



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Mt. Healthy City Schools 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 school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

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.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M'.

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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

Reading Achievement Plan

DISTRICT NAME	Mt. Healthy City Schools
District IRN	044412
DISTRICT ADDRESS	7615 Harrison Ave., Cincinnati, OH 45231
PLAN SUBMISSION	December 19, 2017 Revised February 4, 2018 Revised October 21, 2019
LEAD WRITERS	Jana Wolfe, Shana Burg, Terri Dick
IMPLEMENTATION START DATE	Partial 2017-2018 Full 2018-2019 Full 2019-2020

Early Childhood Provider/LEA: Mt. Healthy City Schools

IRN: South: 016733

North: 026658

ODE/ODJFS License Number (If Applicable)

South: 1000018681

North: 10000 18680

Step Up to Quality Rating: 5 STAR (both preschools)

Address: South Preschool 1743 Adams Rd., Cincinnati, OH 45231

North Preschool 2170 Struble Rd., Cincinnati, OH 45231

Lead Contact: Karen Powers

CEO/Superintendent: Dr. Reva Cosby

DATE: Revised RAP Date- Feb 4, 2018 **Date: Revised RAP Date- October 31,2019**

Summary and Acknowledgements

Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (i.e. funding, guidelines, leadership, and stakeholders). This is to be written when the plan is completed.

Mt. Healthy's Reading Achievement Plan is aimed at promoting language and literacy proficiency for all students PK-12; however, for the 2019-2020 school year, the plan will continue to focus on PK-8. The practices/strategies we have started in these grades still need time to become secure in order to move students to proficiency. We will start to have literacy conversations at the High School level as well but will continue to target PK-8 for this school year. The RAP acknowledges the reality, in our district, that students who "start behind, stay behind" and our great need to intervene to mitigate this inequity. (Hart & Risley, 1995). All age groups and subgroups represented in our district are supported in the plan. Honored in the plan

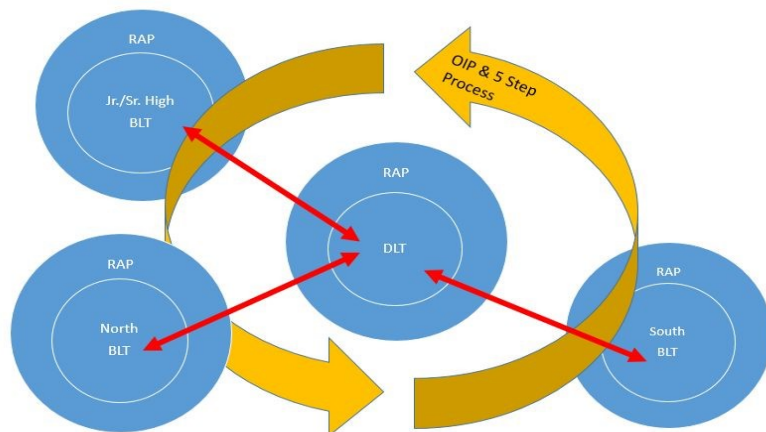
is our district's mission, philosophy, and other improvement plans currently in place. The plan advances our belief that the focus of every educator includes language and literacy development regardless of their content area. In addition, the need to teach social emotional skills play a crucial role in the district's efforts for literacy success. Highlighted in the plan is the importance of all stakeholders partnering together to support literacy efforts in the district. Emphasized in the RAP is the necessity to provide our teachers' additional training in all components that fall within the MTSS umbrella, so they will have the tools required to impact student literacy outcomes. Inherent in the plan is growing teachers professionally, promoting teacher leadership, and intentionally fostering collective teacher efficacy. The main components of the RAP mimic our district's 5-year strategic plan, Education Destination. The focus of Education Destination and the Reading Achievement Plan are:

1. Ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices (FIP).
2. Meet the needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS).
3. Identify and meet the evolving and complex needs of our district's diverse population, to reduce barriers to education, and increase community/parental involvement and support.

The first component of the plan focuses on ensuring that all students are engaged in high-quality and effective instruction and intervention. Guaranteeing this commitment requires shared leadership, evidence-based practices and strategies, and solid professional development for district administration, building administration, teacher leaders, and teachers. Leadership at all levels is crucial to the success of Mt. Healthy's plan. Dr. John Maxwell, leadership guru, states that everything rises and falls on leadership, (Maxwell, 2007). The district is committed to cultivating and growing district administration, building administration, teacher leaders, and classroom teachers to drive the work of raising student language and literacy achievement. This pledge will be accomplished by honing leadership skills and supporting the implementation of a continuum of evidenced-based strategies and practices in language and literacy core instruction and intervention. Shared leadership, from district, building, and classroom levels, will work to implement with fidelity, evaluate and grow systems that monitor and communicate language and literacy progress. Shared leadership will be the driving force to sustain a clear focus on language and literacy achievement for the district. Mt. Healthy utilizes the structures of the Ohio Improvement Process, the DLT, BLTs, and TBTs, to ensure shared accountability for data-driven strategic planning, implementation, feedback, and adjustments. (Figure 1.1) The district receives additional support from State Support Team 13 consultant, Holly Sampson, who attends DLT, BLTs, and TBTs in designated buildings. Information will flow in both directions to make certain all stakeholders stay informed of progress, and are effectively evaluating the impact of instructional changes. The district acknowledges W. Edwards Deming's (1993) quote that, "a bad system will beat a good person every time." Therefore, regular evaluation of the systems to support language and literacy improvement will occur, and subsequent targeted professional development needs will be identified and provided. The district uses the OIPIR Implementation Criteria and Rubric as one measure to determine the effectiveness of teams. This rubric also informs decisions around the 5-step process, assessments, standards and instruction (Appendix A).

Shared Leadership Model

Figure 1.1



The buildings use the RTFI (Reading Tiered Fidelity Inventory) to assess whether the buildings have structures in place to promote language and literacy development. High-quality and effective instruction can only be accomplished with a prioritized focus on evidence-based language and literacy strategies and interventions intended to promote development in reading, writing, and oral language. The Simple View of Reading will drive future instructional decisions across the language and literacy development continuum to support all learners (defined in Section 4). Additionally, teachers will continue to work within the Formative Instructional Practices framework of clear learning targets, effective feedback, collecting and documenting evidence, and student ownership of learning to positively impact student growth, engagement and motivation (Figure 1.2). The district's Education Destination, Objective 1 teams, function at both the building and district levels and support high quality effective instruction. Building teams meet monthly to look at implementation data, obtained from the Learning Walk Data Tool, and determine how to support effective instruction in the classroom. Representatives from building level teams serve on the district level team to engage in professional dialogue, determine next steps and plan professional development to meet the individualized needs of each building. Both building and district level Objective 1 teams interact with TBTs, BLTs, and the DLT in a reciprocal manner. Objective 1 teams have focused on FIP practices for the last 3 years. In 2017-2018, professional learning has focused on increasing student-to-student interactions. Moving forward, the Objective 1 team will partner with TBTs, BLTs, and the DLT to identify, plan, train and execute evidence based strategies and interventions to expand learner literacy and language development. Literacy coaches will be used to strengthen the delivery of core instruction (Tier 1) and differentiation strategies to meet the complex needs of all learners through whole group, small group and stations. Implementation of both the FIP framework and a continuum of evidence-based language and literacy strategies will be documented through the district's Learning Walk Data Tool. Data collected through the tool will be scrutinized at DLT, BLTs, and TBTs so that recommendations and action steps can be formulated and communicated to all stakeholders.

FIP Components



Figure 1.2 (ODE & Battelle for Kids, 2013)

Additionally, the 5-Step process will be used to evaluate the effectiveness of evidence-based strategies. Teachers will use formative assessments within the 5-Step Process to identify gaps in student learning, explore reasons for these gaps, determine possible next steps and monitor the effectiveness of the plan.



Figure 1.2.1

Professional development, as outlined in the Reading Achievement Plan, is a crucial need for all stakeholders in order to improve student language and literacy achievement. Sustainability is a primary focus and will be accomplished by employing train-the-trainer models. Leadership from all levels including district administrators, building administrators, instructional coaches, and other teacher leaders, will engage in professional learning that allows them to effectively lead this critical work and successfully support implementation of Mt. Healthy's Reading Achievement Plan. Shared leadership will engage in systems coaching to develop knowledge skills and abilities in the infrastructures to support high-quality use of language and literacy practices. Building teacher capacity is essential, and the district's professional development plan for teachers will seek to address, "the chasm that exists between the scientific research knowledge-base on literacy development, and classroom instructional practices" (Moats, 1999, p.17). Mt. Healthy teachers are engaging in training on the Simple View of Reading (Gough & Tunmer, 1986) addressing each essential component of reading instruction, to further their understanding of how children learn to read. Many of them did not receive effective training in the science of reading in their college preparatory classes, thus professional development is needed to strengthen teachers' knowledge and implementation of evidence-based literacy and

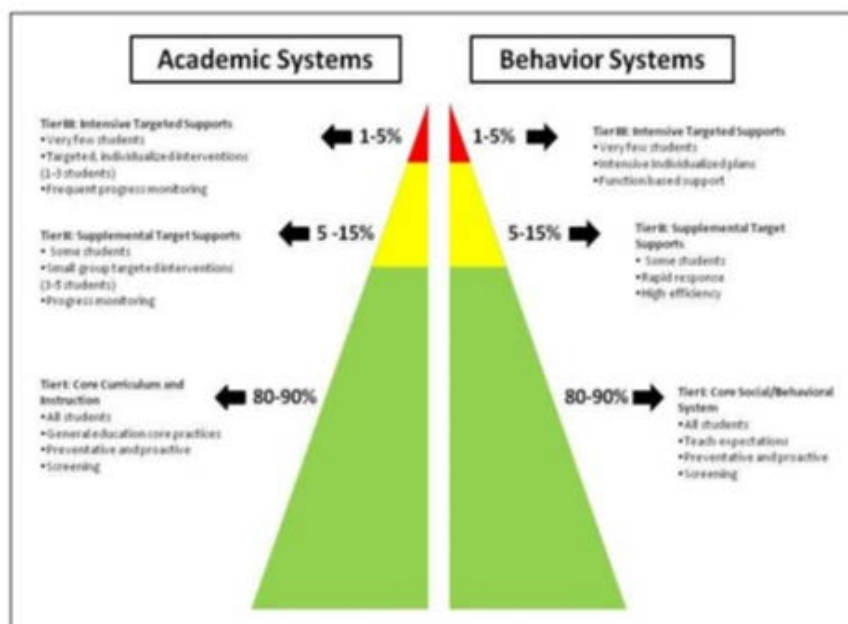
language practices and interventions. In addition, our teachers need to advance their professional expertise in the diagnostics of the root causes of student struggles in order to successfully match an evidence-based practice or intervention to the diverse and complex needs of our student population. Professional development efforts will utilize regional support staff, outside trainers, as well as principals and teacher leaders. Coaches, peer mentoring, and embedded PD will be used to sustain professional learning. In the 2018-2019 school year, all ELA teachers and intervention specialists K-6 participated in LETRS training. They completed modules 1-4 which focused on the Science of Reading, phonological awareness, phonics, advanced phonics, and fluency. In addition, 64% of teachers K-3 were trained in Orton Gillingham with 75% of RTI teachers trained. LETRS training will continue in the 2019-2020 school year with the focus being vocabulary, comprehension, and writing. In addition, teachers new to the district will receive targeted PD focused on strategies utilized in Orton Gillingham such as the three part drill, red words, syllabication rules, etc.

The second component of the Reading Achievement Plan focuses on meeting the complex and diverse needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS). The district began official implementation of a MTSS structure in the 2017-2018 school year, with limited teacher training in 2016-2017. The Reading Plan supports the need to strengthen understanding of the MTSS structure, and ensure practices chosen for core instruction and interventions for both behavior and academics, meet ESSA's tiers of evidence. The use of a universal screener for academics, a PBIS self-assessment survey, along with discipline data for behavior, will serve as baselines to identify tiers of need. The district uses the three-tiered model for instruction and intervention (although our cone at the present time is tipped upside down),

The three-tiered model is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, some students with

identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a few students with the most severe needs receive intensive and individualized behavioral and/or academic support. (University of South Florida, 2011, p.7)

Figure 1. Response to Intervention Schoolwide Systems of Prevention for Academics (e.g., math, reading, writing) and Behavior.



Note: Both sides of the triangle feature the same levels of prevention and support: Core, Supplemental, and Intensive Supports. Figure 1 was adapted from the *Handbook of Positive Behavior Support* (Sailor, Dunlop, Sugai & Horner, 2008, p. 739).

MTHCS Response to Intervention

Learning Walk Data, along with disciplinary data from Public School Works, will be reviewed at TBTs, BLTs, and the DLT to determine behavior intervention needs and next steps. Diagnostic information, progress monitoring, and formative and summative assessment data will be used to make individual academic student decisions and to evaluate whether evidenced-based practices and interventions are closing the academic gap. Every 6-8 weeks, TBTs review progress monitoring, benchmark and other diagnostic data to determine the effectiveness of interventions documented on the RIMP (Reading Improvement Monitoring Plan) and make necessary adjustments. Entrance and exit rules defined in the district's RTI document will guide educational decisions (Appendix B). The Education Destination Objective 2 teams occur at both the district and building levels. These teams meet monthly to examine data and concerns in individual buildings. During the 2016-2017 school year, the building teams received training from Hamilton County Educational Service Center on PBIS strategies and implementation. In 2017-2018 the Objective 2 teams focused primarily on implementation and training to effectively move PBIS strategies into the building and classroom structures. The teams have looked at discipline data along with survey data to develop plans and identify gaps in training and implementation. In 2018-2019, the PBIS team will implement the created plans to address the gaps that were identified. One identified gap was the necessity of meeting the needs of our diverse population. To address this gap Mt. Healthy City Schools will be partnering with Did You Know Publishing (DYKP) striving to improve the parent, school and student experience. Utilizing DYKP's "Woven Traditions (WT)" Cultural Competency curriculum, MTHCS parents will learn and work on communication and relationship skills. The WT curriculum will engage parents and district leaders in exercises, activities, strategies, techniques and other best practice methods utilizing their 21st Century Cultural Competency Character Education Curriculum. The buildings will have multiple before and after school programs that addresses the students' social/emotional needs. This includes programs such as "I Have the Right to be the Best Me" Empowerment Program, Girls on the Run, The League of Extraordinary People and community mentoring and tutoring.

The Reading Achievement Plan supports continuing and strengthening MTSS practices this year. In the 2019-2020 school year a revised MTSS plan was created and shared at both the administrator's retreat and the district's opening day professional development. All teachers were trained in the updated MTSS process and the essential components of the universal screener. Professional development in 2019-2020 will continue to focus on the implementation of evidence-based practices, specific RTI resources and their effectiveness in closing language and literacy gaps.

This year our implementation of MTSS is focused on our staff and various teams (DLT, BLT, TBT, RTI & PBIS). All staff and each team are working to utilize the MTSS framework to select, implement evidence-based prevention and intervention practices to impact all students (see PBIS district and building meeting minutes). We collect data on those support and intervention strategies to discern which are most effective in our schools to improve student academic and behavioral outcomes. Our district and school based teams look at academic, discipline, Self-Assessment, Tiered Fidelity Inventory, School Climate, and suspension data to drill down into specific academic and behavior issues of students. Staff determines what interventions are working and which are not and develop action steps to improve students' and staff outcomes.

We monitor student behavior, collect data, and provide proactive acknowledgement to students for engaging in behavior that demonstrates safety, kindness, and responsibility. Our schools use Classroom Dojo or Kickboard as well as other methods to document prosocial school behavior. "Owl Bucks or CHAMP Dollars" represent the tangible reward a student can earn that shows they are engaging in desirable school behavior. Owl Bucks can be used to purchase items at school PBIS stores such as pencils, paper, healthy snacks, etc. For most of our students outlining behavioral expectations (**Tier One**), teaching them what those behaviors look and sound like and rewarding their positive behavior when it occurs is all students need to be safe, kind, and responsible at school, and in the community. However, we recognize that problem behavior exists in all our schools, and though varied in frequency and intensity, it remains a concern for administrators, teachers, parents, students, and the community. More importantly, we know some of our MTHCS students may not respond well to this "universal approach" for teaching a positive school behavior. In those instances, we provide small group and individualized interventions (**Tier Two & Three**) to ensure students have an opportunity to learn and practice positive behavior.

Through the MTSS framework, district staff provide the supports and interventions to offer our students a variety of opportunities to learn the behaviors necessary to be successful in school, at home, and in the community. We believe that our commitment to social, emotional learning and the development of positive school climate contribute to the development of self-appraisal skills, positive decision making, and critical thinking they need for success in a college or career setting as well as reduce the unnecessary exclusion from school. All building MTSS teams as well as the district level MTSS team collect analyzes and reports on student discipline data to determine the effectiveness of MTSS in meeting our district goals.

Furthermore, the RAP addresses the need for extensive training promoting collaboration between general education and special education teachers, so that the needs of all students, no matter the complexity of the ability or disability, are met. This will be addressed in district professional development, as well as, off-site Co-plan/Co-serve training that will be brought back to the district through a train the trainer model.

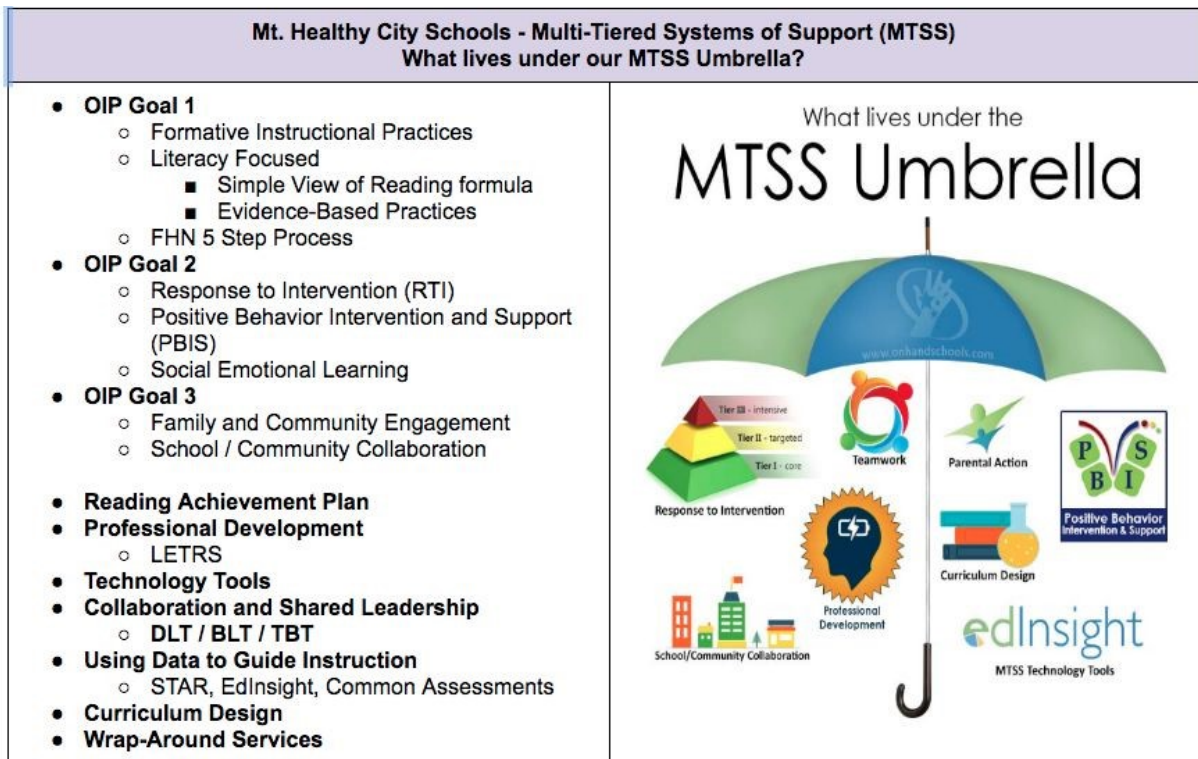


Figure 1.4 (Graphic: OnHand Schools, 2015)

The third component embedded in the plan focuses on meeting the evolving and complex needs of our district's diverse population, reducing barriers to education, and increasing community/parental involvement and support. The district recognizes the critical role parents play in the literacy development of our students and the district is committed to growing parental involvement in academic events in the buildings and also providing training to parents in ways they can support their child at home. Buildings will host a literacy night with activities and games created that parents can utilize to reinforce literacy skills at home. The district is also looking into hosting a literacy night at a local church in hopes of gaining support and increasing parental attendance. The district is intentionally increasing parents' access to quality literature for themselves and their children by creating a parent resource center, Scholastic book fairs on conference night and books included with Sharing Tree program. Some intentional decisions buildings are making to increase parent-school connections include home visits, newsletters, Class Dojo, and robo calls. Individual buildings have a parent liaison to assist and further grow parent/school connections.

