Program will be complete and administrators ready to share training with staff in the fall of 2019	Team of 3-5 staff members identified and training initiated	RTFI complete and action steps developed to meet the needs identified.
<b>Check-in/Review Date</b>	August 2019	August 2019	August 2019

### Goal # 2 Action Map

Goal Statement: Increase Reading Proficiency Rate by 25% per year with 85% of students passing TGRG by June 2019.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	All grade levels will focus on small group guided instruction in reading and leveled literacy intervention for students on RIMPs.	Increase time spent on phonemic/morphemic awareness and phonics instruction.	Teachers will use student achievement data to monitor and increase student reading skills.
<b>Timeline</b>	2018-2019 School year and ongoing.	100% implementation by June 2019.	100% implementation by June 2019.
<b>Lead Person(s)</b>	Megan Wilson Laura Van Vechten  Grade level lead teachers, reading intervention teachers and tutoring staff.	Megan Wilson Laura Van Vechten  Grade Level Lead Teachers.	Megan Wilson Laura Van Vechten  Grade Level Lead Teachers.
<b>Resources Needed</b>	*Guided reading materials *Leveled Literacy Intervention Materials *Leveled Literacy Benchmarking and monitoring materials.	* Literacy Coach * Expert trainers to facilitate professional development. *Planning tools that align to this goal. * Monitoring checklists.	*Student data including NWEA, DIBELS, classroom assessments, Fountas & Pinnell, and AIR data.  *Reading skill checklists



	* Professional development in small group guided techniques.	*CSLT support.	
<b>Specifics of Implementation</b>	All teachers will focus on small group guided leveled instruction and intervention practices in the classroom and during intervention time.	All teachers will focus on phonemic awareness, morphemic awareness and systematic phonics instruction within a comprehensive literacy framework. Teachers will increase the time of focused instruction in these areas within the literacy block.	Teachers will analyze data independently and within Teacher Based Teams to continually monitor and increase students' Lexile Levels. Using multiple measures teachers will pinpoint which literacy skills individual students are struggling with and target intervention to those critical areas.  Using data teachers will determine students' Lexile levels and critical areas of need to group students for small group instruction that will increase students reading level.
<b>Measure of Success</b>	All students will be receiving focused, small group instruction and/or intervention in accordance with their literacy needs.	We will see 100% implementation by June 2019 with an improvement in student reading proficiency rates.	All students will demonstrate a minimum of one year's growth per year with proficiency rates rising 25% per year through June 2021.
<b>Check-in/Review Date</b>	Weekly through lesson plans and walk through data.	Weekly with TBT Monthly with CSLT  Review after each testing window.	Weekly check-in  Review after each progress monitoring and assessment cycle.

## SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

*Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.*

Adult implementation steps will be monitored through lesson plan reviews, implementation check lists Teacher Based Team 5-step process reports, and walk-throughs and observations. Teachers will report implementation to project leads Megan Wilson and Laura Van Vechten who report to the principal, superintendent, sponsor, management company and the ODE as mandated. Teacher Based Teams will report to the Charter School Leadership Team through TBT weekly minutes and data reports following each assessment or monitoring cycle.

Student achievement goals will be monitored through currently used assessment and monitoring tools including NWEA Maps, DIBELS Next, Fountas and Pinnell Leveled Literacy Benchmarks, Accelerated Reader Data, Ohio State Diagnostics and State Grade Level Testing (AIR or the equivalent), 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 Title I Teachers. 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.

Family partnership data will be monitored through sign in sheets and feedback forms following each literacy event.

CSLT will monitor and analyze adult implementation data and student achievement data including, but not limited to, sub group data to drive system change and support reading achievement initiatives.

Reading Tiered Fidelity Inventory (RTFI) will be used by the CSLT to assess and monitor the school's literacy program.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

*Describe the evidence-based strategies identified in Section 6 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.*

LPA has worked on training teachers in the Marzano and Universal Design for Learning frameworks. These frameworks give teachers evidence-based strategies to increase the quality and accessibility of reading instruction to meet the needs of all students. Teachers will be required to implement the high yield strategies such as student goal setting, constructive feedback, and non-linguistic representations. Teachers have been involved in work to make a menu of high yield instructional strategies that support reading based on Marzano's research. Small group instruction and leveled intervention will be supported by Fountas and Pinnell materials for students in tier 2 & 3 and students on RIMPs. Tier 2 and 3 students receive additional small group and/or one on one reading instruction and double dose instruction in skill deficit areas depending on need. LPA uses DIBLES Next to diagnose and monitor growth in basic literacy skills. DIBELS measures student risk in phonemic awareness, phonics, fluency, and comprehension which is valuable information for teachers in assessing student needs and tailoring literacy instruction to meet those needs. Individualized reading instruction is based on the results of these assessments to target skill deficits and contribute to the students success as a whole reader. Professional development will focus on refining a common language and set of expectations for high quality instruction through Marzano's research. We have also been focusing on Universal Design for Learning to give staff a more effective framework for meeting the needs of all of our students. Two separate book studies will be offered to teachers to increase their knowledge of the reading process and how to structure effective intervention for the struggling reader. Teachers are also presented with professional development options through the local ESC and nearby colleges.

