



Third-Grade Reading Guarantee District Staffing Plan Check-In

District Name:

Lorain City School District

District Superintendent:

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Submission Date:

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Students on a Reading Improvement and Monitoring Plan in the 2014-15 School Year

How many third-grade retained students did you project having for the 2014-15 school year?: 33

How many third-grade retained students do you actually have for the 2014-15 school year?: 23

How many K-3 students did you project electively placing on a reading improvement and monitoring plan for the 2014-15 school year (i.e. identified as on track but in need of intervention)?: 0

How many K-3 students do you actually electively place on a reading improvement and monitoring plan for the 2014-15 school year (i.e. identified as on track but in need of intervention)?: 2

	2013-14 (cut score = 392)	2014-15 (cut score = 394)
How many third-grade students achieved the cut score or above during the fall administration of the Ohio Achievement Assessment in Reading?	135	123

How do you measure your students' literacy achievement and track improvement from year to year?:

1. ODE Diagnostic Assessment (Completed by Sept. 30, 2014).
2. NWEA (Northwest Evaluation Association) MAP/MPG: Administered in the Fall, Winter and Spring for students KG-3.
3. Skills Checklist (NWEA Short Cycle Assessments) for students grades KG-2.
4. Pro-Core Short Cycle Assessments for students grade 3.
5. Title I Reading Teachers complete a weekly log to monitor progress. Title I teachers also complete a Progress

** Refer to attachment for entire response.*

What evidence previously was used to identify suitable teachers who were not qualified, according to the law, to teach struggling students on reading improvement and monitoring plans? Is that evidence still viable?:

1. Reading Endorsement included in their Teaching License.
2. Master Degree in Reading & Literacy
3. Alternative Credential (Level I Wilson Reading Certification)

Has Your Staffing in 2014-15 Worked According to Plan?:

- Yes
 No

As of March 30, 2015, how many teachers in your district do you expect will meet the teacher qualifications as required in the Sub. Senate Bill 21 legislation? *(Holds a reading endorsement on the teacher's license; has "above expected" rating; earned a passing score on a rigorous reading test; rated "most effective" using student growth; holds an alternative credential; and/or completed a master's degree in reading or literacy)*

K-2 (Not Required):	Grade 3 (Required):
24	25

Please describe any adjustments you have made to your staffing plan and why they were needed.:

1. It was necessary to reassign teachers who were qualified (met the ODE teaching criteria) to a third grade position for those students (23) who were retained in grade 3.
2. Each of the ten elementary building sites has at least one grade 3 Reading Endorsed Teacher (with the necessary required criteria) to provide and ensure high quality reading instruction.
3. There are teachers who have been rated "most effective" for reading instruction based on student growth measures.
4. Wilson Reading Fundation has offered a Cohort I training

Do you anticipate any changes to your staffing plan to ensure that third-grade teachers in your district meet the legislated teacher qualification requirements?:

- Yes
 No

Please explain why changes may be necessary and what those changes may be.:

Changes may be necessary due to the percentage of teachers who have and who plan to retire at the conclusion of this school year. There is a sufficient number of staff within the Lorain City School District who now currently meet the reading criteria.

As we interview and hire new teaching personnel for the primary grades, we are carefully checking currently-held teaching endorsements.

- By checking this box and typing my name below, I am electronically signing my application.

Signature (Full Name):

Pamela M. Szegedy

Submit

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Dr. Richard A. Ross
Superintendent of Public
Instruction

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Education**
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**State Board of
Education of Ohio**
Tom Gunlock, President

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4. Pro-Core Short Cycle Assessments for students grade 3.
5. Title I Reading Teachers complete a weekly log to monitor progress. Title I teachers also complete a Progress Monitoring Report on a quarterly basis for all students serviced in ELA.
6. Extension of the Reading Language Arts Block by 30 minutes (90 minutes increased to 120 minutes). In grades KG-2: 60 minute Core Reading Program, 30-minute whole class Wilsons Foundation, 30-minute tiered intervention. For grade 3: 90-minutes Core Reading Program and 30-minute tiered intervention.
7. Intervention Assistance Team comprised of the teacher, team teachers, parent, principal and other pertinent staff.
8. Assistance and support provided to the classroom teachers from the Academic Instructional Coaches documented through weekly logs. (Logs are collected bi-weekly.)
9. Progress Monitoring through daily formative assessments.
10. LCS continues to experience a high percentage of students who are in need of early reading intervention. As a results of collected trend data, a multi-tiered reading instructional approach for effectively differentiating instruction is embedded using the Wilson Foundation Reading Program in grades KG-2 and the McGraw-Hill Wonder Works Reading Program in grade 11. Student progress is monitored, evaluated and modified as necessary per updated data.
12. Pacing Guides (with timelines) were revised to ensure alignment to the ELA Common Core State Standards.
13. The SPARKS Program offered through the Lorain County Boys & Girls Club is providing tutoring during the school day in two of the elementary buildings.
14. Principals conduct classroom instructional rounds on a regular basis to note alignment to the standards and instructional practices, student engagement, participation and time on task are in place, and assessment data is being used to inform instruction.

15. Central Office Administrators conduct classroom instructional rounds on a regular basis to note alignment to the standards and instructional practices, student engagement, participation and time on task are in place, and assessment data is being used to inform instruction.

16. Accelerated Reader is active in all the buildings to provide the students with the opportunity to encourage reading practice and comprehension skills.

17. During weekly scheduled Teacher Based Team Meetings, teacher analyze and dissect various collected assessment data to inform instructional delivery and tiered grouping. This dialogue continues to monthly Building Leader Team Meetings and at scheduled monthly District Leadership Team Meetings.

18. Job-embedded coaching and modeling (Wilson's Language Foundation and Thoughtful Classroom Compare & Contrast Tool Strategy) within the classroom settings has been provided to our KG-2 teachers during the school year.

19. Students who are new to the district (grades KG-3) and who were retained from the last year are being progress monitored for potential RIMP plans based on fall and winter NWEA test measures.

20. Parents were notified (November 3, 2014) and are involved from the beginning of the identification and RIMP implementation process to assist and support with the individual plan.