Partnering with churches, area preschools, community libraries, and local businesses will enhance parent/community relationships and will provide additional avenues to support language and literacy growth. We currently partner with the Taste of Grace ministries to host various themed events in our students residential neighborhoods. These events build relationships between all community stakeholders. Both elementary schools partner with neighboring churches that provide resources to students, teachers and their families. Crayons to Computers is another business that provides resources to our teachers to utilize in the classroom. We also partner with businesses such as Hillman Fasteners whose employees act as mentors and tutors to specific students in the building. The public library partners with our schools by providing free books, supporting our literacy nights with personnel as well as implementing summer reading outreach program to Mt. Healthy's students. In 2019-2020, Mt. Healthy Schools provided the Mt. Healthy Public Library with resources to support phonological awareness and phonics exposure in their preschool story times. This partnership will continue to be utilized as a way to advance incoming Mt. Healthy student's growth in foundational skills. In addition Mt. Healthy City Schools partners with Children's Home and has even started in house programming with this organization. This partnership provides wrap-around services to our

students. Mt. Healthy City Schools also runs the Sharing Tree. This is a program that provides assistance to families through the holidays. Teachers, community members and local businesses donate gifts or money to support needy families with gifts, food and other necessities. Mt. Healthy partners with the Ohio Blindness Connection. They help provide glasses for our students. The Talbert House donates two staff to run groups for Social Emotional Learning. The Center for Social Emotional Learning provides counselors for SEL groups. Also, Healthy Visions also provides groups for Social Emotional Learning. Operation School Bell provides uniforms to some of our students. Additionally, the Freestore Food Bank provides power packs to students in need of assistance with food. The food pantry is also in all of our schools. Friendship Baptist Church provides backpacks for back to school, the United Methodist Church also provides many school supplies to the buildings as well as the Evangelical Community Church provides uniforms and school supplies. The Mt. Healthy Alliance provides food, shelter and clothing assistance to our students and their families.

As Mt. Healthy City Schools Preschools only serve a small fraction of future students now, it is the intent of the district to collaborate with area preschools on ways to promote parent partnership in literacy development. Currently Mt. Healthy partners with the local Head Start to provide early intervention. In addition, we are part of the Ready Schools Initiative. In the past the focus of this group is to provide support to students prior to entering kindergarten. This programming included events such as carnivals and Jumpstart summer educational boost for students entering kindergarten. Since the district is currently unable to provide enough preschool experience we invite area preschools to attend our events.

Recognizing the importance of family, community and school relationships, in the 2019-2020 school year a district level employee attended a family engagement conference and brought back multiple frameworks to explore. It is the intent of the district to adopt a family engagement framework in the upcoming year with the hope of increasing family and community engagement. In this effort to increasingly reach additional family and community members the district is sponsoring a World Cultural Event for the Spring. The Superintendent is also conducting round table forums in the fall for parent and community members to participate in dialogue about the school district and community. Education Destination, Objective 3 district team will continue its work to meet the basic needs of students and parents in the community, improve existing communication structures with the community, enhance career readiness, and establish a mentoring/tutoring program to serve 1st -4th grades.

In agreement with the State of Ohio, Mt. Healthy City Schools, “stand resolute that more must be done to ensure that all learners have access to high-quality language and literacy instruction and appropriate intervention from birth through grade 12” (ODE, 2018, January, p. 7). In the 2017-2018 school year, we have strengthened goals and action steps to support language and literacy growth for all learners. The district saw a small measure of growth in our state literacy scores in 2016-2017 school year. This growth, while small, continued in 2017-2018. The 2018-2019 school year saw substantial growth in the K-3 at risk component of the grade card. RIMP deductions caused the district to receive a D instead of a C. However, the RIMPS were created, they were simply not in EMIS when the data was pulled. We believe this growth was a result of new learning around the science of reading and the evidence-based strategies of: develop an awareness of the segments of sounds in speech and how they link to letters and teach students to decode words and analyze word parts and write and recognize words. These were the strategies of LETRS units 1-4, as well as Orton Gillingham. Our teachers continue to strengthen their capacity to provide quality language and literacy instruction and grow in their confidence to identify gaps in students’ skill. With continued learning of evidence-based strategies centered on vocabulary, comprehension, and writing, as well as, full implementation of the Reading Action Plan, supported by funds from the Striving Readers’ Grant, we predict we will begin to see growth in state test literacy scores as well. The process of growing teacher capacity is still in the beginning stages, and will need time for more learning on evidence-based practices. The district will continue its strategic plan of professional development for all stakeholders including more intensive training and coaching especially in all aspects of selecting, using, and monitoring

evidence based language and literacy practices and intervention, as well as an understanding of all the components of the Simple View of Reading to improve student literacy outcomes. The Reading Tiered Fidelity Inventory (RTFI) is helping to shape our shared leadership and guide our language and literacy efforts. The RTFI will monitor accountability for implementation in individual buildings. Improvements in the implementation of MTSS are underway, so that a continuum of support covers both academic and behavioral instruction and intervention. Increased collaboration between general education teachers and intervention specialists include collaborative LETRS training, discussions between general education teachers and intervention specialists on implementation strategies to more effectively support our students with disabilities. In the 2019-2020 school year, grades 7-12 teachers will receive introductory training on the Co-plan/Co-serve model, with a cohort of High School teachers beginning implementation.

The sources that were utilized to develop the plan included: data from Ohio's Plan to Raise Literacy Achievement, OELPA, Alternately Assessed, Early Language Literacy Assessment, Alternative Assessment for Students with Significant Cognitive Disabilities, Title 1A, Title 2A, STAR 360 Enterprise, OST, KRA, AimsWeb, Public Works, Ohio School Report Card, CCIP, Education Destination, OIP, Learning Walk Data Tool, CIP, the Decision Framework, Decision Framework Needs Assessment and What Works Clearinghouse. A variety of stakeholders were consulted for input into the development of the RAP including Hamilton County Educational Service Center personnel, our State Support Representative, the Federal Grant Coordinator, district Treasurer, EMIS Coordinator, District Test Coordinator, Director of Student Services, and the District Homeless Liaison. Members of the RAP team are representative of various roles throughout the district. Additional Resources used are listed in the reference section at the end of the RAP.

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Insert a list of all district leadership team members, roles, and contact information.

District Leadership Membership

Name	Title/Role	Location	Email
Dr. Reva Cosby	Superintendent	District /Central Office	rcosby@mthcs.org
Karen Green	Assistant Superintendent	District /Central Office	kgreen@mthcs.org
Jana Wolfe	Elementary Coordinator of Teaching and Learning	District /Central Office	jwolfe@mthcs.org
Shana Burg	Lead Teacher, Teacher Union representative	South Elementary	sburg@mthcs.org
Terri Dick	Lead Teacher, Lead Mentor	North Elementary	tdick@mthcs.org
Michelle Hughes	Executive Director of Teaching and Learning	District /Central Office	mhughes@mthcs.org
Deborah Miller	District Pre-school Psychologist/former RTI coordinator	District role/office at South Elementary	dmiller@mthcs.org
Lara House	Principal	South Elementary	lhouse@mthcs.org

Name	Title/Role	Location	Email
Michael Lindsey	Principal	North Elementary	mlindsey@mthcs.org
Matt Morris	Associate Principal	JR/SR. High School	mmorris@mthcs.org
Marla Waldron	Intervention specialist (K,1)	South Elementary	mwaldron@mthcs.org
Jody Riley	Primary teacher (grade 1)	North Elementary	jriley@mthcs.org
Debbie Amend	RTI teacher	North Elementary	damend@mthcs.org
Amanda Beasley	Primary teacher (grade 3 former grade K)	North Elementary	abeasley@mthcs.org
Andre Roldan	Student Services Coordinator (MTSS lead)	District/Central Office	aroldan@mthcs.org
Cori Stevens	ESL administrator	District/Central Office	cstevens@mthcs.org
Dr. Apollos Harris	Executive Director of Student Services	District/Central Office	aharris@mthcs.org
Jennifer Danner	Grant Manager	District/Central Office	jdanner@mthcs.org
Rebecca Brooks	Treasurer	District/Central Office	rbrooks@mthcs.org
Karen Powers	Pre-school administrator	District/Central Office	kpowers@mthcs.org

Describe how the district leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.

The focus on literacy began with the results of the Ohio Improvement Process. The Decision Framework Needs Assessment (Appendix C) revealed an urgency to focus on literacy for all students. This was a shift from the prior year where the focus was on literacy proficiency for students with disabilities. District and Building OIPs, with corresponding goals, were developed with literacy as the driving force. As a direct response to our district’s focus, the Executive Director and Elementary Coordinator of Teaching and Learning attended an introductory meeting that included exposure to the Simple View of Reading. The Elementary Coordinator along with the two Lead Teachers, representing each of our two elementary buildings, attended the Literacy Leaders Institute, hosted by ASCD and Scholastic, prior to the start of the 2017-2018 school year. At this conference, the team of three worked with a consultant to identify possible root causes and brainstorm potential solutions to our literacy crisis. A Theory of Action was developed at this conference and was a foundation for an official literacy plan entitled *Literacy Leadership Action Plan (LLAP)* (Appendix D). This Theory of Action stated, “If we create a common language, identify best practice and build capacity in all stakeholders then together we have built a sustainable system to ensure lifelong literate learners.” Upon being notified that a Reading Action Plan was being required by the State of Ohio, the development of the RAP officially began. The Elementary Coordinator and two Lead Teachers attended professional development surrounding the RAP hosted by Hamilton County Educational Service Center. Proceeding this professional development, the team began working with key personnel in different departments, across the district, to gather data. The State and Federal Program facilitator and Treasurer provided information about the use of Title and Federal monies, as well

as state and local funds. The team worked with the District Test Coordinator, the Preschool and EL Coordinator, the Executive Director of Student Services and the EMIS Coordinator to gather academic data representative of all student subgroups. This team of three desegregated various data points and consolidated it into charts for the entire team to review. This team created a skeleton outline of the plan utilizing input from key stakeholders. The three lead writers met with a consultant from Hamilton County Educational Service Center, Caroline Turner, to get feedback. The team of three reconvened and made necessary adjustments based on feedback recommendations. They discussed some points of clarification with the Districts' State Support Team 13 representative, Holly Sampson, and adjusted more information. Then, the larger team met to review the data and hone the plan; adding to and deleting as necessary. This plan was submitted to the state on December 19, 2017. When information on the application for the Striving Readers Grant became available, the team looked at the rubric and determined the plan would need more work. The lead team attended the Literacy Academy hosted by ODE to grow their professional knowledge. Information gleaned from the academy impacted revisions to the plan, specifically the need to expand the Reading Achievement Plan to PK-8 and address professional development for all staff around the continuum of language and literacy development, including the Simple View of Reading. Upon return, more data was collected and various people of expertise were consulted. Revisions on the plan began with the input and help of other stakeholders.

The team will monitor the plan by receive quarterly progress updates from TBT, BLT and the DLT as outlined in section 7 Plan for Monitoring Progress. The RAP team will meet quarterly to discuss the progress updates. Adjustments and /or recommendations will be made as needed to effectively implement the plan. Changes will be communicated to the necessary parties.

The Reading Action Plan will be communicated to administration and staff during district level professional development after final approval from the state. Additional ongoing, follow-up communication will occur at the building level to ensure an accurate understanding of staff's partnership in achieving our goal of moving our students forward. In addition, the plan will be posted on the district's website and at the forefront of all parent informational meetings. The district will promote awareness of and commitment to the Simple View of Reading and evidence based practices as our formula for the teaching and learning of language and literacy development. As part of our fundamental expectations surrounding literacy instruction, the Teaching and Learning Department will include the Simple View of Reading as our framework and the implementation of identified evidence based practices in our yearly non-negotiables. Expectations will be rolled out to staff before the school year begins. To advance and support the use of the Simple View of Reading and evidence based practices, awareness of and commitment to this effort will be built throughout our school community and become part of our culture. Sharing the vision for this work and communicating clearly and thoughtfully to all stakeholders will set us up to achieve our goal of advance students' language and literacy skills.

Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Describe how the District Reading Achievement Plan aligns to other district improvement plans. Districts and community schools that are required to develop improvement plans or implement improvement strategies as required by Ohio Revised Code (ORC) 3302.04 and 3302.10, or any other section of the ORC, must ensure that the Reading Achievement Plan is aligned with other improvement efforts.

Alignment is a very important part of Mt. Healthy's Reading Achievement Plan. The District Reading Achievement Plan is fully aligned with the district's Decision Framework, CCIP, OIP and Education Destination (the district's five-year strategic plan). In 2014-2015, the district formed their 5-year strategic plan: Education Destination. The work included extensive committee input involving district personnel, building staff and administration, parents, and

community. Three objectives were formed: Ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices (FIP); Meet the needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS); and Identify and meet the evolving and complex needs of our district's diverse population, to reduce barriers to education, and increase community/parental involvement and support. The districts' Reading Achievement Plan incorporates these objectives in goals, action steps or support.

In 2015-2016, Education Destination was implemented including creating district and building teams for objectives 1 and 2, and a district team for objective 3. These teams communicate and provide information to the team structures established by the districts' OIP: DLT, BLTs, and TBTs. The Reading Achievement Plan utilizes Objectives 1 and 2 with TBTs, BLTs, and DLT as well as the 5-step process to monitor, plan, and make data driven decisions within a shared leadership model. The District Reading Achievement Plan acknowledges these goals and will work in tandem towards their successful accomplishment.

The district used the OIP Decision Framework Needs Assessment as the basis for targeting the CCIP. The needs assessment showed reading below proficient for **all** students as a high priority in grades KG, 1, 2, 3, 4, 5, 8, English 1 and 11. The Reading Achievement Plan sets goals with many of these grades as priorities. The CCIP reflects the determinations of the Decision Framework. This is reflected in several strategies of the CCIP. These strategies include: ensure all students are engaged in high quality, effective, research-based instruction, improve the teaching and learning of our students with disabilities, and implement and monitor a comprehensive response to intervention (RTI) model. There is also an action step supporting high quality professional development to maintain highly qualified status that will be supported by the Reading Achievement Plan and PK-8 literacy. These strategies are in line with action steps in the Reading Achievement Plan surrounding high-quality instruction based around evidence-based language and literacy strategies and interventions, and high-quality professional development. The importance of literacy is highlighted in Education Destination, the CCIP, and the OIP.

The structures of the OIP teams TBTs, BLTs, and the DLT utilized the OIP Implementation Criteria and Rubric to determine areas of improvement. System weaknesses, as identified in the rubric, are addressed in the district Reading Action Plan. For example, the rubric in regards to TBT's found C14, analyze student work specific to the data, and C15, establish shared expectations for implementing specific effective changes, to be areas where TBTs are still developing. The Reading Achievement Plan will address specific components of the rubric in professional development and coaching.

The goals of the district's OIP were created to help progress the work of our strategic 5-year plan. The District and Buildings OIP are fully aligned with Education Destination. The Goals as defined by the district OIP are: Goal 1- By June 2021, student performance on academic indicators will increase by 30% across K-3 At Risk Readers, OST (grades 3-8) and high school End of Course(EOC) exams. 100% of students will graduate college and/or career ready (3E's : Enrolled, Enlisted, Employed). Goal 2- By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student centered learning environments: PBIS Self-Assessment Survey will show a 30% increase in implementation. The number of out of school suspensions will decrease by 30%.; Goal 3- By June 2021, we will increase community/parental engagement by 5%,10% and 15% respectively. The Mt. Healthy Reading Achievement Plan supports specific strategies of the OIP goals or maintains the same goal. The RAP respects the decisions and focus of all plans, and provides additional clarity and direction as to how the district can accomplish these goals.

The RAP supports the district's Continuous Improvement Plan (CIP) for Step Up to Quality. One of the goals for SUTQ is to build collaboration between teachers, specialists, and administration. The CIP promotes the same shared leadership vision of the RAP. Additionally, the CIP has goals related to identifying needed PD for teachers and then providing this PD. The RAP is committed to providing professional development that will improve language and literacy

outcomes for all students. The CIP seeks to increase participation of parents and gather feedback about the programs' effectiveness. The RAP acknowledges the great need to strengthen the home/school connection and have parents as language and literacy partners. The RAP can support this desire by the implementation of literacy events for parents. The CIP also addresses the need to build up community outreach by initiating relationships with area preschools and daycare. The RAP takes the position of increased community partnerships as vital to increased language and literacy achievement. The district is involved with the Ready School Initiative which seeks to increase preschool participation and grow reading readiness skills. The building plans for Ready Schools support the goals of the CIP and the RAP (Appendix E).

Section 3:

Why a Reading Achievement Plan is Needed in our District or Community School

Describe why a Reading Achievement Plan is needed in your district or community school.

Section 3 Part A: Analysis of Relevant Student Data

*Insert an analysis of relevant student performance data from sources that **must include**, but are not limited to, the*

As reflected in the data analysis below, the majority of Mt. Healthy City Schools' students PK-12 are performing well below proficiency in their language and literacy development. The district recognizes the need to address this gap with all students. Although district and building OIPs address all students, the Reading Achievement Plan is targeting students PK-8. We feel we need to concentrate efforts on a smaller segment to make the greatest impact possible with the limited resources we have. Starting at these critical early years with remediation, we have the potential of closing and decreasing the learning gaps which will eventually impact later language and literacy development.

Decision Framework Needs Assessment

Mt. Healthy City Schools is involved with the Ohio Improvement Process. As such, the district employs the use of a needs assessment and the decision framework to determine areas of focus for the district. A flowchart of this process is included in the appendix (Appendix F). The main area of concern as identified by the needs assessment was literacy achievement across the majority of grade levels and including both general education students and students with disabilities. The screenshot included below, shows one main data concern was reading below proficient for grades 4,5, 6, 7 and 8. (Figure 3.1). Additionally, grades K-3 at risk learners are another data concern. A summary of the needs assessment is included in Mt. Healthy's Decision Framework Focus Document Appendix C. Because of the determinations of the decision framework, district and building Ohio Improvement Plans for the 2019-2020 school year will focus on increasing student outcomes.

**DF FY 2020 Needs Assessment Report
044412 - MT HEALTHY CITY**

NEEDS ASSESSMENT TEXT	PRIORITY	Sent to CCIP
<p>DATA CONCERN - English Language Arts below proficient (all students) : Grade 4, Grade 5, Grade 6, Grade 7, Grade 8</p> <p>Influence/s - OPES Highly Effective Instruction: Universal Design for learning (UDL) is used proactively in instructional planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.</p> <p>OPES Highly Effective Instruction:</p> <ul style="list-style-type: none"> • Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication. • Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. • Principal assesses how well the physical, social and cultural environment supports student and staff needs. 	High	Yes
<p>DATA CONCERN - English Language Arts below proficient (all students) : Grade 4, Grade 5, Grade 6, Grade 7, Grade 8</p> <p>Influence/s - OPES Highly Effective Instruction: Instructional practices expect students to demonstrate a high level of understanding.</p> <p>OPES Highly Effective Instruction:</p> <ul style="list-style-type: none"> • Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication. • Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. • Principal assesses how well the physical, social and cultural environment supports student and staff needs. 	High	Yes

Figure 3.1

Preschool Readiness

In a review of preschool standards, the basis for phonological awareness, reading comprehension, letter word recognition and writing are formed in preschool. A small percentage of our kindergarteners enter school with preschool experience. An even smaller percentage of our students enter kindergarten with Mt. Healthy City School's 5-STAR preschool experience (Appendix G).