### SECTION 8 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.*

Many of these strategies were new to us as a whole school last year. Teachers had been using these and similar strategies in small pockets and now we see more widespread implementation of high quality instructional techniques. The success of these pockets is what has enabled us to implement these strategies building wide. Adult implementation will be closely monitored and analyzed in Teacher Based Team meetings and reported to the Charter 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 at TBT meetings and to administration. Through curriculum mapping work sessions and increased focus and quality of professional development as well as full implementation of the OIP 5 step process and Data Team structures LPA has raised our Performance Index by 10 points during the 2015 -2016 academic year. By improving upon existing structures (e.g. strong Teacher Based Teams and the use of data rich assessment systems like DIBELS Next, Fountas and Pinnell, and structured short cycle assessments) and giving teachers additional resources (e.g. NWEA Maps, additional books for student use, Houghton Mifflin Journeys resources school wide and the tools in the Marzano and UDL Frameworks) and knowledge, we see our forward momentum continuing and accelerating.

### SECTION 8 PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.*

LPA 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 passed on through teacher leaders through the TBT.

PD dates/Implementation /Follow-up/Monitoring

Utilizing tools to promote literacy across the curriculum and Utilizing Google Docs in the Classroom – 10/21/2018

Utilizing Short Cycle Assessments to Promote Writing – 11/9/2018

Intervention Strategies – Linking MTSS and UDL to Literacy Goals/ Balanced Literacy Instruction – 1/18/2019

Universal Design for Learning – Bryan Dean 2/15/2019

Reaching and Teaching Students in Poverty – Paul Gorski – 3/15/2019

Use of Short Cycle Assessment to promote writing and increase assessment literacy - Dr. Chad Carr - 8/14/2017 - Teachers will receive training on how standards based short cycle assessments can be better written to promote assessment literacy as well as increase reading comprehension and writing skills. Implementation will be monitored through walk throughs and review of submitted lesson plans and teacher written short cycle assessments.

Building Focus Plan - Focus on Literacy - John Komperda - 8/15/2017 - Presentation will link the building focus plan, Reading Achievement Plan and building wide instructional initiatives to give participants a whole picture and strategies to use in the classroom to support our vision. Implementation will be monitored through the OIP process.

Marzano's Units of Instruction- John Komperda - 8/18/17 - Staff will explore research based structures for planning units of instruction and monitoring student achievement. Implementation will be monitored through TBT minutes and submitted lesson plans.

Introduction to UDL - John Komperda - 10/13/2017 - This introduction will help all staff understand the principles of Universal Design and the four corners of instruction. Implementation will be monitored through TBT minutes, walk throughs, and submitted lesson plans.

Marzano Goal Setting - John Komperda - 10/13/2017 - A look at Marzano's "New Taxonomy" and how this can help us to construct clear and focused learning goals as well as constructing rubrics and scales. Implementation of learning will be monitored through TBT minutes, submitted lesson plans and coaching sessions.

Short Cycle Follow Up - Dr. Chad Carr - 11/3/2017 - Dr. Carr will give feedback and clear up any common misconceptions in regards to quality short cycle assessment implementation based on his observations and review. Implementation will continue to be monitored through walk throughs, and submitted lesson plans and teacher written short cycle assessments.

A Deeper Dive into UDL - Megan Wilson and UDL Team - 11/3/2017 - Teachers will take a deeper dive into UDL with a focus on implementation and practical classroom strategies. Implementation will continue to be monitored through TBT minutes, walk throughs, and submitted lesson plans.

Universal Design and the Literacy Process - John Komperda and Megan Wilson - 1/12/2018 - Teachers will continue to explore Universal Design for Learning as it relates to equity in education and how UDL can be used specifically in the context of literacy instruction. Implementation will continue to be monitored through the TBT minutes, walk throughs, and review of submitted lesson plans.

"Catching Readers Before They Fall" Book Study - Megan Wilson - 1/22/2018 - 3/2/2018 - Teachers will meet weekly to conduct a professional book study on the text *Catching Readers Before They Fall* by Pat Johnson and Katie Keier. Implementation of learning will be monitored through TBT minutes and walk throughs.

Teaching Students of Poverty - John Komperda and Megan Wilson - 2/16/2018 - Staff will explore challenges and social justice issues around teaching students of poverty and instructional implications. Implementation of learning will be monitored through TBT minutes, walk throughs, and submitted lesson plan reviews.

"Visible Learning for Literacy" Book Study - 4/9/2017 - 5/7/2017 - Teachers will meet weekly to conduct a professional book study of "Visible Learning for Literacy" by Douglas Fisher, Nancy Frey, and John Hattie.