This lack of exposure and experience impacts not only academic readiness/progress, but social emotional readiness as well. Many students do not have the executive functioning skills to be prepared for kindergarten. KRA Social Foundations scores over a four-year period, show that over half of our students come to kindergarten not prepared with the executive functioning skills required to be successful in a school setting. (Figure 3.3)

Mt. Healthy City Schools currently houses six half day preschool classes. Mt. Healthy can serve a maximum of 96 students. Due to preschool classification, Mt. Healthy has chosen that fifty percent be students with disabilities, so at times seats are left unfilled due to this ratio. Building capacity issues at Mt. Healthy City Schools, negate the possibility of adding additional preschool classes at this time.

The district Preschool Readiness data reveals that the majority of Mt. Healthy City School students starting preschool are significantly deficient in language and literacy skills, as well as social foundations. In reviewing the 2017-2018 Early Language Assessment data of four year olds entering preschool, 100% demonstrated a lack of phonological awareness skills, 66% demonstrated a lack of vocabulary skills and 56% demonstrated a lack of number sense skills that are expected of children that age. In addition, 50% lacked cooperation skills and 33% lacked communication skills deemed age appropriate (Figure 3.2). **2019-2020 data will not be available until after submission of the updated RAP.**

Early Learning Assessment
Percentage of Students Lacking Age Appropriate Skills

2017-2018	Phonological Awareness	Vocabulary	Number Sense	Communication	Cooperation
Typical 4 year olds*	100%	66%	56%	33%	50%
4-year-old SWD	100%	100%	93%	75%	
2018-2019	Phonological Awareness	Vocabulary	Number Sense	Communication	Cooperation
Typical 4 year olds*	99%	58%	92%	58%	72%
4-year-old SWD	94%	100%	72%	96%	91%

Figure 3.2

As reflected in this data, Mt. Healthy’s entering preschoolers lack emergent literacy skills that support later forms of conventional literacy. As stated in *Ohio’s Plan to Raise Literacy Achievement*, “Without early intervention, the disparity evident in these early years will widen and impact every aspect of a child’s trajectory and language and literacy competency and academic and economic success” (ODE, 2018, January, p. 14). In Mt. Healthy, we experience firsthand the impact of the aforementioned statement, and this inequity is apparent throughout the subsequent data below.

Kindergarten Readiness

The district Kindergarten Readiness data reveals that the majority of Mt. Healthy City school students entering kindergarten are significantly deficient in language and literacy skills as well as social foundations. Over a four-year trend on average 77% of Mt. Healthy kindergarteners scored in the approaching or emerging level as a performance level descriptor of overall score on the Kindergarten Readiness Assessment. Over this same 4-year trend, over half of our kindergarteners (54%) are not on track in their language and literacy skills and 59% lack adequate social foundations to be successful as measured by KRA. (Figure 3.3) According to the Ohio’s Plan to Raise Literacy Achievement, “37.7 % of students entering kindergarten are not on track at the beginning of the school year in language and literacy” (ODE, 2018, January, p. 15). Mt. Healthy lags the state average by another 16.3%. When further analyzing the data, reflected in the second chart, students lack the foundational skills needed to be able to begin to decode as outlined in the first component of the Simple View of Reading. (Figure 3.4). When adding fall 2018 KRA data, our percentages did not change. As a result, our students are still coming to us lacking the prerequisite skills for success with the kindergarten curriculum. We attribute the consistency of the data to our inability to increase preschool enrollment. 2019-2020 KRA scores will not be available until after the Reading Achievement Plan is submitted, but we predict the data will look similar.

KRA Data

	2015-2016	2016-2017	2017-2018	2018-2019
Performance Level Descriptors	77% scored approaching or emerging	74% scored approaching or emerging	81% scored approaching or emerging	75% scored approaching or emerging
Social Foundations	62% scored approaching or emerging	54% scored approaching or emerging	58% scored approaching or emerging	62% scored approaching or emerging
Language and Literacy	53% scored not on track.	52% scored not on track.	57% scored not on track	52% scored not on track

Figure 3.3

Specific KRA Language and Literacy Concerns

2015-2016	2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Determine word meaning 7. Naming Letters was at 75% in 15/16 	<ol style="list-style-type: none"> 1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning 	<ol style="list-style-type: none"> 1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning 	<ol style="list-style-type: none"> 1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning

Figure 3.4

Grades K-3 Reading Diagnostics

The Universal Screeners the district has used over the past five years substantiates the KRA data. AimsWeb data showed that students entering kindergarten were deficient in both letter and sound recognition. Over the four years of examining AimsWeb data, an average of 55.5% of Kindergarten students did not meet the fall benchmark for letter naming fluency and an average of 60% did not meet letter sound fluency. The focus on nonsense word fluency showed an improvement in the numbers of students benchmarking in first grade. However, it should be noted these nonsense word fluency skills tended to be taught in isolation and did not transfer to oral reading fluency as indicated in the second and third grade R-CBM assessments. (Figure 3).

AimsWeb Data

Percent of Students **Not Meeting** Benchmark in Fall

	13-14	14-15	15-16	16-17
K	51% LNF 67% LSF	56% LNF 53% LSF	58% LNF 64% LSF	57%LNF 56% LSF
1	62% NWF	52% NWF	38% NWF	45% NWF
2	65% R-CBM	62% R-CBM	58% R-CBM	60% R-CBM
3	59% R-CBM	63% R-CBM	60% R-CBM	61% R-CBM

Figure 3.5

In fall of 2017, 73.5% of Mt. Healthy City Schools K-3 students were not on track in the beginning of the school year in Language and Literacy. In Fall of 2018, 68.3% of Mt. Healthy City Schools K-3 students were not on track. This was over a 5% decrease from the previous year. (Figure 3.6) In the fall of 2019, 44.8 % of Mt. Healthy City Schools K-3 students were not on track. This is the first time in a 6 year history that the district has more students on track then off track. The district has experienced a decrease in off track students of 27.7% from the previous year. According to the Ohio Plan to Raise Literacy Achievement, 28.3% of Ohio's K-3 students are not on track (ODE, 2018, January, p.15). Previously, the discrepancy between Mt. Healthy's off track data and the state average was 45.2% but the district is closing that gap rapidly. The gap between Mt. Healthy and the state's average in 2019 has decreased to 16.5%.

STAR Early Literacy (K&1) and STAR 360 (2&3) Benchmark AIMSWeb Fall 2019

Grade	% Not on Track			% On Track		
	Fall 2017	Fall 2018	Fall 2019	Fall 2017	Fall 2018	Fall 2019
K	77%	72.5%	44.8%	23%	27.5%	55.2 %
1	60.5%	55%	52.7%	39.5%	45%	47.3%
2	75%	70.5%	56%	25%	29.5%	44%
3	81.5%	75.5%	39.5%	18.5%	24.5%	60.5%

Figure 3.6 (color-coded for cohort)

Looking at our on-track trends, it is evident to see that we are moving students since the implementation of evidence-based strategies learned this past year. The teachers began explicitly teaching and practicing phonological awareness with students. They also began to use a systematic phonics approach; although, it was not stable until the end of the year. Even looking where our kindergarteners are 7 weeks into the school year, shows growth over years past. Since the implementation of evidence-based strategies, our current 1st graders have moved from 27.5 % on track last fall to 47.3% on track this fall. This year's current second graders have moved from 23% on track two years ago to 44% on track this year. Finally, our current third grades have moved from 39.5% on track two years ago to 60.5% on track this year. We are excited to see this growth. We expect it will only get stronger as teachers become more secure in the practices from last year and learn additional evidence-based practices this year.

STAR Fall/Spring 2018-2019 Aimsweb Fall 2019

Grade	On Track		
	Fall 2018	Spring 2019	Fall 2019
K	27.5%	74.5%	55.2%
1	45%	57%	47.3%
2	29.5%	57%	44%
3	24.5%	43.5%	60.5%

When we look at our spring 2019 scores, we see an even larger growth in grades K-2 than our fall scores 2019 show. Over the summer our students have limited access to books and reading, so we do experience the summer slide. We also changed screeners which may have had an impact. In moving to Aimsweb Plus for the fall of 2019, 1st grade is now required to do Oral Reading Fluency. This was an extreme challenge for many of our children. Our first graders know their sounds, but are not as skilled in applying this skill to reading a passage. National fluency tables do not have first graders doing Oral Reading fluency until mid year; which was the former practice of Aimsweb. We believe, however, that with the use of Orton Gillingham strategies in the classrooms, our first graders will perform much better next fall with Oral Reading Fluency.

STAR Fall Benchmark 2017 and STAR Fall Benchmark 2018-AIMSweb 2019

Grade	% Not on Track			Aimsweb Not Proficient	% On Track			Aimsweb Proficient
	2017	2018	2019-15th		2017	2018	2019-16th	
4	73.5%	84.5%	35%	63%	26.5%	15.5%	65%	37%
5	73%	72.5%	40%	68%	27%	27.5%	60%	32%
6	79.5%	81.5%	32%	66%	20.5%	18.5%	68%	34%
7	85%	81%	35%	64%	15%	19%	65%	36%
8	92%	88%	31%	70%	8%	12%	69%	30%

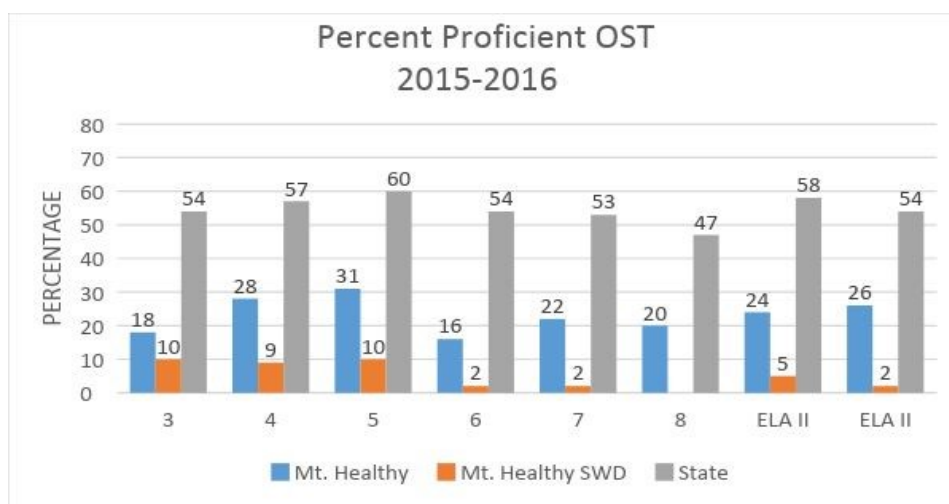
Figure 3.12

Aimsweb data reveals that 34.5% of students grades 4th-8th are not on track. These students could not read well enough to receive a silent reading score and needed to take an oral reading fluency test. These students will need intensive intervention to bridge gaps in decoding skills. We have found that on-track/off-track does not necessarily equate to being proficient. In looking at the highest cut score that Aimsweb uses, this gives us a better predictor of proficiency. Let it be understood that the proficient column is based on Aimsweb not OST. The scores for fall 2019, show that 66.2% are not proficient. We predict that these scores will match more closely with our OST data from spring 2018 scores. The district is exploring how Aimsweb directly correlates with scores on the OST.

When looking at our state scores, the data reflects that in 2015-2016, 78% of students grades 3-8 were not proficient on the Ohio State Test. In 2016-2017, 73% of students grades 3-8 were not proficient on the Ohio State Test. In 2017-2018, 67 % of students grades 3-8 were not proficient on the Ohio State Test. In 2018-2019, 65.75% of students in grades 3-8 were not proficient on the Ohio State test. (Figure 3.13). Over the past four years on average the district has seen a 12.25% decrease in the amount of students who are not proficient. While Mt. Healthy's state scores have shown improvement over the past four years, there are still a large number of students who are scoring below proficient levels in both informational and literary texts. Writing scores continue to be low as well. However, individual grade levels have seen up to a 18.6% increase over the same four years indicating that the district is on the right path to closing the gap in literacy. With full implementation of the RAP, we expect to see significant growth in our literacy scores over the next five years. Grade 3 saw an increase in ELA scores from 31.7% proficient in 2018 to 37.7% proficient in 2019. We believe this is due to an increased awareness of and attention to phonological awareness and phonics. However, grades 4 -6 had a decrease in scores. This is due, partly, to teacher turn-over in grades 4 and 6. Grades 4 and 6 also had three man teams which made a 90 minute ELA block an impossible task. In addition, the new learning of LETRS was a greater demand on these teachers who had no prior knowledge of phonological awareness, phonics, and advanced phonics. After looking at the data, we wonder if the lack of proficiency is a result of our students having limited vocabulary, limited access to literature, real life exposures and experiences beyond their everyday world. The research on vocabulary discusses the Matthew Effect...students with poor vocabulary continue to get poorer. Explicit instruction in vocabulary is one of the evidence based practices that we expect will have an impact on student proficiency rates.

The lack of proficiency in Mt. Healthy's students with disabilities is even greater. 21% of Mt. Healthy's student population are students with disabilities. In 2015-2016, 94% of SWD were not proficient, in 2016-2017, 95% were not proficient, in 2017-2018, 93% were not proficient, and in 2018-2019, 96.6 were not proficient. (Figure 3.13). The district's English Language learners are not performing well either. In 2015-2016, 81% were not proficient on the Ohio State Test, in 2016-2017, 91% were not proficient, in 2017-2018, 78% were not proficient and in 2018-2019, 96 % were not proficient. Mt. Healthy's EL population is growing and has increased 25% over the last 4 years. Mt. Healthy provides 100% of their student population free and reduced lunch, so our economically disadvantaged scores are our district scores. Mt. Healthy continues to lag behind the state averages by significant numbers.

Grades 3rd -8th –ELA AIR Spring OST Data/ HS End of Course Exams



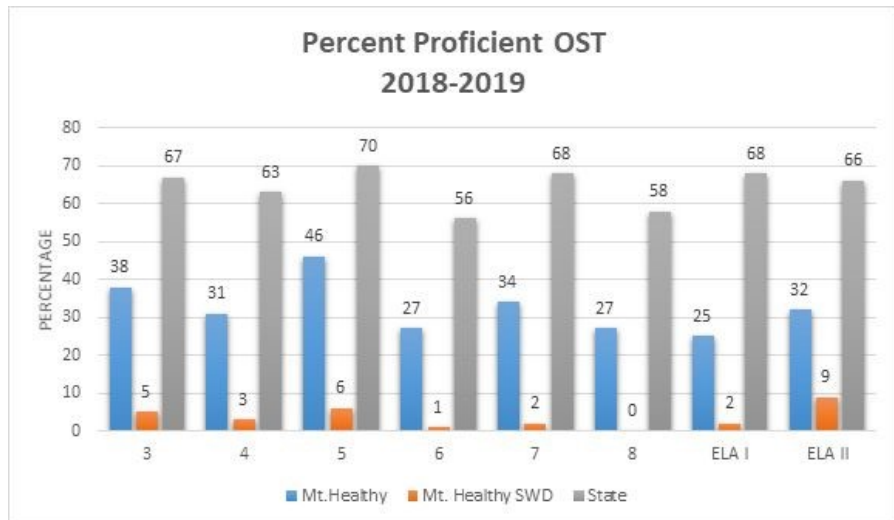
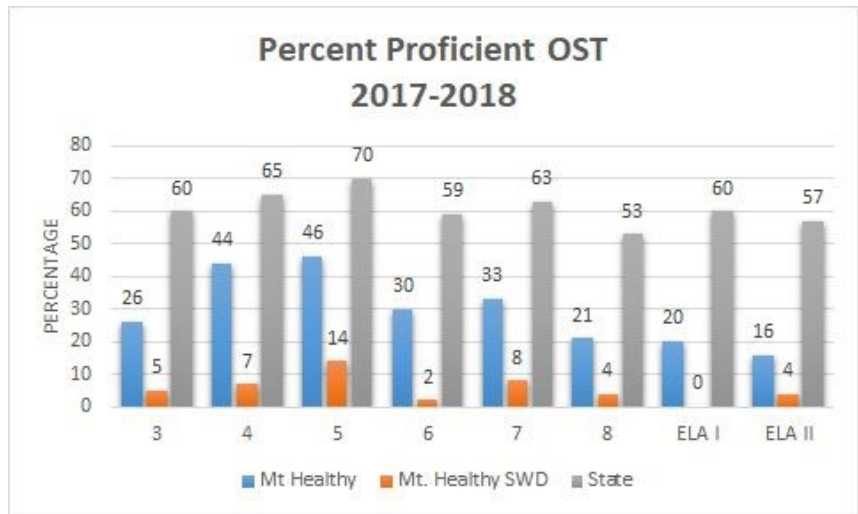
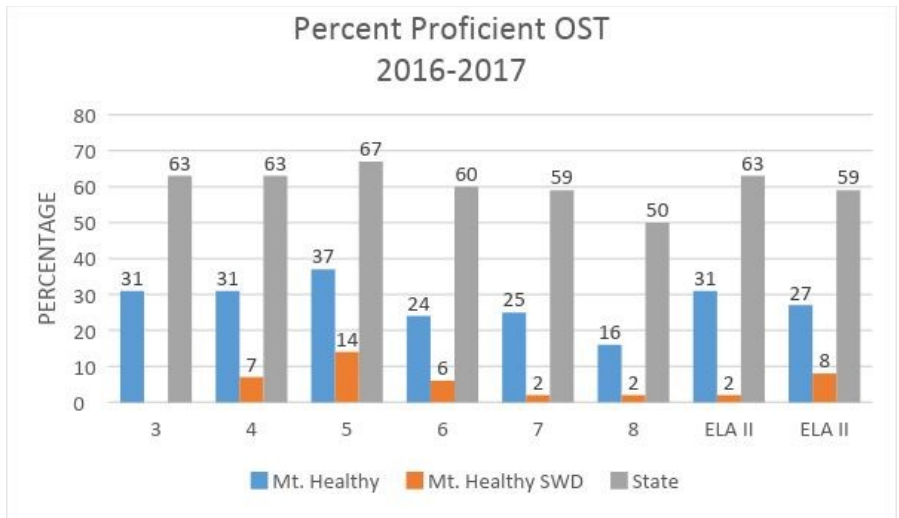


Figure 3.13

Graduation Rates

In the 2017-2018 school year, Mt. Healthy graduated 79.3% of its students in four years. This is slightly below the state's average of 84.1%. However, 80.7% of the district's students with disabilities graduated above the state benchmark of 78.8% or better. In 2018-2019, Mt. Healthy graduated 79.8% of its students in 4 years and 86.5% in five years. Our four year rate still lags behind the state average of 85.3%, but our five year rate is above the state average of 85.9%. Two of our largest subgroup categories exceeded the state graduation goal. The state goal for black; non-hispanic was 70.3%; Mt. Healthy reached 84.1% in this subgroup. The state goal for economically disadvantaged was 75.7%; Mt. Healthy reached 81.6% in this group.

Alternatively Assessed

In the 2016-2017 school year, 94% of our alternately assessed students showed proficiency on the ELA portion of the Alternative Assessment for Significant Cognitive Disabilities. In the 2017-2018 school year, 92% of our alternately assessed students showed proficiency on the ELA portion of the AASCD. In 2018-2019, 86% of our alternately assessed students showed proficiency on the ELA portion of the AASCD (Figure 3.14). These are scores the district can take pride in.

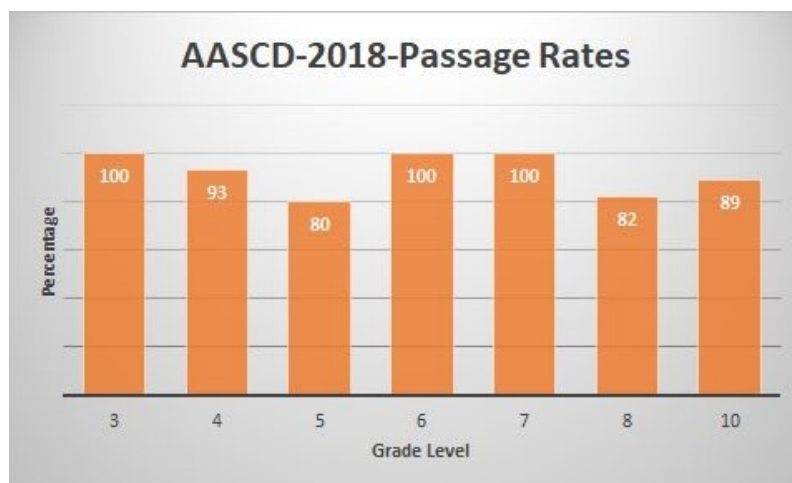
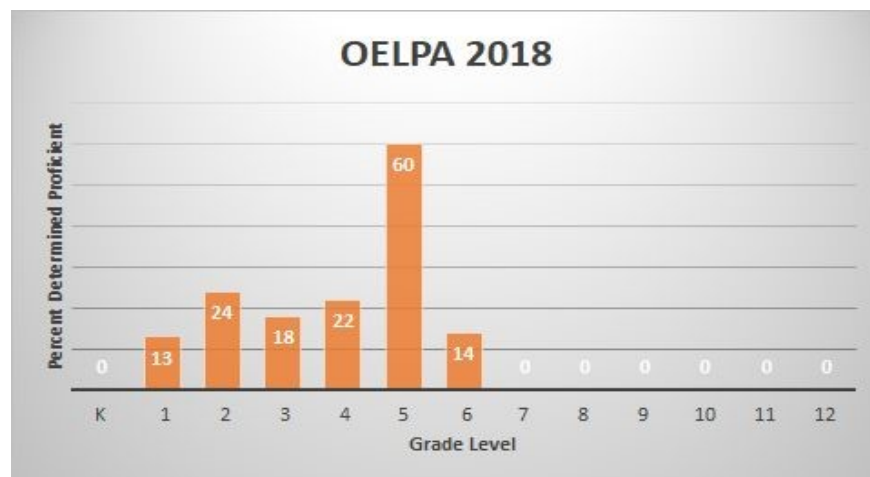
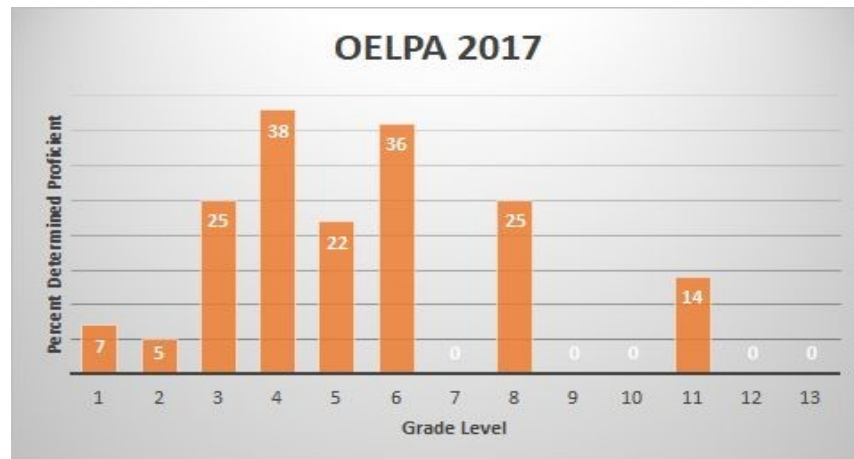
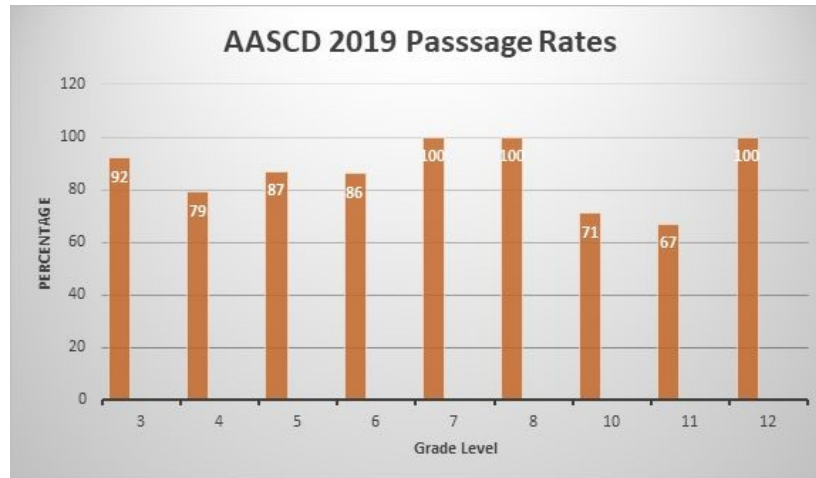


Figure 3.14

OELPA

In the 2016-2017 school year, approximately 118 students took the Ohio English Language Proficiency Assessment test. 13% of students grades K-12 were determined to be proficient. In the 2017-2018 school year, approximately 117 students took the Ohio English Proficiency Assessment Test. 12% of students grades K-12 were determined to be proficient. In the 2018-2019 school year, approximately 127 students took the Ohio English Proficiency Assessment Test. 4% of students grades K-12 were determined to be proficient. In the 2016-2017 school year, an additional EL teacher was added to support students. In 2017-2018, an EL coordinator was added to provide support.



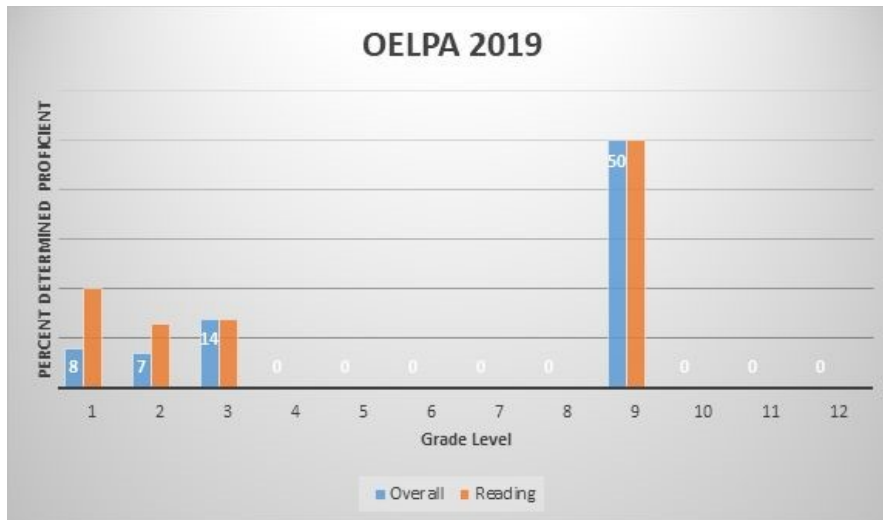


Figure 3.14

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.

In Mt. Healthy we have many other mitigating factors that contribute to our low reading scores. The lack of preschool experience, poverty rates, teacher turnover, lack of aligned curriculum, homelessness, student behavior, and instructional practices are only a few of the concerns listed below.

1. As a district 96% of our students are classified as economically disadvantaged with 100% of our students receiving free and reduced breakfast and lunch. The median household income in Mt. Healthy proper is \$33,321 which is substantially less than the state average of \$49,429. Extensive studies, such as those done by Eric Jensen, suggest that students living in poverty exhibit concerns with restlessness, lack of motivation, distractibility, oral language, vocabulary development and working memory (Jensen, 2009). Studies also show that there is up to a 30-million-word gap by 4 years old for children living in poverty (Hart & Risley, 1995). We address all these areas of concern on a daily basis.
2. Our district has seen an increase in our homeless population, and we continue to serve a transient population. 20.6% of our students in 2018-2019 did not spend the majority of the school year with Mt. Healthy, either because of moving in or moving out. Only 1 of 9 districts in the enrollment range of 3,000 – 4,000 students have a higher Homeless enrollment percentage than Mt. Healthy City School district (MTHCS); the average in other similar districts is 2.12%; MTHCS percentage in the fall of 2019 is 5%.
3. The majority of our students lack exposure to preschool which impacts kindergarten readiness. Our students start behind in kindergarten and they then remain behind in subsequent years. The data reflects that 31% of our students have received some type of preschool/daycare experience, but only 11.5% have received Mt. Healthy's 5-Star Preschool. The need for more literacy and social emotional support services at the preschool level are of the utmost importance if we want to make an impact on future language and literacy success (Figure 3. 15).

Percent of Students with Preschool Experience

	15-16	16-17*	17-18
Preschool More than 1 year	20%	10%	32%
Preschool 1 year or less	10%	4%	16%
Mt. Healthy City Schools Preschool **	6%	3%	8%
<p>*In 2016-2017 Mt. Healthy had fewer parent surveys returned, so this data may be skewed. Additionally, this data also includes 'daycare' and not necessarily a rated preschool program</p> <p>**Mt. Healthy City Schools Preschool percentages are already included in the percentages above.</p>			

Figure 3.15

4. Until the 2016-2017 school year, the district did not have a district adopted core reading curriculum aligned to the new state standards. Prior to the 2016-2017 adoption, teachers were supplementing the old adopted curriculum with whatever resources they could locate.
5. Teachers approach literacy instruction from various viewpoints and educational backgrounds. As a district, we have lacked a consistent systematic approach to literacy that takes into account current evidence based research that meets the needs of our diverse student population and remediates prerequisite skills. These factors, coupled with the lack of core curriculum, have caused inadequate Tier 1 instruction.
6. High teacher turnover rates have resulted in a limited experienced staff, which may negatively impact instruction. In addition, time and resources allocated for focused professional development do not net desired results in our students' achievement because teachers and their training leave the district.
 - a. 63% of our teachers have 5 years of teaching experience or less
 - 81% of that 63% have 2 years or less (51% of the district have less than 2 years' experience)
 - b. 11% of K-3 teachers have 2 years of teaching experience or less
7. District absenteeism rates affect quality instruction. 37% of teachers working with primary students were absent 5% of the school year or more. 95% or less days being present are considered to have an impact on student learning.
8. The limited technology exposure that students have impedes their academic learning. This lack of exposure is seen students struggle to take online formative assessments scoring lower on an online test in comparison to an identical paper pencil test. The district's scores showed an immediate decline when the state transferred to online testing. Compounding the problem: a student mindset exists that technology is for enjoyment versus a tool for learning. The district has moved to 1 to 1 technology K- 12 to help address the lack of technology exposure and skills.
9. Behavioral data from fall of 2017-2018, reflects a significant number of reports and referrals. Behavior data from fall of 2018- 2019, reflects a reduction in the number of reports and referrals. Behavior data from the fall of 2019-2020, reports a significant reduction in reports and a slight rise in referrals. The data reveals what the focused and consistent implementation of PBIS supports and interventions across the district can achieve. Our initial efforts have significantly reduced out of school suspensions and expulsion while increasing the amount of time students spend in teacher's classrooms. When students spend more time in their teacher's classroom, the possibilities for

improving academic performance is considerable. This data is shared in teacher based team (TBT) meetings, building leadership team (BLT) meetings, and district leadership meetings (DLT). In these meetings, staff review data and “drill down” into the numbers to determine what interventions and supports work best with what students at what grade levels. This process helps PBIS school teams to determine what supports and interventions work and which don’t. (Figure 3.6)

Building level examination of the data from previous years has revealed that 75 to 80 percent of our student population has 0 to 1 referrals. The top 10 percent of our building populations are repeat offenders, thus causing our numbers to look high. Ten percent is approximately one hundred students per building. Administrators spend a great deal of their limited time handling these situations, thus losing time for instructional coaching, analyzing academic data, and creating action plans to further enhance the academic instruction of our students.

2017-2018 1 st Quarter	Reports	Referrals
North and South Elementary	1,945	273
2018-2019 1st Quarter	Reports	Referrals
North and South Elementary	932	440
2019-2020 1st Quarter	Reports	Referrals
North and South Elementary	710	447

Figure 3.16

- In the fall of 2010, the Mt. Healthy City School District consolidated 5 elementary schools into 2 brand new elementary campuses. This more than doubled the number of students attending a building. With the large population of students, it has adversely affected the school community. Relationships between staff, administration, students, and parents are hindered due to sheer numbers. The district sees this in a lack of parental and community investment in the schools. The loss of ease of mobility in the buildings results in valuable instructional time being lost. Much time has been spent planning how to transition students to minimize the loss of instructional time. We still continue to struggle with minimizing transition times and have had to accept that the buildings are large and will require more time to get from point a to point b.

Section 4:

Literacy Mission and Vision Statement

Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district’s literacy vision to the early literacy definition of the Ohio Department of Education Vision of the organization

Mission

The Literacy Mission of Mt. Healthy City Schools is to create a school community in which literacy is the foundation for lifelong learning.

Vision

Mt. Healthy City Schools seek to create a safe, caring, engaging learning environment within which all students can learn to read widely, think critically, and communicate effectively. Through high quality literacy programs designed to maximize each student’s potential, a highly

skilled, professional staff, and investments of parents and the community, we can pave the way for future employment, enlistment or enrollment towards a rewarding life. Mt. Healthy has made the commitment to ensure all learners, regardless of subgroup identification, are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices. Additionally, all teachers in Mt. Healthy are viewed as facilitators of literacy instruction and the strands of literacy are woven throughout all content areas.

Mt. Healthy City Schools will use the Simple View of Reading (Decoding X Language Comprehension = Reading Comprehension) (Gough & Tunmer, 1986) as the framework upon which instruction, resources, coaching, professional development, data analysis, monitoring, and evaluation will center. The OIP shared leadership structures of TBTs, BLTs, and the DLT will be used to communicate goals, analyze data, and plan for effective instruction to move student learning forward. The Ohio Implementation and Criteria Rubric (OIPIR) will be used to address how efficiently structures and teams are operating, so they can be strengthened, and appropriate professional development/coaching given to grow educational leaders in the identified areas.

Using a Multi-Tiered System of Supports framework, leadership teams and staff will analyze data, both academic and behavioral, to determine student growth and needs. A universal screener along with progress monitoring, formative assessments, Learning Walk data, and coaching input will be used to make decisions concerning student literacy achievement and instructional implications. In addition, data from PBIS surveys and discipline data will be reviewed to identify both building and specific student areas of concern and how they may be affecting literacy achievement. The universal screener will identify the tier of support needed for individual students. Additional diagnostic testing will occur, with select students, if more information is needed based on STAR results. All students will receive Tier 1 differentiated core instruction in the adopted curriculum. The curriculum will be scrutinized for alignment with state standards as well as the components of the Simple View of Reading. Supplemental resources will be purchased to address gaps, and evidence-based practices will be utilized with all curriculum across all Tiers of support. Students identified by the universal screener as needing Tier 2 or 3 support will receive additional RTI time that will be targeted for their specific deficit. Decision rules included in the districts RTI framework will identify how students enter and exit interventions (Appendix B).

Mt. Healthy's literacy vision will employ evidence-based practices across the language and literacy development continuum as identified in the Ohio Plan to Raise Literacy Achievement (ODE, 2018, January, p. 22). Skills specific to each phase of the Language and Literacy Development Continuum (emergent, early, conventional, and adolescent) will be targeted and professional development for leaders, teachers, and coaches will occur. Since the majority of Mt. Healthy's students are identified as off track, progression through these phases will need to be individualized and differentiated to maximize growth and accelerate learning. Mt. Healthy has high expectations for all students and are confident that all learners have the capacity for great literacy growth and achievement.

As stated previously, Mt. Healthy City Schools will use Gough and Tunmer (1986) Simple View of Reading as the framework for literacy instruction. "The Simple View of Reading differentiates between two dimensions of reading: Word recognition processes and Language comprehension processes. It makes clear that different kinds of teaching are necessary to promote word recognition skills from those needed to foster the comprehension of spoken and written language, which is the goal of reading" (Rose, 2006). The formula of the Simple View of Reading (SVR) will help teachers identify specific weaknesses in each dimension (decoding and language comprehension) and target those skills in order to grow students language and literacy skills. The equation brings understanding to why so many of our students struggle to learn to read. Not only do they enter school being severely deficient in phonological processing, but even when they catch up on this element and master other decoding skills, their extreme deficit in background experiences and vocabulary further hampers their ability to comprehend what they read. Armed with this knowledge, Mt. Healthy City Schools will address all

components of the Simple View of Reading, thus being able to grow students in their language and literacy development. Mt. Healthy’s original literacy plan was created to address the five big ideas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) which are included in the Simple View of reading. However, expanding our focus by incorporating the remaining research-supported components of the Simple View of Reading will address needed areas of weakness that are reflected in students’ reading comprehension competencies. By using the Simple View of Reading to drive our instruction, each key component involved in learning how to read will receive explicit instructional attention.

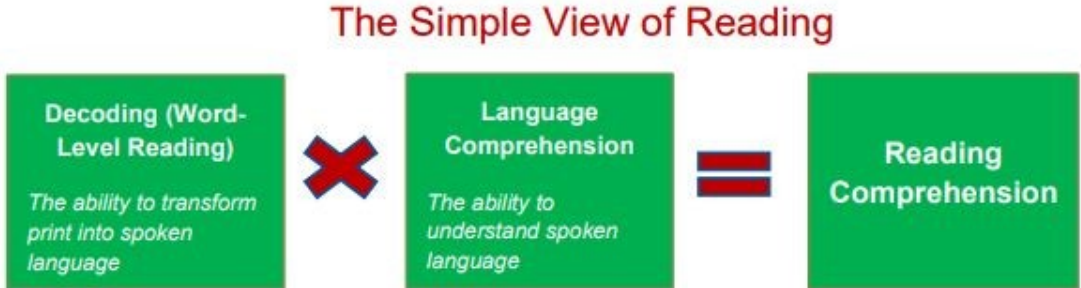


Figure 4.1 (Gough & Tunmer, 1986) (ODE, 2018, January, p. 21)

Decoding (Word- Level Reading) Language Comprehension

- decoding skills background knowledge
- print concepts academic language skills phonological awareness academic vocabulary
- phonics and word recognition, inferential language skills
- word knowledge, narrative language skills

Mt. Healthy’s literacy vision will address skills in each of the four phases identified in Ohio’s Language and Literacy Development Continuum: Emergent Literacy, Early Literacy, Conventional Literacy and Adolescent Literacy.

Mt. Healthy’s vision for Emergent Literacy focuses on three primary skills, phonological processing, print awareness, and oral language, as they are essential precursors to reading success. Phonological processing is assumed to be an underlying component of all language tasks encompassing the mental formation, retention, and/or use of speech codes in memory (Moats, 2010, p. 54). ELA results show that 100% of Mt. Healthy students enter preschool lacking age appropriate phonological awareness skills (Figure 3.2). In addition, the findings of the Thirty Million Word gap show the effects of poverty on students’ vocabulary exposure and acquisition (Hart & Risley, 1995). Because of these factors, it is crucial that our preschool students receive daily explicit instruction/practice in phonological awareness, are immersed in rich oral language experiences, and given the opportunity to develop an awareness of print. Phonological awareness instruction in our district will include providing the students with the opportunity to detect and manipulate sounds and structures of oral language (words, syllables, onsets and rhymes) and increase the working memory so that retrieval of phonological information becomes permanent. In order to increase an emergent literacy students’ print awareness, direct/explicit instruction is necessary and will include the ability to distinguish letters and incorporate invented spelling/writing. Our instruction for oral language will include replacing kid language with academic language, reading aloud to students to increase vocabulary, immersing the classroom with words and explicitly teaching vocabulary. Mt. Healthy’s adopted preschool curriculum is aligned with Ohio’s Early Learning and Development Standards which address the skills stated above. However, because of the deficiencies mentioned above, supplemental resources will be used to address phonological awareness. Fifty percent of Mt. Healthy’s preschool population is identified as having developmental delays. As such, every student in our preschool class has their own differentiated learning path so that specific needs and deficits can be addressed. In addition, because a limited number of students attend Mt.

Healthy preschool or any quality preschool, it is imperative that this Emergent Literacy vision includes a partnership with parents. This would include holding preschool events, building relationships with area preschools and daycares, and providing information to parents on pre-reading skills that can be developed at home.