Closing the Achievement Gap Series Year 2 - 9/27/2017, 11/6/2017, 1/23/2018, 5/8/2018, 5/9/2018 - A team of school and teacher team leaders will continue to engage in a series of training and work sessions to dive deeper into the process of implementing UDL school wide. Implementation has begun in the classrooms of teachers on the UDL team and the effect on student learning is evidenced. These teachers will model effective practices in the UDL framework and bring future training to the rest of the staff. Observation, reciprocal lessons, and model lessons are ways that we will continue to bring this structure to our school.

Houghton Mifflin - Journeys 8/16/2016 – Teachers will be introduced to the instructional features and intervention tools available through our current reading series. Implementation will take place in the classroom for tier 1 and tier 2 instruction and intervention. Support will be offered through available on-line PD materials and ongoing PD opportunities. Implementation will be monitored through observation, lesson plans, and short cycle assessment data.

Special Education 8/17/2016 – Teachers will be presented with expert knowledge on Special Education laws and effective teaching practices to support students on IEPs in the classroom in cooperation with Intervention Specialist. Implementation will be seen in the classroom with General Education Teachers and Intervention Specialists working together to support students on IEPs. Support will be offered through team collaboration and through the Lead Intervention Specialist. Implementation will be monitored through team meetings, progress monitoring, and review processes.

Differentiation 8/19/2016 – Teachers will engage with experts on differentiation techniques and effective differentiation strategies. Implementation will be seen in the classrooms with teams working together to support all students. Our presenters offered open communication with staff for any questions or concerns that arise. They frequently provide follow-up information and resources that are given to staff through TBT meetings. Monitoring for implementation is done through classroom observation and walk-throughs as well as lesson plan review and student work product.

Marzano Professional Development Series. 8/17/2016, 1/13/2017, 2/17/2017, 3/17/2017 – Teachers will actively engage with a Certified Marzano Trainer to create a common language and set of expectations for effective instructional strategies based on Marzano's research. Teachers will be working towards our common goal of implementing Marzano's framework in the classroom and creating a menu of effective instructional strategies that teachers can use for planning purposes. This is an ongoing learning opportunity that will be supported with a monthly book study of the "Art and Science of Teaching" by Robert Marzano.

NWEA Maps Training 8/18/2016, 11/4/2016 – Teachers will have the opportunity to learn the specifics of implementation, features, and report analysis and application of this program. NWEA will be used 3 times a year to assess and monitor student growth. Teachers can also use the tools within the program to pinpoint specific instructional needs for individuals and groups as well as help students set growth goals and monitor progress towards those goals. Support is offered through available on-line professional development resources and technical assistance. Implementation will be evident in TBT minutes and in data reports.

Universal Design for Learning Series. 9/18/2016, 11/30/2016, 12/1/2016, 1/10/2017, 1/11/2017, 2/8/2017, 5/17/2017 – A team of school and teacher team leaders will engage in a series of training and work sessions to begin the process of implementing UDL school wide. Implementation will begin in the classrooms of teachers on the UDL team. These teachers will model effective practices in the UDL framework and bring future training to the rest of the staff. Observation, reciprocal lessons, and model lessons are ways that we will begin to bring this structure to our school.

Art and Science of Teaching book study - First Monday of every month 11/7/2016 – 4/3/2016 - Teachers will discuss and reflect upon the strategies from Marzano's research in reference to our own instruction. Strategies will be implemented in the classrooms. Implementation will be evident through lesson plans, student work product, walk through and formal observations, and TBT minutes.

Teacher Based Teams meet weekly to analyze data and the effect of adult practices on student reading achievement to drive classroom instruction and intervention. The work of TBTs is evidenced through TBT minutes and 5 step process templates.

Community School Leadership Team meets monthly to analyze data, monitor adult practices and ensure the effectiveness of school wide improvement efforts on student reading achievement to drive system changes. The work of the CSLT is evidenced through CSLT minutes and 5 step process templates.

## APPENDICES

*You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.*

### Acronyms Used

CSLT - Charter School Leadership Team

DIBELS Next - Dynamic Indicators of Basic Literacy Skills Assessment - LPA uses the DIBELS Next version and pairs with DIBELS amplify to digitize benchmark and progress monitoring data as well as provide teachers with intervention recommendations for students based on their performance on the DIBELS assessment.

LPA - Lorain Preparatory Academy

OIP - Ohio Improvement Process

RIMP - Reading Improvement and Monitoring Plan

TBT - Teacher Based Teams

TGRG - Third Grade Reading Guarantee

Fountas and Pinnell Leveled Literacy Intervention is a highly researched and effective tool for reading intervention. Using high quality leveled texts this system drives reading skill acquisition forward in a systematic way that includes a balanced approach to literacy. Odd numbered lessons focus on re-reading previous text, phonics, word work, introducing new text and additional word work related to the new text. Even numbered lessons focus on re-reading previous text with running record progress monitoring, reading an easier leveled text to build confidence and optional word work. The lessons are leveled to build upon reading skills and systematically increase the reading ability of students. Included in the word work is spiraled systematic phonics instruction to build decoding, guided comprehension practice, and re-reading for fluency and confidence. Many schools and reading experts have reported positive effects on reading achievement for students including students with disabilities, economically disadvantaged students, and English Language