Mt Healthy's vision for Early Literacy instruction will focus on the components of the Simple View of Reading as the foundation for skills taught at this level; decoding (the ability to transform print into spoken language) and language comprehension (the ability to understand spoken language). In our district, Ohio's Learning Standards for Language Arts and Ohio's Extended Standards for English Language Arts will address these skills and be the learning targets for daily instruction. However, most students will still need to master the emergent literacy standards targeted in Ohio's Early Learning and Development Standards, as most of our students enter formal school without pre-school experience. Our core curriculum and supplemental resources will include frequent, explicit and systematic teaching of the 11 skills that the National Early Literacy Panel has identified: alphabet knowledge, phonological awareness, rapid automatic naming, writing or writing name, phonological memory, concepts of print, print knowledge, reading readiness, oral language and visual processing. (ODE, 2018, January, Appendix H). Building background knowledge and exposure to rich oral language experiences, including student-to-student interactions, are crucial elements for our students at this level because of limited exposure in real life. Research has shown that "gains in oral vocabulary development predict growth in comprehension and later reading performance" (Elleman, Lindo & Compton, 2009; cited by Neuman & Taylor, 2013). Intentional teacher talk, thinking out loud, to bathe students in words will be practiced in classrooms. By using the grade level standards, preceding standards and extended standards in core instruction and intervention, all students will have equal opportunity to succeed. Building partnerships with families to support literacy development at home is critical for student success. Multiple opportunities for parents to engage with literacy practices at school will be encouraged.

Mt. Healthy's vision for Conventional Literacy instruction will include phonemic awareness, phonics, fluency, vocabulary and comprehension and fit within the framework of the Simple View of Reading. In our district, the rigorous Ohio Learning Standards will address these skills and be the daily learning targets for instruction. These five components of reading will have a changing emphasis over time as outlined in the Changing Emphasis of the Subskills of the Five Components of Reading, Appendix I (ODE, 2018, January, Appendix I). Phonemic awareness will begin with blending and segmenting sounds, while progressing to phoneme addition, deletion and substitution. Phonics will begin with letter-sound correspondence and blending then progress to word analysis skills of multisyllabic word and word studies. Fluency instruction will begin with sounds and words, moving to words and sentences, and finally to connected text. Vocabulary instruction will start with speaking and listening then progressing into reading and writing. Comprehension instruction starts with speaking and listening then gravitating towards reading and writing. Writing in Conventional Literacy needs to be explicit, giving students the opportunities to write with clear purpose and direction and allowing for peer editing as well as feedback from teachers. Ohio's Writing Standards will be used to focus our instruction. As we mentioned in Early Literacy Skills, increasing background knowledge and academic vocabulary across these grade bands will be crucial for our students to be able to access the content within connected text. Beck et al., (2002) emphasize that, "Teachers can make Tier 2 words (the more sophisticated words that typically appear in more challenging texts) accessible to their students by building background knowledge in book talks, explaining the words, using them in conversation, and prompting students to use them as well." Speaking and listening standards will explicitly be taught to ensure our students get the opportunity to master, retain and further develop oral language with peers and adults. Student-to-student interactions will be part of classroom culture. Our core curriculum, as well as supplemental resources, will be used to provide frequent practice of reading and writing strategies. By using grade level standards, preceding standards, and extended standards, all students will have equal opportunity to succeed. Parents will be encouraged to partner with the school in many ways to support literacy at home. Parents participate in the creation of their child's Reading Improvement Monitoring

Plan if their child has been identified as “off track”. The parent has to indicate what practices they agree to implement at home in order to help their student grow in their literacy skills. The schools will hold grade level specific literacy nights where literacy strategies that can be used at home will be shared.

Mt. Healthy’s vision for Adolescent Literacy will include instruction across content areas and disciplinary literacy. In this grade band, the Ohio Learning Standards for English Language Arts, as well as the Literacy Standards included within other academic content standards, will be addressed and included in the daily learning targets for instruction. Evidence-Based Practices for explicit vocabulary and comprehension strategy instruction will be incorporated frequently into instruction in all academic content areas. As stated in previous stages, our students have limited background knowledge and academic vocabulary, which negatively impacts their ability to access content. Learned, Stockdill and Moje (2011) state, “When students do not have the knowledge necessary to comprehend a particular text, such knowledge needs to be built; one cannot activate what is not there, and one cannot strategize about things one does not know.” It is critical that instruction supports our students’ acquisition of knowledge and increases students’ opportunities to have conversations regarding meaning and interpretation of content in various texts. Students will have opportunities to participate in frequent student-to-student interactions. Writing in adolescent literacy needs to be explicit, giving students the opportunities to write with clear purpose and direction across content areas, and allowing for peer editing, as well as feedback from teachers. Ohio’s Writing Standards will be used to focus our instruction. By using grade level English Language Arts and Content Literacy standards, preceding standards, extended standards all students will have equal opportunity to succeed. Parents will be encouraged to partner with schools to support literacy at home by attending conferences, literacy nights, providing reading materials at home by encouraging a partnership with the library.

Mt. Healthy’s vision for students with disabilities will increase language and literacy skills and close the gaps in their development Using the Ohio’s Learning Standards for English Language Arts, Ohio’s Learning Standards - Extended, core curriculum, and supplemental resources, students will receive systematic, explicit instruction across the Language and Literacy Development Continuum. To raise achievement with our special education students, our general education practitioners will work collaboratively with our special education practitioners. This will be accomplished by participation of all members in grade level TBT meetings, where data is desegregated and discussed, and action steps are developed to meet the diverse needs of all the students within that grade level. This collaboration continues to the BLT where students with disabilities’ data is part of the discussions. To further drive the collaboration between all practitioners and stakeholders, the literacy coach will help foster and develop a deeper partnership of working in unison to meet individualized student needs.

To foster the growth of all students, special educators alongside general educators will participate in LETRS, OG, Soudy and other ELA intervention support training and implementation planning. Grade Level Teams including the intervention specialist will have a common plan time to collaborate and they will have equal access to curriculum resources and materials. Speech and Language Pathologist will teach, co-teach and provide inservice training to general educators and intervention specialists utilizing EET in the K-1 classrooms. A number of co-teaching classrooms will continue, where SWD will receive Tier 1 instruction along with their individualized instructional goals in the general education setting. The majority of our resource rooms will be in close proximity to their grade level classrooms. There will be a designated RTI block where students receive support in addition to tier one instruction. During this block of time, general educators, along with intervention specialist and RTI teachers will provide targeted reading intervention and supports. All staff who participate in the RTI block will make data driven decisions as to what skill deficits need to be targeted and match resources to match the designated needs.

Section 5: Measurable Student Performance Goals

Describe the measurable student achievement goals that the Reading Achievement Plan is designed to support progress toward.

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.

Mt. Healthy has chosen goals that align with other district improvement plans and address the need to develop and grow student language and literacy skills. Data shows that the majority of our students are not on track for reading proficiency. The first goal addresses closing that gap and will be accomplished by strong core instruction by using evidence-based practices. Our second goal addresses the need for safe and student-centered learning environments that maximize instruction. The third goal recognizes that the majority of students are identified as Tier 2 or 3 and are in need of additional explicit, targeted, intervention time aimed to address deficits.

1. By 2021, our goal is to advance literacy skills and development. These skills include pre-literacy skills, reading and writing for children from grades K-6 as measured by:
 - Increase by 15%, and 15% respectively each year for the next two years, the percentage of students in grades K-3 moving from "off track" to "on track" as measured by the Benchmark Screener.
 - By 2021, exceed 1 year of growth in Reading K-6 as measured by the Benchmark Screener.
 - Increase by 15%, and 15% respectively each year for the next two years, the number of students who meet or exceed proficiency on the OST ELA in grades 3-8.
2. By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student-centered learning environments:
 - PBIS Self-assessment Survey will show a 30% increase in implementation.
 - Then number of school suspensions will decrease by 30%
3. In the 2018-2019 school year, 100% of students identified as Tier 2 or 3 by the fall universal screener will receive a minimum of 30 minutes of targeted intervention.

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 that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal.

Goal Statement 1: By 2021, our goal is to advance literacy skills and development. These skills include pre-literacy skills, reading and writing for children from grades K-6 as measured by:

- Increase by 15%, and 15% respectively each year for the next two years, the percentage of students in grades K-3 moving from “off track” to “on track” as measured by the benchmark screener.
- By 2021, exceed 1 year of growth in Reading K-6 as measured by the benchmark screener.
- Increase by 15%, and 15% respectively each year for the next two years, the number of students who meet or exceed proficiency on the OST ELA in grades 3-8.

Evidence-Based Practice:

Develop awareness of the segments of sounds in speech and how they link to letters. –Tier 1 (Strong Evidence)

- Teach students to decode words and analyze word parts and write and recognize words. – Tier 1 (Strong Evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. – Tier 2 (Moderate evidence)
- Provide explicit vocabulary instruction. – Tier 1 (Strong Evidence)
- Provide direct and explicit comprehension strategy instruction – Tier 1 (Strong Evidence) (Grades 4-6)
- Teach students how to use comprehension strategies. – Tier 1 (Strong Evidence) (Grades K-3)

	Action Step 1:	Action Step 2:	Action Step 3:
Components	Build capacity of teachers and leaders in the understanding of the Simple View of Reading and evidence-based strategies.	Students will be engaged in high quality instruction.	Time for quality instruction will be created.
Timeline	2018-2019, 2019-2020 Academic Years	2017-2018, 2018-2019, 2019-2020 Academic Years	2017-2018, 2018-2019, 2019-2020 Academic Years
Lead Persons	Teachers, coaches, building and district admin, outside professional trainers, Teaching and Learning Dept.	Learning Walk Team, TBT/BLT/DLT Teachers, Building/District Admin	Building/District Admin Teachers
Resources Needed	Professional development Coaching Funding	Aligned curriculum that supports components of the Simple View of Reading Supplemental resources that fill gaps in curriculum Funding	Building Schedule Shared Value of a protected Language Arts block

	Action Step 1:	Action Step 2:	Action Step 3:
Specifics of Implementation	<p>Professional Development on the Simple View of Reading (inclusive of general education and intervention specialist).</p> <p>Professional Development on evidence-based literacy strategies grades PK-8 (inclusive of general education and intervention specialist).</p> <p>Professional Development on implementing the core curriculum effectively and how resources support the components of the Simple View of Reading (inclusive of general education and intervention specialist).</p> <p>Ongoing support from Literacy coaches to ensure implementation of evidenced-based strategies</p> <p>Collaboration among teachers</p> <p>Systems coaching as needed for building leadership</p> <p>Literacy Academy for Building Leadership and District Leadership</p> <p>Simple View of Reading shared with all stakeholders</p> <p>RTFI conducted at all campuses</p> <p>Differentiated Tier 1 instruction for all grade 1 students in the core curriculum</p> <p>Accelerated Reader will be used to promote independent reading. (Grades 1-6)</p> <p>Parents will be encouraged to be partners in sup literacy efforts at home</p> <p>Weekly Learning Walks focused on literacy instruction</p> <p>Explicit Writing in will occur grades K-8</p>	<p>State indicators for each grade level are to be taught with student friendly learning targets posted and communicated</p> <p>The Simple View of Reading will serve as the reading framework.</p> <p>Teachers will implement the district adopted curriculum as the main reading program</p> <p>Coaches will support and monitor the teaching of the scope and sequence of the adopted reading curriculum series.</p> <p>Evidence-based practices will be utilized with core and supplemental curriculums</p> <p>Teachers will implement the components of Formative Instructional Practices (FIP).</p> <p>Instruction in developmentally appropriate Emergent/ Early literacy skills</p> <p>Instruction in developmentally appropriate Conventional Literacy Skills (phonemic awareness, phonics, fluency, vocabulary, comprehension where emphasis changes over time)</p> <p>Instruction in developmentally appropriate Adolescent Literacy skills.</p>	<p>120 minutes daily uninterrupted language and literacy instruction grades K-3</p> <p>90 minutes dedicated to language and literacy instruction grades 4-6</p> <p>100 minutes of language and literacy instruction grades 7 & 8</p> <p>Schools will review schedules to identify and remove obstacles to a language block (K-6)</p> <p>Transitions will be accounted for when creating language blocks</p> <p>When instructional time is interrupted and/or limited instructional priority will be literacy. (K-3)</p>

	Action Step 1:	Action Step 2:	Action Step 3:
Measures of Success	Walk Data collection tool PD attendance RTFI results Adult scores on learning modules Adult performance on application of concepts (evidence based practices)	Learning Walk Data collection tool Step 3, Step 4 and Step 5 in the 5-step process Growth in Universal Screener and progress monitoring scores. Accelerated Reader Report Formative Assessments based upon the reading program Increased parent attendance at conferences an academic school events Formative writing assessments	Master Building Schedule Classroom Schedules Instructional Time Audits
Check-in/ Review Date	Monthly DLT Monthly BLT Monthly Coaches Professional Development ongoing	Learning Walk Cycles 5 step process check in quarterly. Benchmark data- September, January and May Monthly Accelerated Reader Reports beginning in October	Master Building Schedule by August 1, 2018 Classroom Schedules by September, 2018 Instructional Time Audits will be done at least bi-annually.

Goal 2: By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student-centered learning environments:

- PBIS Self-Assessment Survey will show a 30 % increase in implementation.
- The number of out of school suspensions will decrease by 30%.

Evidence-Based Practice

- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate – Tier 1 (Strong Evidence)
- Increase student motivation and engagement in literacy learning – Tier 2 (Moderate Evidence)

	Action Step 1	Action Step 2	Action Step 3
Components	Implementation of district approved PBIS program/strategies	Focus on engaging learning opportunities	Create, implement, and monitor behavior plans for tier 2 and 3 behavior students
Timeline	2017-2018, 2018-2019, 2019-2020 academic years	2017-2018, 2018-2019, 2019-2020 academic years.	2018-2019, 2019-2020 academic year

	Action Step 1	Action Step 2	Action Step 3
Lead Persons	District/ Building, PBIS teams, /BLT/DLT, Teachers, Lead Behavior, Teaching and Learning Dept.	Teachers, Learning Walk team, Building Admin, BLT/DLT, Lead Academic, Literacy Coaches, Objective 1 team and Teaching and Learning Dept.	Classroom teacher, Social Worker, IAT, school psychologist
Resources Needed	PD on PBIS strategies New teacher training on Conscious Discipline PK-2 Lessons and resources for teaching social/emotional skills Funding	PD on engaging learning strategies and student to student interactions List of student engagement strategies	Professional development Wrap around services Social worker Social groups District approved behavior plan template. (BIP/BAP)
Specifics of Implementation	Communicating, teaching and monitoring clear expectations for established routines/ activities Explicit instruction of social emotional skills Professional Development for PBIS strategies Professional Development for Conscious Discipline Embedded ongoing PD as determined by building need. Additional Support/ plans for staff struggling with classroom management Systems coaching as needed for building leadership	Professional development on engaging strategies and student to student interactions Increased student to student interactions Increased time on task Teachers will share strategies in grade level TBT/planning meetings Teachers will record strategies in lesson plans Walk through teams will look for strategies and provide feedback to teachers Systems coaching as needed for building leadership	Professional development on writing behavior plans Teachers will write plans for students after 3 office referrals for the same behavior. Plans may be written earlier if deemed necessary. Plans will be created with parents as partners Plans will be revisited every 6-8 weeks for effectiveness Systems coaching as needed for building leadership
Measures of Success	PD Attendance BLT/DLT notes PBIS meeting notes Public Works Data Report	Walk through data Step 3 and Step 4 in the 5-step process Professional Development attendance Public Works Data Lesson Plans	Reduction in the number of referrals/reports for targeted students Completed Behavior Plan with data. Reduction of targeted misbehavior
Check-in/ Review Date	BLT/DLT building PBIS team monthly Public Works data quarterly PBIS Self-Assessment Surveys	PD is ongoing Completion of Walk Through Cycles 5 Step Process Quarterly	BIP/BAP reviews every 8-10 weeks BIP/BAP PD by September 2018 Public Works data quarterly

Goal Statement 3: In the 2018-2019 school year, 100% of students identified as Tier 2 or 3 by the fall universal screener will receive a minimum of 30 minutes of targeted intervention.

Evidence-Based Practice

- Screen all students for potential reading problems at the beginning of the year and again at the middle of the year. – Tier 2 (Moderate Evidence)
- Provide intensive systematic instruction on up to three foundational reading skills in small groups who score below the benchmark score on universal screening. –Tier 1 (Strong Evidence)

	Action Step 1	Action Step 2	Action Step 3
Components	Build collaborative communication between general education and intervention teachers.	All staff including intervention specialists and RTI teachers will provide differentiated instruction based on the needs identified by the Benchmark Screener. RTI instructional resources will correspond to the components of the Simple View of Reading and will address the students identified deficiencies.	A 30 minute minimum time block will be devoted to an RTI block which utilizes all grade level and RTI staff grades K-8
Timeline	2017-2018, 2018-2019, 2019-2020 Academic School Years	2017-2018, 2018--2019, 2019-2020 Academic School Years	2017-2018, 2018-2019, 2019-2020 Academic School Years
Lead Persons	Literacy Coach, Internal Facilitators, Lead Intervention Specialist and Student Services Department.	Building Admin TBT/BLT/DLT/IAT Teachers	Building Admin and Teachers
Resources Needed	Training on how to build collaborative communication between general education and intervention teachers to support students.	Benchmark DATA District approved RTI resources Professional Development for RTI resources and benchmark reports Scheduled dates for discussion and review of data Funding	Master Schedule and Classroom Schedule

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Training on collaborative practices</p> <p>Ongoing coaching</p> <p>Voluntary book study</p> <p>Systems coaching as needed for building leadership</p>	<p>Initial RTI groups will be formed by September</p> <p>Groups will be revisited/adjusted every eight-ten weeks based on Progress Monitoring Data and teacher input.</p> <p>Professional Development on Universal Screener</p> <p>Professional Development with district approved RTI resources prior to RTI services</p> <p>Before/after school tutoring as finances allow</p> <p>Creation and Monitoring of RIMPs (K-3)</p>	<p>Master schedule will include a RTI block per grade level</p>
Measures of Success	<p>Increased achievement for special education students as measured in growth in Universal Screener scores.</p> <p>Progress Monitoring as documented on RIMPs.</p>	<p>Growth in Universal Screener scores</p> <p>Progress Monitoring as documented on RIMPs.</p> <p>RTI spreadsheet</p> <p>PD attendance</p> <p>Rtl Walkthroughs</p>	<p>Master Building Schedule</p> <p>Classroom Schedules</p> <p>Instructional Time Audits</p>
Check-in/ Review Date	<p>Updated RIMPs 8-10 weeks</p>	<p>RTI spreadsheet created by September and updated at end of each cycle</p> <p>Updated RIMPS 8-10 weeks</p> <p>Professional Development ongoing</p>	<p>Master Building Schedule by August 1, 2018</p> <p>Classroom Schedules by September, 2018</p> <p>Instructional Time Audits will be done bi-annually.</p>

**Section 7:
Plan for Monitoring Progress**

Describe how progress toward goals will be monitored, measured and reported, consistent with all applicable privacy requirements

Ongoing monitoring towards goals will take place to ensure data-driven decision making occurs. The universal screener will be used as our baseline data to determine and evaluate student growth. Throughout the year, data points (learning walk data, quarterly Education Destination updates, observation templates, completed 5 Step processes, coaching logs, meeting notes, discipline data, benchmark data, OST data, and RIMPs) will be analyzed by the shared leadership of TBTs, BLTs, and the DLT reciprocally to determine if evidence-based practices are having a positive impact on student language and literacy achievement. BLTs and DLTs will look at benchmark data, specifically the student performance measures that coincide with the SMART goals detailed in section 5. Universal Screening and progress monitoring scores, and 3-8 English Language Arts OST (Ohio State Test) scores will be examined to see if student language and literacy skills and development are advancing, if students are moving from off-track to on track and the SGP is increasing. Public School Works data reports will be examined to see if there is a reduction in the number of reports, referrals and suspensions. If there is a

need for a revision, discussions will occur to determine if it is a system problem or an issue with instructional practice. Additional coaching/PD will be provided to the necessary stakeholders.

The district will use a benchmark screener three times a year. Initially, in September to obtain baseline data and as a diagnostic to determine on track/not on track students as required for the Third-Grade Reading Guarantee. After the universal screeners, teachers will identify the language and literacy deficit area if needed additional diagnostic testing will be done to make sure students are placed into the correct intervention. Then teachers will create targeted Reading Interventions & Monitoring Plans (RIMP). Homogeneously differentiated student groups will be identified, instructed and adjusted according to the results of progress monitoring and frequent assessments. Intervention/reteach, practice and enrichment plans will occur utilizing evidence based practices and strategies. Teachers will progress monitor Tier 2 & 3 students monthly or twice a month respectively. RTI meetings will look at the progress monitoring data to ensure the differentiated groups of students are all showing adequate progress. If students are not showing progress, adjustments will be made to RTI groups. TBTs will meet weekly to discuss and analyze data from the benchmark, progress monitoring, assessments in the district's adopted literacy curriculum, or formative assessments using the 5-step process and make adjustment to core instruction if the percentage of mastery was not met based on the smart goal. Additionally, grade level teams will share evidence based instructional strategies that support students becoming proficient readers. Individual student RIMPS will be reviewed/updated every 8-10 weeks documenting student progress and making decisions about what to do next to advance their language and literacy skills. Based on the newly obtained data, specific students may receive additional decoding/fluency surveys to determine additional needs. Attendance and discipline data will also be considered to determine if there is a correlation with lack of student performance. Adjustments will be made to interventions, both academic and/or behavioral if necessary. These students will be offered additional support such as after school tutoring, mentoring, or wrap around service supports from outside providers. The benchmark will be given again in January and May.

Several data points will be analyzed to monitor adult implementation of the evidence-based practices or interventions. Administrators and literacy coaches will conduct weekly learning walks using the district created Learning Walk Tool (Google Form) emphasizing literacy practices. Feedback will be shared with teachers by administrator/coach to strengthen the instruction of evidence-based practices. Feedback and modeling will ensure effective implementation occurs with fidelity. Discussions will occur at TBTs, BLTs and the DLT around the effectiveness of the adult implementation of evidence-based practices. Literacy Time audits will occur twice a year to determine if time requirements are being met, and if evidence-based strategies relevant to the phase on the development continuum are being implemented. Coaches will conduct observations using the application of concepts tool and meet with teachers individually to give feedback on adult implementation of evidence-based strategies and to set goals for improvement if needed. The OIPIR will be used to evaluate the effectiveness of system and team structures. The RTFI will be conducted annually to assess how well MTSS for reading is being implemented in the schools. Buildings will set goals for improvement. Literacy coaches, the Teaching & Learning Department, and State Support team 13 will assist leaders and provide additional coaching on using the Ohio improvement process structures to support high-quality use of language and literacy practices. Building OIPs will be analyzed at BLTs and DLTs to check the fidelity of the action steps being applied to language and literacy efforts.

If progress is not being made towards our learner performance goals, an analysis will be made to determine if there is a flaw in our structures that support implementation. By evaluating the OIP systems of TBTs, BLTs, and DLT, we identify weaknesses in monitoring and support. Additional coaching and training will be provided internally by Central Office personnel as well as by Hamilton County Service Center state support 13 personnel.

Section 8: Expectations and Supports for Students and Schools

Section 8 Part A: Strategies to Support Students

Describe evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plans.

1. Develop awareness of the segments of sounds in speech and how they link to letters (also referred to as phonological awareness). ESSA Tier 1

Evidence: The evidence-based practice of phonological awareness is identified as meeting ESSA Tier 1 (strong evidence). “The WWC identified 17 studies that examined intervention to help students develop awareness of segments of sound and letter-sound correspondence” (IES, 2016, p.15). All 17 studies included diverse students, most of whom were kindergarten and 1st grade, and showed positive effects on letter names and sounds and phonology outcomes (IES, 2016, p.67).

Rationale: Mt. Healthy’s ELA results show that 100% of Mt. Healthy students enter preschool lacking age appropriate phonological awareness skills (Figure 3.2) and over half of our kindergarteners (54%) are not on track in their language and literacy skills. In early grades, foundational skills including phonological awareness are a fundamental part of the reading curriculum. English uses an alphabetic writing system in which the letters, singularly and in combination, represent single speech sounds. People who can take apart words into sounds, recognize their identity, and put them together again have the foundation skill for using the alphabetic principle (Lieberman, Shankweiler, & Lieberman, 1989; Troia, 2004) . Without phoneme awareness, students may not understand the print system and how it represents the spoken word. EL instruction will need to take into consideration that some phonemes may not be present in their native language, so practice will need to take place within words they are familiar and include the phonemes that exist and do not exist in the native language (Antunez, 2002).

Struggling Learners: According to our needs assessment, STAR Early data shows that when our students enter school less than half of them have mastered alphabetic principle and only a fourth have mastered phonemic awareness (3.8). As a result, the majority of our students past first grade still need a focus on remediation on phonological awareness skills. Targeting these foundational skills is critical for our disadvantaged and diverse population. Students identified by the universal screener as having a deficit in phonemic awareness are placed on a RIMP and receive additional supports, for a portion of the RTI block. Mt. Healthy City schools will have an RTI block that is at least 30 minutes, 5 times a week per typical week that provides intensive, systematic instruction on up to three foundational reading skills in small groups. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers, will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention to develop these Emergent, Early and Conventional Literacy skills. Striving students and students with disabilities will require explicit and systematic instruction that follows a carefully planned scope and sequence and that intentionally includes a focus on building conceptual understandings. “There are several key elements to providing systematic and explicit instruction. These include instructional sequencing, modeling, and explaining the task, scaffolding, and providing corrective feedback.” (Phillips et al., 2008). Scaffolding supports will occur in whole group, small group, one on one as part of core instruction and RTI services.

2. Teach students to decode words and analyze word parts and write and recognize words. ESSA Tier 1

Evidence: The evidence-based practice of decoding words and analyzing word parts and write and recognize words (phonics) is identified as meeting ESSA Tier 1 (strong evidence). WWC identified 18 relevant studies that examined the effects of teaching students to decode words, and analyze word parts, and write and recognize words. Thirteen studies had positive effects on word reading and/or encoding outcomes. The studies were conducted on diverse student populations in grades kindergarten through third grade (IES, 2016, July, p.23). Teaching students to decode and recognize words and word parts was one of the effective instructional techniques identified by the National Reading Panel (NRP, 2000).

Rationale: Scientific studies have found that explicit systematic phonics instruction is the most effective way to teach children how to read. It is important to teach letter sounds in a systematic way, beginning with simple letter sound rules and then moving onto more complex associations. “Systematic and explicit phonics instruction improves children word recognition, spelling, and reading comprehension, and is most effective when it begins in kindergarten and first grade” (NRP, 2000). Gough and Tunmer (1986), identify two basic processes necessary for learning to read: learning to convert letters into recognizable words and comprehending the meaning of print. The first process can be taught through phonics and can lead to students comprehending the meaning of text (Vaughn & Linan-Thompson, 2004, pp. 31-32). Phonics and word analysis skills span mid-kindergarten through the end of grade 3. Until students have the building blocks of alphabetic knowledge and phonemic awareness, it will be difficult for students to move onto the more complex skills of this practice. A strong systematic phonics component taught in a meaningful context will be included in each primary classroom. Phonics instruction will be taught as articulated in the district-adopted reading program and with supplemental materials as needed. Training will build teacher capacity to instruct this component of the Simple View of Reading. Additional phonics instruction will take place in core reading small groups and in the RTI block. “Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy and comprehension” (IES, 2016, July, p. 22).

Struggling Learners: Upon analyzing our Needs Assessment, STAR data shows 74% of our second graders and 51% of our third graders cannot apply grade-level phonics and word analysis skills in decoding words (Figure 3.9). Even though students will receive systematic, explicit instruction of these skills through the primary grades, additional differentiated instruction will need to occur as students move through the trajectory of skills. Research from the NRP (2000) revealed that, “Systematic synthetic phonics instruction (teaching students explicitly to convert letters into sounds and then blend the sounds to form recognizable words) had a positive and significant effect on disabled readers' reading skills. This type of phonics instruction benefits both students with learning disabilities and low-achieving students who are not disabled as well as low SES students.” According to studies done on the findings of the NRP (2000) on EL students, systematic phonics instruction can be very effective in teaching them how to decode words. However, it is most effective when phonics skills practice is embedded with a print rich environment to ensure that decoding skills do not progress beyond the students' ability to comprehend the text (Irujo, n.d.). Intervention/remediation of these skills may occur at any grade level K-8 where deficits in decoding is identified. Students identified by the universal screener as having a deficit in phonics are placed on a RIMP (K-3) or CAP (4-6) and receive additional supports for a portion of the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week. Differentiation may occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention to develop phonics skills.

3.Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. ESSA Tier 2

Evidence: The evidence-based practice of reading connected text every day to support reading accuracy, fluency, and comprehension is identified as meeting ESSA Tier 2 (moderate evidence). The majority of evidence, as cited in *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (IES, 2016, July), shows a positive effect on word reading, oral reading accuracy and fluency and/or reading comprehension outcomes. Although many studies relevant to this recommendation met WWC group design standards and showed positive effects, there was not a consistent pattern of effects across all relevant outcomes (IES, 2016, July, p. 33). According to WWC, out of the 22 studies that examined the effectiveness of this recommendation, 18 showed positive effects on word reading, oral reading accuracy and fluency, and/or reading comprehension outcomes. However, eight of these studies only showed positive effects in one of the components mentioned above. Additionally, one study showed a negative effect of one outcome and three studies showed no effect on any outcome (IES, 2016, July, p. 82). Although qualified as Tier 2, additional research indicates that fluency is one of the critical blocks of reading because fluency development is directly related to comprehension. (“What is fluency”, 2018).

Rationale: Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. Fluency has been identified as one of the critical building blocks of reading because of its impact on students’ ability to comprehend. Research over the past two decades has identified repeated reading as the key strategy for improving students’ fluency skills (NRP, 2000). Hudson, Lane and Pullum (2005), define fluency this way, ‘Reading Fluency is made up of at least 3 key elements: accurate reading of connected texts at a conversational rate with appropriate prosody or expression.’ Reading connected texts accurately, fluently, and with appropriate phrasing and comprehension spans mid-kindergarten through the end of the 3rd grade, and should begin as soon as students can identify a few words. Fluency will be explicitly taught by repeated, monitored, oral reading practice. Students will be given many opportunities to read the same instructional passage orally. They will engage in choral reading as well as echo reading of text. Teachers will model what fluid reading sounds like as well as demonstrating the need to adjust fluency with the genre and purpose for reading.

Struggling Learners: According to our Needs Assessment, AimsWeb data shows 61% of second and third grade students did not meet benchmark for oral reading fluency over the previous four years (RAP, Figure 3.5). This data shows the need for strategic instruction for reading connected texts fluently. As students begin their journey to read connected text, it should reflect students’ ability, the purpose of instruction, and the degree of scaffolding and feedback needed. Teachers will model strategies, scaffold and provide feedback to support reading accuracy, fluency and comprehension. Fluency for ELs will be difficult because of their lack of proficiency in English. Fluency should not be practiced before they have reached fluency in speaking, and when they do start it should begin with familiar text. (Erujo, n.d.). Repeated readings paired with listening passage preview would be the most effective strategy for improving fluency for students with reading disabilities. According to an article in the *Journal of Learning Disabilities* (2015, Sept.), “39 independent effect sizes indicated positive effects of repeated readings on gains in reading fluency for students with reading disabilities, especially at the elementary grade level.” Scaffolding supports for all students will occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention. Students identified by the universal screener as having a deficit in fluency are placed on a RIMP and receive additional supports that include fluency strategies, for a portion of the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week.

4. Provide explicit vocabulary instruction. ESSA Tier 1

Evidence: The evidence-based practice of explicit vocabulary instruction is identified as meeting ESSA Tier 1 (strong evidence). According to What Works Clearinghouse the recommendation of strong is based on 6 randomized controlled experimental studies, three well designed quasi-experiments and six additional studies with weaker designs. This research was conducted with diverse students in upper elementary, middle and high school (IES, 2008, August, p.11). The NRP's synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich multifaceted vocabulary instruction. One of those eight include providing direct instruction of vocabulary words for a specific text. (Buenger et al. 2010, p.1) In 2006, Biemiller and Boote conducted a study with grades K-2. They concluded that 10 percent gains were made when word explanations were taught directly during the reading of a story book.

Rationale: Students living in poverty lag behind their peers in vocabulary acquisition. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis to build and extend their own vocabulary. They learn to apply word analysis to build and extend their own vocabulary. According to Vaughn & Linan-Thompson (2004, p. 74),

Oral and written vocabulary instruction is a valuable component of reading because student understanding of word meanings and how words are used in texts contributes significantly to general reading comprehension. Although understanding the meaning of words is not the only contributing factor to reading comprehension, it is a significant one.

Vocabulary knowledge is the tool that unlocks the meaning of text.

“In the early stages of reading, most of the words in grade level text are familiar to students as part of their oral vocabulary. However, as students' progress through the grades, print vocabulary increasingly contains words that are rarely part of oral vocabulary” (IES, 2008, August, p.11). As students' progress through the grades vocabulary becomes increasingly specialized to content specific subjects. According to Baumann et al. (2003) and Bos & Anders (1990), “Research has shown that integrating explicit vocabulary instruction into the existing curriculum of subject areas such as Science or Social Studies enhances students' ability to acquire textbook vocabulary.” Vocabulary development will be intentional and meaningful. Teachers will demonstrate a conscious and ongoing effort to systematically teach word study. Word walls, word sorts, visuals will be used to teach vocabulary both directly and indirectly. In addition, word attack skills, sight words, using context cues, and structural analysis cues will be taught. Teachers will incorporate read alouds using close reading strategies to enhance and build student vocabulary. Additionally, students will read books at their IRL (Independent Reading Level) followed by AR to help broaden their vocabulary.

Struggling Learners: According to our Needs Assessment, STAR data surrounding vocabulary (RL.4 and RI.4) shows 60% of our students in grades 2-6 did not meet benchmark. In addition, STAR Early Literacy data shows significant deficits in vocabulary as well (Figures 3.10, 3.12)

This data shows the need for explicit vocabulary instruction. According to Hart and Risley (1995), by the end of age 3, children from low-socioeconomic backgrounds had heard 30 million fewer words than their more affluent peers. It is extremely apparent that early intervention and differentiation is critical for our student demographics. Our students' limited oral vocabulary negatively impacts their ability to comprehend grade level text, even if they can decode the words. Vocabulary interventions for ELs will have to be intensive and they will need to learn more new words than students who are native to the English language. Vocabulary instruction should include “contextual support through real objects, pictures or drawings, gestures, examples, demonstrations, or experiments that accompany the verbal explanations” (Irujo, n.d.). Vocabulary learning research with students with learning disabilities over the last 25 years has repeatedly reported that teachers should provide students with (1) explicit vocabulary instruction, (2) repeated exposures to new words, (3) sufficient opportunities to use words in

activities such as discussion and writing, and (4) strategies to help determine word meanings independently (Farstrup & Samuels, 2008). Differentiated supports will occur in whole group, small group, one on one as part of core instruction and RTI services. Students identified by the universal screener as having a deficit in vocabulary are placed on a RIMP and receive additional supports that include vocabulary instruction, not in isolation, during the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week. Teachers will assess, plan, teach, reassess and then adjust and remediate in whole and small group instruction.

5. Provide direct and explicit comprehension strategy instruction (4-6), Teach students how to use reading comprehension strategies (K-3) Both ESSA Tier 1

Evidence: The evidence-based practice of providing direct and explicit comprehension strategy instruction is identified as meeting ESSA Tier 1 (strong evidence). According to the IES panel, this recommendation is based on five randomized experimental studies, additional evidence from a single subject design study, and a body of research supported by numerous other studies (IES, 2008, August, p. 16). In an additional study, the IES panel “identified ten studies that demonstrated that teaching reading comprehension strategies to primary grade students had positive effects on comprehension when measured by standardized tests and researcher-created measures” (IES, 2010, September, p. 10). Even though there is research findings that suggest explicit teaching of specific comprehension strategies is powerful, their research did not indicate that teaching one strategy is better than the other. It did appear however, that “multiple strategy training” gives better comprehension results than teaching a single strategy in isolation (IES, 2008, August, p. 17).

Rationale: Students develop and learn to apply strategies that help them to comprehend and interpret literary and informational texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and stay engaged with texts. Beginning readers develop basic concepts about print, and then move to strategic readers who learn to analyze and evaluate texts to demonstrate their understanding. Students learn to monitor their comprehension by asking and answering questions about the text and self-correcting errors. They learn to apply these strategies to text, assigned and self-selected, read in and out of the classroom. According to Pressley & Afflerbach (1995), “The evidence is growing that elementary children can be taught to use the comprehension strategies used by excellent, mature comprehenders. Moreover, when they learn such strategies their comprehension improves.” Comprehension skills and strategies will be explicitly taught in order for students to self-monitor comprehension, use visualization, answer and generate questions, recognize text structure, use reference skills, make inferences, retell and summarize texts. Teachers will explain the strategy, model it, give guided practice with the strategy, allow repeated opportunities to apply and use these strategies as they work through the text (Gradual Release of Responsibility Model). Early reading strategies will also include constructing meaning by way of background knowledge. Teachers will incorporate read alouds and think alouds using close reading strategies to enhance and build student comprehension skills. Additionally, students will read books at their IRL (Independent Reading Level) followed by AR to further develop their comprehension skills.

Struggling Learners: According to our Needs Assessment, STAR and OST data shows significant comprehension deficits exist. Students in grade 2-6 are not meeting Ohio State Proficiency Expectations for any comprehension standard (RAP, Figures 3.10, 3.12). This data shows the need for direct and explicit instruction in comprehension strategies. Reading comprehension is directly affected by the development of decoding and language comprehension skills. Therefore, it is essential for teachers to monitor all factors of the Simple View of Reading and provide remediation as needed, even when the focus is explicit comprehension strategy instruction. During regularly scheduled TBT and BLT meetings, teachers will collaboratively determine comprehension strategies to target. Differentiated instruction will follow and include explaining and modeling strategies, scaffolding and providing feedback, and employing guided and independent practice to support the targeted comprehension strategies. Research has shown that instruction” in reading skills instruction,

text enhancements, and questioning/strategy instruction—including those that incorporated peer-mediated instruction and self-regulation” have shown positive effects for students with reading disabilities. (Berkeley, Scruggs, & Mastropieri, 2008, December). Typical classroom instruction in comprehension strategies with additional support are effective for EL students. They will benefit from more frequent questioning as well as building background knowledge, using picture walks, and outlines to scaffold instruction (Breiseth, n.d.). Scaffolding supports will occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, ELL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention. Students identified by the universal screener as having a deficit in comprehension are placed on a RIMP and receive additional supports that include a wide range of comprehension strategies during the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week.

6. Increase student motivation and engagement in literacy learning. ESSA Tier 2

Evidence: The IES panel considers the level of evidence to support this recommendation to be moderate on the basis of “two experiments and one quasi experimental study that had no major flaws to internal validity” (IES, 2008, August). 11 more studies of weaker design and low external validity provided additional evidence to support this recommendation.

Rationale: According to Eric Jensen (2009), students living in poverty often need more help engaging in the classroom. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone successfully, achieve the learning targets. According to WWC (2008, August), “teachers should provide a supportive environment that views mistakes as an opportunity to grow, encourages self-determination, and provides informational feedback about the usefulness of reading strategies.” Teachers will provide engaging learning opportunities. Active learning requires students to interact in class, as opposed to only sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussions integrated into the lecture, impromptu writing assignments, hands-on activities, student to student interactions, 5 E lessons and experiential learning events. Jensen (2009) also suggests physical activity, music, drama, collaboration, partner work, and positive affirmations. Motivation strategies include, providing a positive learning environment that promotes student autonomy, setting student goals, self-directed learning, collaborative learning, and making literacy experiences more relevant to student interest (IES, 2008, August). Additionally, Teachers will incorporate state changes at age appropriate intervals.

Struggling Learners: WWC states that correlational evidence exists that suggests motivation to read school-related texts decreases as students move through elementary to middle school, especially with struggling readers (2008, August). Creating “hooks” that pique student interest is one strategy to motivate these students. Additionally, stressing performance outcomes, setting goals, and fostering a growth mind-set aides in fostering student motivation for students with low reading proficiency. It is also critical that content area teachers acknowledge and teach the reading strategies and thinking processes that accompany specific academic disciplines to keep students engaged and promote motivation to read content.

7. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. ESSA Tier 1

Evidence: The IES panel rated the level of evidence of this recommendation as strong, based on five randomized controlled trials and three single subject research studies. (IES, 2008, September) These studies examined the effectiveness of teaching and reinforcing new appropriate behaviors and skills to students with problem behaviors. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases

prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

Rationale: WWC has strongly recommended that “teachers actively teach students socially and behaviorally appropriate skills to replace problem behaviors using strategies that focus on both individual and the whole classroom.” (IES, 2008, Sept p. 29) Jensen (2009) reminds us that socioeconomic and corresponding social relationships affect behavior more than we realize: “Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.” 96% of Mt. Healthy’s students are classified as economically disadvantaged. The effects of poverty on behavior are seen routinely in our classrooms. It is imperative that we teach students the appropriate behavioral skills they lack. Using PBIS structures can help students with behavior problems. Teachers will provide supports in teaching students how, when and where to use positive replacement behaviors and adaptive skills. Under the framework of PBIS, behavior expectations are explicitly taught and lesson plans to teach specific skills are created.

Struggling Learners: According to Mt. Healthy’s 2017-2018 data, a significant number of behavior reports and referrals were submitted (Figure 3.16). About 10 percent of elementary students are repeat offenders, receiving multiple referrals. This equates to approximately 100 students per building. Around 50% of preschoolers and a little more than 50% of kindergarteners coming into our schools, lack the social foundational skills to be able to learn. For the majority of our students this is a lack of skill sets. Creating behavior plans for tier 2 and 3 students will help target specific executive functioning skills that students may lack, and help them focus on adjusting specific behaviors one at a time.

8. Screen all students for potential reading problems at the beginning of the year and again, at the middle of the year. ESSA Tier 2

Evidence: The IES panel rated the level of evidence this recommendation to be moderate based on “a series of high quality correlational studies with replicated findings that show the ability of measures of reading proficiency administered in grades 1 and 2 to predict students’ reading performance in subsequent years.” (IES, February, 2009). It should be noted however, that few of the studies used to obtain this tier adequately represented the U.S. population. Because of this, the panel suggested doing another screening mid-year when the results are more valid. This screening is to identify which students may need additional support in their reading instruction. It is recommended that the students be progress monitored at least monthly to see if they are making gains. It is recommended that screeners meet 3 criteria: “First is classification accuracy—a good screen accurately classifies students as at risk or not at risk for reading failure. Second is efficiency—the procedure must not be too costly, time-consuming, and cumbersome to implement. Third is consequential validity—overall, the net effect for students must be positive” (Messick, 1989).

Rationale: The majority of our students enter school off track. It is especially important in the earliest of years to identify student deficits in order to match them with the appropriate intervention. In the Mt. Healthy City School district, we have begun to use STAR universal screener to identify students who are on track and off track. The benchmark universal screener is given three times a year and allows the district to see if students are making inadequate, typical or aggressive growth. WWC (2009, Feb., p.11) states. “Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who might need more instruction” Students that are identified as Tier 3 are progress monitored every other week and Tier 2 students are progress monitored monthly. Additionally, WWC (2009, Feb. p. 14.) gives suggestions on what specifically should be monitored at different grades: Kindergarten students should have a screener that measures letter knowledge, phonemic awareness, and expressive and receptive vocabulary; first grade should measure phonemic awareness, decoding, word identification, and text reading and by the second semester of first grade, these measures should include speed as an outcome; second grade measures should include word reading and passage reading that are timed.

Struggling Learners: According to our data 73.5% of students K-3 are off track. (Figure 3.6). The use of a beginning universal screener allows us to determine who is off track for reading proficiency, and in need of intervention support. The State of Ohio requires that all students K-3 be screened at the beginning of the year to determine if they are on track for reading. If they are determined to be off track, then a Reading and Monitoring Plan (RIMP) is created, in partnership with parents, to determine the main area of concern and how the district will intervene. The screener allows us to match student deficits with appropriate interventions. It is important to use the universal screener to measure growth from the beginning to mid-year in order to track their growth and adjust interventions if adequate progress is not being made or if they can exit the intervention because of sufficient progress.

9. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes. ESSA Tier 1

Evidence: The IES panel rated the level of evidence for this recommendation as strong. (IES, 2008, Feb.). There were 11 studies that met WWC standards or met standards with reservations. These studies believe that teachers should focus on the crucial, foundational skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels. The studies showed little difference between providing these interventions one-to-one or small group, so the recommendation is to provide it in small group for practical reasons. In addition to the type of skills intervention should target, they also recommend that the delivery should be explicit instruction.

Rationale: In the Mt. Healthy City School district we will utilize an RTI process that will take place 5 days a week for at least 30 minutes per typical week. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work collaboratively together to identify types of reading difficulties, so that all teachers can provide differentiated instruction and intervention to develop the components in the Simple View of Reading. Based on the results of students' scores on universal screening and other diagnostic assessments along with the formula of the Simple View of Reading, teachers will identify a student's deficit as being word reading, language comprehension or mixed reading difficulty. Figure 8.1

The Simple View of Reading

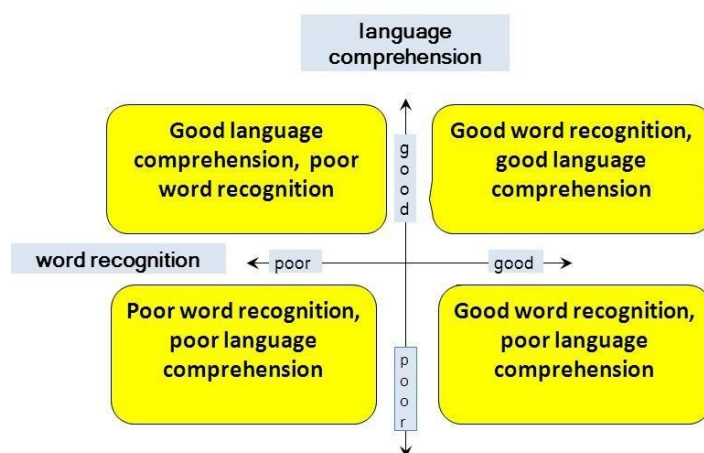


Figure 8.1

Struggling Learners: The recommendation states that instruction should be explicit which is important to close the gap with students with reading deficiencies. Explicit instruction means that teacher statements and behaviors make it very clear to the students both “what they are being asked to do and what it looks like when accomplished” (success criteria) (Phillips et al., 2015). Struggling learners also need to use new skills in multiple ways repeatedly to gain mastery of those skills. Systematic review and adjusted pacing are additional supports that can be offered to these students.

SECTION 8 PART B: Ensuring effectiveness and improving upon strategies

Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching etc.) Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

Mt. Healthy district and building leadership will offer support of the implementation of the identified evidence based practices by creating a culture that recognizes the importance of language and literacy skills in all disciplines across content areas. The implementation of the evidence based practices will be monitored and supported through the structures of Mt. Healthy’s shared leadership. TBTs, BLTs, and the DLT will look at student outcomes using data from benchmark reports, Learning Walk reports, Public School Works discipline reports, and other assessments recorded in the 5-Step process to see if the practices are positively affecting student growth.

The district will promote awareness of and commitment to the Simple View of Reading and evidence-based practices as the formula for the teaching and learning of language and literacy development. As part of the fundamental expectations surrounding literacy instruction, the Teaching and Learning Department will include the Simple View of Reading as the framework and the implementation of identified evidence based practices in yearly non-negotiables. Expectations will be rolled out to staff before the school year begins. To advance and support the use of the Simple View of Reading and evidence-based practices, awareness of and commitment to this effort will be built throughout our school community. All PK-8 teachers, specialists, and administration will increase their competent use of evidence-based early literacy and language core instruction and interventions. Support will be provided by professional development and implementation of the framework of the Simple View of Reading and evidence-based practices. Additionally, at least four teachers per year will receive

Orton-Gillingham training to specifically target our Tier 2 and Tier 3 students. A cohort of staff will gain additional training and certification to support OG implementation. These certified staff will provide supplemental training, if needed, to strengthen OG strategies and instruction in classrooms. Creating a common understanding of the Simple View of Reading and evidence-based practices across our schools can ensure that these practices are implemented with fidelity. In order to further support teacher learning and fidelity of implementation, Literacy Coaches will provide job embedded PD on implementing the components of the Simple View of Reading along with targeted evidence-based practices.

Throughout the school year, all teachers will receive training as well as coaching to implement evidence-based practices and the components of the Simple View of Reading. Simultaneously, the district will be aligning curriculum, instruction, learning tools, and assessments. There are a number of other leadership strategies that will be utilized to ensure implementation of the plan, fostering advancement of our district’s goal of increasing language and literacy development. Leadership will support teachers by: establishing professional learning targets with teachers about which literacy practices are the focus; communicating to teachers, learners, and parents what the Simple View of reading is and how it will be used to move learning forward for all; modeling and/or providing feedback on evidence-based literacy practices (done by literacy coaches); being explicit about the targets in staff meetings, professional development, and other appropriate situations; working with teachers, administration, and coaches to make sure that evidence of student learning and student reading efficacy is increasing; monitoring

implementation throughout the year to make sure that all teachers are making progress by creating a learning walk tool with specific look for strategies; formally and informally assessing teacher learning/understanding during meetings, professional development, and other appropriate situations to determine next steps and opportunities for teacher learning and implementation based on the evidence collected; and analyzing evidence of implementation with TBTs and BLTs after classroom observations to provide effective feedback. Additionally, student progress will be monitored using the universal screening (3 times a year), progress monitoring (as needed), and formative assessment data in order to reflect and adjust practices. Discipline data will also be taken into account .

Ongoing monitoring of the RAP will take place to ensure data driven decision making occurs. The universal screener, SGP and OST data will be used as our baseline data to be able to determine and evaluate growth for the RAP. Periodically throughout the year, data points will be analyzed by TBTs, BLTs, and the DLT to determine if the RAP is having a positive impact on student language and literacy achievement. The structures of shared leadership will reciprocally share their findings. If there is a need for a revision, discussions will occur to determine if it is a system problem or an issue with instructional practice. Additional coaching/PD will be provided to the necessary stakeholders.

The first five evidence based practices used to support students are contained within the Simple View of Reading. These practices will be improved upon from previous years by incorporating these components, along with the remaining components of the Simple View of Reading as the framework for our literacy block. In the past, we have relied heavily on standards while using outdated resources. Now that we have aligned curriculum with the new Ohio Learning Standards, and a clear understanding of the progression of the five big Ideas contained within the Simple View of Reading, our focus will be on strengthening Tier 1 instruction. The staff will utilize this progression along with board-adopted curriculum and supplemental resources to address the identified learning gaps. The effectiveness and progress of these strategies will be monitored by student benchmarks, progress monitoring, and formative assessment data. Additionally students are monitored through specific RTI program assessments/check points to measure the program's effectiveness. Adult implementation will be monitored through lesson plans, time audits, and observation templates to ensure fidelity of the first five evidence based practices. Effectiveness of strategies will be addressed and documented in TBTs when focusing specifically on steps 3-5.

Evidence-based practice six will be improved upon in a number of ways. In the past based on feedback, specific teachers have received professional development on student engagement practices such as Kagan. Student engagement as well as student-to-student interactions will now be core focuses for the Mt. Healthy City School district. The effectiveness and progress of these strategies will be monitored through the District's Learning Walk data tool. The data tool includes specific questions regarding student engagement and learning experiences that include student to student interactions. The results of the Learning Walk data are discussed and reviewed quarterly at BLT and DLT meetings.

The last three evidence-based practices used to support students surround the structures of support in a MTSS framework. Tiers of students will be identified and supported both academically and behaviorally. Instead of being treated as separate from each other, both will be considered when looking at individual students and their progress in language and literacy growth. Evidence-Based practice 7, will be improved upon as the district has strengthened its practices of PBIS. Teachers are having ongoing professional development on implementing these supports in their classroom. Mentoring for individual teachers who are struggling with these strategies will occur. The addition of training in how to write behavior plans for individual students will also impact this practice. Evidence-based practices 8 and 9 address academic layers of support. The district is improving the process of matching student deficits with interventions that address specific needs. This has been an area of weakness in the past, so as practices strengthen, growth should occur.

SECTION 8 PART C: Professional Development Plan

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

The district will use internal and external coaches and facilitators to support, improve, and sustain ideas/strategies outlined in the Reading Achievement Plan. Teachers will participate in professional dialogue to further their understanding and implementation of these ideas/strategies so they organically become part of the daily routines. The specifics of the plan are outlined in the templates below.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Mt. Healthy City Schools							
IRN or ODE/ODJFS License Number: 044412							
Professional Development							
Contact Name/Phone Email: Michelle Hughes (mhughes@nthcs.org) 513-728-4968							
<p>Goal: By 2021, to advance literacy skills and development including pre-literacy skills, reading and writing for children from grades K-6 as measured by: 1) a 10%, 15%, and 15% increase respectively each of the next three years, in the percentage of K-3rd grade students moving from “off track” to “on track” as measured by the benchmark screener, 2) exceed 1 year of growth in Reading K-6 as measured by benchmark screener. 3) increase by 10%, 15%, and 15% respectively each year for the next three years, the number of students who meet or exceed proficiency on the OST ELA in grades 3-8.</p> <p>Evidence-Based Practice or Intervention: To increase the capacity of teaching staff to effectively implement evidence based instructional practices (to increase the level of growth and proficiency) in the following areas: 1) how to develop student awareness of the segments of sounds in speech and how they link to letters, 2) how to teach students to decode words and analyze word parts and write and recognize words, 3) ensure all students read connected text daily to support reading accuracy, fluency and comprehension, 4) provide explicit vocabulary instruction, 5) provide direct and explicit comprehension strategy instruction (4-8), and 6) teach students how to use reading comprehension strategies (K-3).</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. All PK-8 th teachers will receive PD on the Ohio’s Plan to Raise Literacy Achievement conducted by Hamilton County Educational Service Center (HCESC)	X	X	X	X	X	X	X
2. Approximately 4 teachers per year will receive Orton Gillingham training.	X	X	X	X	X	X	X
3. All teachers will receive professional development on the evidence based practices by an external facilitator (preferably LETRS training if funding can be obtained).	X	X	X	X	X	X	X
4. MTHCS literacy coaches will provided embedded PD on evidence based strategies	X	X	X	X	X	X	X

LEA/Early Childhood Provider or Consortium Lead Name: Mt. Healthy City Schools							
IRN or ODE/ODJFS License Number: 044412							
Professional Development							
Contact Name/Phone Email: Michelle Hughes (mhughes@nthcs.org)				513-728-4968			
<p>Goal: By 2021, to advance literacy skills and development including pre-literacy skills, reading and writing for children from grades K-6 as measured by: 1) a 10%, 15%, and 15% increase respectively each of the next three years, in the percentage of K-3rd grade students moving from “off track” to “on track” as measured by the benchmark screener, 2) exceed 1 year of growth in Reading K-6 as measured by benchmark screener. 3) increase by 10%, 15%, and 15% respectively each year for the next three years, the number of students who meet or exceed proficiency on the OST ELA in grades 3-8.</p> <p>Evidence-Based Practice or Intervention: To increase the capacity of teaching staff to effectively implement evidence based instructional practices (to increase the level of growth and proficiency) in the following areas: 1) how to develop student awareness of the segments of sounds in speech and how they link to letters, 2) how to teach students to decode words and analyze word parts and write and recognize words, 3) ensure all students read connected text daily to support reading accuracy, fluency and comprehension, 4) provide explicit vocabulary instruction, 5) provide direct and explicit comprehension strategy instruction (4-8), and 6) teach students how to use reading comprehension strategies (K-3).</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
5. External facilitators and MTHCS literacy coaches will provide trainings on using curriculum materials effectively (PK-8) and on how the materials support the components of the Simple View of Reading particularly the evidence-based practices listed above.	X	X	X	X	X	X	X
6. All 4-8 teachers will receive training by HCESC and embedded PD by literacy coaches on strategic evidence-based practices and academic language across content areas and how to provide instruction and support that is discipline specific.	X	X	X	X	X	X	X
7. Building/District Leadership will attend the yearly Literacy Academy to increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading	X	X	X	X	X	X	X
8. Systems Coaching will be provided as needed to develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices. (State Support 13 personnel)	X	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
<p>1. MTHCS will partner with HCESC to provide training on Ohio's Plan for Raising Literacy Achievement for all teachers PK-8th grade. There will be no cost to the project budget for this training</p>	<p>1. The training will introduce the "Simple View of Reading" to district staff and promote awareness among teachers of the evidence based practices that align with teaching the Simple View of Reading. MTHCS will adopt the Simple View of Reading as their framework for Language and Literacy development. Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced.</p>
<p>2. MTHCS will contract with the Institute for Multi-Sensory Education (IMSE) to provide training in the Orton-Gillingham (OG) method for 4 teachers each year (K-6th) Funding will be needed.</p>	<p>2. MTHCS Teachers will be engaged learning OG strategies. OG was selected for its alignment with the district adopted evidence based practices and its alignment with teaching the Simple View of Reading. Evaluation will occur during literacy time audits.</p>
<p>3. All teachers will receive professional development on the evidence based practices listed above by an external facilitator (preferably LETRS training if funding can be obtained)</p>	<p>3. Teachers and coaches will be trained on the district adopted evidence based practices that align with the Simple View of Reading and lead to improved student language and literacy performance. Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced. Learning walks will provide data on how well teachers are implementing the evidenced based practices.</p>
<p>4. MTHCS literacy coaches will provide embedded PD on vocabulary and comprehension.</p>	<p>4. Literacy coaches will support teachers on the district adopted evidence based practices that align with the Simple View of Reading and lead to improved student language and literacy performance. Coaching log and Learning walks will provide data on how well teachers are implementing the evidenced based practices.</p>
<p>5. External facilitators and MTHCS literacy coaches will provide trainings on using curriculum materials effectively (K-8) and on how the materials support the components of the Simple View of Reading particularly the evidence-based practices listed above.</p>	<p>5. All stakeholders will grow their skills in utilizing the adopted core curriculum instruction to support Ohio Learning Standards and the components of the Simple View of Reading reflected by a rise in benchmark and OST scores. Attendance reports and coaching logs will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, 5-step process and lesson plans</p>
<p>6. All 4-8 teachers will receive training by HCESC and embedded PD by literacy coaches on strategic evidence-based practices and academic language across content areas and how to provide instruction and support that is discipline specific.</p>	<p>6. All 4-8 teachers will grow their skills in strategic evidence-based practices and academic language across content areas, and how to provide instruction and support that is discipline specific that supports Ohio Learning Standards and the components of the Simple View of Reading reflected by a rise in benchmark and OST scores. Attendance reports and coaching logs will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, 5-step process and lesson plans.</p>
<p>7. Building/District Leadership will attend the yearly Literacy Academy to increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading</p>	<p>7. Building/District Leadership increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading as reflected in a rise in benchmark and OST scores. Certificates of attendance will be kept to document participation in the training.</p>

Resources Required	Outcomes/Evaluation
<p>8. Systems Coaching will be provided as needed to building and district leadership to develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices. (State Support 13 personnel)</p>	<p>8. District and building personnel will develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices as reflected in positive movement along within the OIPIR. Certificates of attendance will be kept to document participation in the training. BLT and DLT notes will document pertinent decisions and discussions. The RTFI will document growth in the structures that support literacy.</p>

Professional Development Plan Template Part B

<p>Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</p>
<p>Sustained: Taking place over an extended period; longer than one day or a one-time workshop.</p> <p>All training surrounding evidence-based practices will have initial training followed by ongoing, embedded PD by literacy coaches, or lead teachers. State support personnel will work with systems coaching on as needed basis throughout the school year. All levels of leadership, from district to classroom will engage in gaining knowledge on the Simple View of Reading and the evidence based practices contained within. This job embedded PD procures the sustainability of all trainings.</p>
<p>Intensive: Focused on a discreet concept, practice or program.</p> <p>All of the literacy PD will be focused on teaching the concepts of the Simple View of Reading and the evidenced based practices contained within across all content areas. All levels of leadership, from district to classroom will be focused on these practices.</p>
<p>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.</p> <p>The implementation of the MTHCS Reading Achievement Plan includes collaboration between in district and out of district partners including building leadership, district teachers, HCESC, Teaching and Learning Department, outside professional development providers, and literacy coaches. Collaboration will occur within the structures of our shared leadership model, TBTs, BLTs, and the DLT.</p>
<p>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.</p> <p>Adjustments will be made as necessary from district to classroom level driven by data decisions and supported by additional training. If needed, systems coaching will occur to reinforce skills and abilities in the infrastructures that support high quality language and literacy practices. Support for the implementation of the RAP will include collaboration between building leadership, district teaching and learning department, and literacy coaches to ensure fidelity and effectiveness of the RAP and monitor its impact on student achievement.</p>
<p>Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.</p> <p>Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced. Learning walks will provide data on how well teachers are implementing the evidenced based practices. Data from the observation will be used to support the growth of adult implementation of needed additional professional development support. Benchmark and ELA OST data along with other formative assessments will be used to evaluate the impact of instruction on student learning. This data will be analyzed, using the 5-step process, at regularly scheduled TBT, BLT and DLT meetings. It may be decided that additional PD may be necessary based on this data.</p>
<p>Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. The district OIP is focused on advancing Literacy Instruction across the curriculum. The RAP will support this focus. All current PK-8 teachers will receive professional development on the Simple View of Reading and evidence based practices. Literacy coaches will support fidelity to implementation of these practices in the classroom by providing ongoing, embedded PD and individualized coaching, thus teacher capacity is raised and maintained. This practice will ensure that teachers will have the competencies to improve student performance.</p>

**Professional Development Plan
Template Part A**

LEA/Early Childhood Provider or Consortium Lead Name: Mt. Healthy City Schools							
IRN or ODE/ODJFS License Number: 044412							
Professional Development							
Contact Name/Phone Email: Michelle Hughes (mhughes@mthcs.org) 513-728-4968							
<p>Goal: Per academic school year, Mt. Healthy City Schools will focus on creating safe and student-centered learning environments so that student instructional time is maximized as measured by:</p> <ul style="list-style-type: none"> • By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student centered learning environments • PBIS Self-assessment Survey will show 30% increase in implantation. • The number of out of school suspensions will decrease by 30% <p>Evidence-Based Practice or Intervention:</p> <ul style="list-style-type: none"> • Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate – Strong Evidence (Tier 1) 							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Training will be given to all PK-8 teachers on effectively implementing PBIS strategies in their classroom and common areas to decrease student misbehavior.	X	X	X	X	X	X	X
2. Conscious Discipline training (SEL program) will be given for all new staff that support grades PK-2	X	X	X	X	X	X	X
3. All staff grades K-8 will receive training on how to develop behavior plans.	X	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
1. Existing PBIS Teams will deliver professional development based on building needs. Google Badges will be created for personalized learning plans centered on strategies for Social/Emotional development.	1. All stakeholders will grow their skills in providing positive behavior intervention supports within the classroom resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data that will be reported will include: BLT/DLT notes, PBIS meeting notes, Public Works Behavior Reports.
2. Internal facilitators will provide initial and ongoing Conscious Discipline (SEL) PD to new hires and on an as needed basis.	2. All stakeholder grades PK-2 will grow in their capacity to provide SEL supports to students resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. Attendance reports will be kept to document participation in professional learning.

Resources Required	Outcomes/Evaluation
3. All teachers will receive PD on how to develop effective behavioral plans	3. All stakeholders will grow in their understanding of how to write an effective behavioral plan to support individual student's behavioral needs. This will result in a reduction of referrals and suspensions.

Professional Development Plan

Template Part B

<p>Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</p>
<p>Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Initial and ongoing PD will occur throughout the year as necessitated by the needs of individual teachers and buildings. Facilitators for the PD are Mt. Healthy leaders and trainings can be provided when needed with limited to no cost. Job embedded PD procures the sustainability of this training.</p>
<p>Intensive: Focused on a discreet concept, practice or program. All of the trainings will focus on growing teachers' understanding and knowledge of implementing positive behavioral intervention supports and social/emotional learning for students.</p>
<p>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 implementation of PBIS strategies will include collaboration among teachers and support staff during TBTs, BLTs, staff meetings, and PBIS team meetings. Collaboration will occur with parents, administration, teachers and support staff with educational interest during IATs when addressing specific student needs.</p>
<p>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. Adjustments will be made in training and support offered to all stakeholders as identified by individual and building needs. Additional training and support will be given by internal facilitators. If needed, system coaching will occur to reinforce skills and abilities in the infrastructures that support high quality PBIS. Support for the implementation of PBIS will include collaboration between building leadership, building and district PBIS team, building Behavioral Leads, and Coordinator of Student Services to ensure fidelity and effectiveness of the training and monitor its impact on student behavior.</p>
<p>Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. Public School Discipline Reports will provide data on how well teachers are implementing PBIS strategies and students are learning the skills being taught. Individual student reports and behavior plans will be reviewed to determine the effectiveness of the interventions. This data will also be analyzed at BLT, DLT, IAT and PBIS team meetings. Staff will be surveyed on the value, understanding, and effectiveness of PD.</p>
<p>Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. The District's OIP is focused on creating safe and student-centered learning environments so that student instructional time is maximized. Both the OIP and RAP will support this focus. All staff will receive PD on PBIS and reducing problem behaviors in the classroom. District and Building PBIS teams and the Behavioral Lead will support fidelity to the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.</p>

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Mt. Healthy City Schools							
IRN or ODE/ODJFS License Number: 044412							
Professional Development							
Contact Name/Phone Email: Michelle Hughes (mhughes@mhcs.org) 513-728-4968							
Goal: Per academic school year, Mt. Healthy City Schools will focus on creating safe and student-centered learning environments so that student instructional time is maximized as measured by: <ul style="list-style-type: none"> • By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student centered learning environments • PBIS Self-assessment Survey will show 30% increase in implantation. • The number of out of school suspensions will decrease by 30% 							
Evidence-Based Practice or Intervention: <ul style="list-style-type: none"> • Increase student motivation and engagement in literacy learning – Moderate Evidence 							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
4. All staff grades K-8 will receive training on Engaging Learning Strategies.	X	X	X	X	X	X	X
5. All staff grades K-8 will receive training on Student to Student interactions.	X	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
1. Internal facilitators will deliver professional development on engaging learning strategies. Google Badges will be created for personalized learning plans centered on student engagement strategies.	1. All stakeholders will grow their skills in how to make classroom instruction engaging resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the District's Learning Walks Tool will measure both students' time on task and the engagement strategies utilized in the lesson. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, lesson plans, Objective 1 meeting notes, Public Works Behavior Reports.
2. Existing Objective 1 Team will deliver professional development on student-to-student interactions. Google Badges will be created for additional personalized learning plans centered on strategies for student-to-student interactions.	2. All stakeholders will grow their skills in implementing effective student-to-student interactions resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the District's Learning Walks Tool will measure the frequency and use of student-to-student interactions. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, lesson plans, Objective 1 meeting notes, Public Works Behavior Reports.

Professional Development Plan

Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.
Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Initial and ongoing PD will occur throughout the year. Facilitators for the PD are Mt. Healthy leaders and trainings can be provided when needed with limited to no cost. Job embedded PD procures the sustainability of this training.
Intensive: Focused on a discreet concept, practice or program. All of the trainings will focus on growing teachers' understanding and knowledge of techniques and strategies to keep students engaged and actively participating in their learning.
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 implementation of engagement strategies and student to student interaction will include collaboration among teachers and support staff during teacher team planning meetings, TBTs, BLTs, staff meetings, and Objective 1 team meetings. Professional development will include time for teachers to collaborate on strategies that have been effective or that they would like to implement.
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. Adjustments will be made in training and support offered to all stakeholders as identified by learning walk data, TBT data and BLT data. Additional training and support will be given by internal facilitators. Support for the implementation of student engagement strategies will include collaboration between building leadership, building and district Objective 1 teams, building Academic Leads, Literacy Coaches and Coordinator of Teaching and Learning to ensure fidelity and effectiveness of the training and monitor its impact on student behavior and learning.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. Public School Discipline Reports and Learning Walk data will provide information on how well teachers are implementing strategies and the engagement level of students. This data will also be analyzed at BLT, DLT, and Objective 1 team meetings. Staff will be surveyed on the value, understanding, and effectiveness of PD.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. The District's OIP is focused on creating safe and student-centered learning environments so that student instructional time is maximized. Both the OIP and RAP will support this focus. All staff will receive PD on student engagement strategies, one to one student interaction and reducing problem behaviors in the classroom. District and Building Objective 1 teams, Literacy Coaches and the Academic Lead will support fidelity to the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

OIP IMPLEMENTATION RUBRIC (OIPIR) – DISTRICT LEVEL Mr. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)

SECTION A: EFFECTIVE TEAMS

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
A1. Educators work in collaboration. Roles/responsibilities are not defined.	The team is at the forming stage of team development. Roles/responsibilities are not defined.	The team is at the storming stage of team development. Roles/responsibilities are not clearly defined.	The team is at the norming stage of team development. Roles/responsibilities are defined at each meeting.	The team is at the performing and adjourning stage of team development. Roles and responsibilities are defined at each meeting and applied across the system.
A2. Educators work in leadership teams and have regularly scheduled meetings to support their work. Participants are present but lack engagement.	Less than 25% of recommended members participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement.	26-50% of recommended members participate on the team. Meetings are scheduled but held occasionally. Participants are present and engagement is active or passive based on level of interest.	51-80% of recommended members participate on the team. Meetings are held according to the prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments.	90-100% of recommended members participate on the team. Meetings are held according to a prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments.
A3. Teams meetings are purposeful. Individuals do not come prepared.	Agendas are not provided during or in advance of the meeting. Teams have no clear data forms/protocols. Individuals do not come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are not aligned to the plan. Teams inconsistently use team data forms/protocols. Individuals generally come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are aligned to the plan. Teams consistently use team data forms/protocols. Individuals come to meetings prepared.	Agendas are used and provided in advance of the meeting. Agenda topics are aligned and focused to achieve plan results. Teams consistently use team data forms/protocols to facilitate their work. Individuals come to meetings prepared.
A4. Teams have a communication structure and approach.	Teams informally communicate within their own team.	Teams communicate within their own teams using formal means (e.g., minutes of meetings, forms/procedures).	Teams communicate within and across teams using formal means (e.g., minutes of meetings, forms/procedures).	Teams have forms/procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders – within all levels of the organization)

Section B: District Leadership Teams

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
B5. The DLT identifies and prioritizes needs using reliable, valid and timely quantitative and qualitative data generated from completion of the Decision Framework (DF)/Building Decision Framework (BDF).	DF is completed with limited quantitative and/or qualitative data and priorities are selected on need. Only buildings that are in school improvement complete the BDF. Data are not organized and there is limited accessibility to all DLT/BLT/VCSLT members.	The DF is completed and priorities are selected on need. Buildings in school improvement and some other schools but not all buildings in the district complete a BDF. Data are somewhat organized.	The DF is completed using quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and accessible to all DLT/BLT/VCSLT members.	Based on state and district data, the DF is completed and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and easily accessible to all DLT/BLT/VCSLT members.

OIP IMPLEMENTATION RUBRIC (OIPR) – DISTRICT LEVEL **MT. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)**

<p>B6. The DLT develops a focused plan with limited goals, strategies, and action steps.</p>	<p>Focused goals meet some but not all SMART requirements: Specific, Measurable, Achievable, Attainable, Relevant, Timely Strategies are not aligned to goals. Action steps are not aligned to district goals and strategies. The CCIP and IMM are written in general terms. SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Focused goals meet all SMART requirements. Strategies and action steps are vaguely aligned to goals. Action steps are somewhat aligned to district goals and strategies. Action steps are written more specifically but may or may not lead to achieving strategies/goals. The CCIP and IMM are partially complete with SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Few, focused goals meet all SMART requirements. Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are aligned to district goals and strategies. Action steps are specifically written and have the probability of achieving strategies/goals. The CCIP and IMM are fully complete with SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Few, focused goals meet all SMART requirements. Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are clearly aligned to district goals and strategies. Action steps are written specifically and targeted to achieving strategies/goals. The CCIP and IMM are fully complete with SMART goals, goal targets, strategies, indicators and action steps.</p>
<p>B7. The DLT/BLT/CSLT implements the plan and ensures instruction and the learning process for students and adults is standards-based, evidence-based, accessible and high quality.</p>	<p>Few adults are held accountable for implementing the plan. Few students have full access to challenging curriculum content. Professional development is inconsistent with plan priorities. Teachers have discretion to participate in professional development. 25% or less implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>Some adults are held accountable for implementing the plan. Some students have full access to challenging curriculum content. Professional development is consistent with plan priorities and the majority is job-embedded. Teachers are expected but not required to participate in professional development. 26-50% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>Most adults are held accountable for implementing the plan. Most students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 51-89% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>All adults in the system are held accountable for implementing the plan. All students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 90% or more implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>
<p>B8. The DLT has adult implementation indicators (Cause Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is randomly collected but is not easily accessible. Monitoring to include observation of classroom teaching occurs occasionally. Made some progress toward strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected but is not easily accessible. Monitoring to include observation of classroom teaching regularly occurs. Made substantial growth toward strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of instruction. Met strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of each teacher's instruction. Exceeded strategy indicators.</p>

OIP IMPLEMENTATION RUBRIC (OIPR) – DISTRICT LEVEL **Mr. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)**

<p>B9. The DLT/BLT/CSLT has student performance indicators (Effect Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Data on the indicator is randomly collected but is not easily accessible. Made some progress toward annual growth goal. Indicators meet 25% or less of the descriptors.***</p>	<p>Data on the indicator is regularly collected but is not easily accessible. Made substantial growth toward annual growth goal. Indicators meet 26-50% of the descriptors.***</p>	<p>Data on the indicator is regularly collected and is easily accessible. Met annual growth goal. Indicators meet 51-89% of the descriptors.***</p>	<p>Data on the indicator is regularly collected and is easily accessible. Exceeded annual goal target(s). Indicators meet 90% or more of the descriptors.***</p>
<p>B10. The DLT/BLT/CSLT evaluates the impact of the one focused plan.</p>	<p>Made some progress toward reaching goals and closing the achievement gap for all applicable subgroups South</p>	<p>Made substantial progress toward reaching goals and closing the achievement gap for all applicable subgroups. Jr. High, Sr. High, North</p>	<p>Met goals and made substantial progress toward closing the achievement gap for all applicable subgroups.</p>	<p>Exceeded goals and closed the achievement gap for all applicable subgroups.</p>
<p>B11. The DLT/BLT/CSLT engages the community in continuous improvement.</p>	<p>Community is invited but engagement is minimal. South, North</p>	<p>Community is involved in goal identification process. Jr. High, Sr. High</p>	<p>Community is fully engaged with DLT/BLT processes.</p>	<p>Developing partnerships in addition to DLT/BLT processes focused on district goals</p>
<p>B12. The DLT/BLT/CSLT manages resources effectively and efficiently to ensure one plan implementation.</p>	<p>Vertical articulation is occurring between the DLT and BLT's as to how resources have been allocated and are working toward aligning resources to plan implementation. There are multiple, discrete plans that may or may not be aligned. North</p>	<p>Vertical articulation is occurring between the DLT and BLT's and prioritizes the allocation of resources toward the plan goals. There are multiple, discrete plans that are aligned. North</p>	<p>Vertical articulation is occurring between the DLT and BLT's and most resources are aligned to plan implementation. The DLT/BLT has chosen to seek funds that support plan implementation. There are a few discrete plans that are aligned. Jr. High, Sr. High, South</p>	<p>Vertical articulation is occurring between the DLT and BLT's and most resources are allocated to plan implementation. The DLT/BLT has secured funds that support plan implementation. Resources across fund sources are leveraged and allocated to plan implementation. There is one plan.</p>

SECTION C: TEACHER-BASED TEAMS

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
<p>C13. Step 1: Collect and Chart Assessment Data Aligned to Standards. Data is not assembled. Common formative assessment is not used. No rubric/scoring guides exist.</p>	<p>Some teachers bring data to meetings Common formative data is used inconsistently. There are rubric/scoring guides with defined benchmarks but not agreed to by all team members. Jr. High</p>	<p>Most teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are given to ALL students at that level at least quarterly (e.g. SWD, ELL, Title I) There are rubric/scoring guides with defined benchmarks and agreed to by all members. Sr. High, North</p>	<p>All teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are regularly given to ALL students at that level (e.g., SWD, ELL, Title I). South There are rubric/scoring guides with defined benchmarks and used by all team members.</p>	<p>Student work is analyzed for all groups of students. There is a process in place to select/use representative samples of student work.</p>
<p>C14. Step 2. Analyze Student Work Specific to the Data.</p>	<p>Student work is not analyzed to identify learning needs. No process is in place to select/use representative samples of student work.</p>	<p>Student work is analyzed but only on an individual, student-by-student basis. There is a process in place to select/use representative samples of student work.</p>	<p>Student work is analyzed for most groups of students.</p>	<p>Student work is analyzed for all groups of students. There is a process in place to select/use samples of student work that is representative of all students.</p>

OIP IMPLEMENTATION RUBRIC (OIPR) – DISTRICT LEVEL

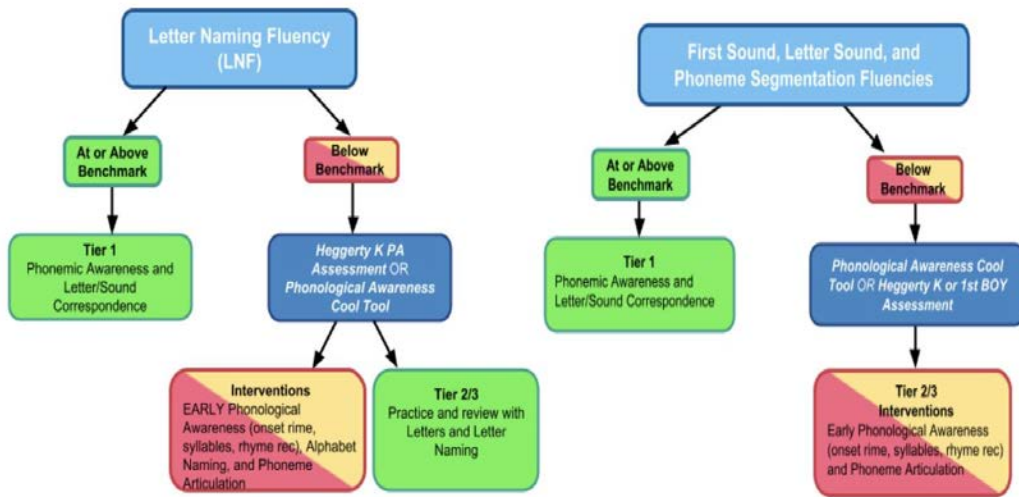
MT. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)

	<p>TBT makes little or no connection between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes little or no connection between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p>	<p>TBT makes some connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes some connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p> <p>North</p>	<p>There is a process in place to select/use samples of student work that is representative of most students.</p> <p>TBT makes many connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes many connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p> <p>Jr. High, Sr. High, South</p>	<p>TBT makes consistent connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes consistent connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p>
<p>C15. Step 3: Establish shared expectations for implementing specific effective changes.</p>	<p>Instructional practices are not identified. Differentiating instructional practices to meet academic levels and subgroup needs is not evident. Targets are not established. Job embedded professional development is not present.</p>	<p>Instructional practices to implement are identified but not based on common assessment data. Differentiating instructional practices to meet academic levels is somewhat evident. Established targets are academic or behavioral but may not be specific and measurable. Professional development is limited to traditional methods, e.g., workshops.</p>	<p>Instructional practices to implement are identified and based on common assessment data. Differentiating instructional practices to meet academic levels and subgroup needs is somewhat evident. Specific, measurable group targets reflect consideration of enrichment groups. Job embedded professional development is available to support teacher use of the instructional practices (modeling, coaching, demonstration, co-teaching).</p> <p>Jr. High, Sr. High, South, North</p>	<p>Instructional practices are evidence-based on common assessment data and are timely and intervention based. Differentiating instructional practices to meet academic levels and subgroup needs is evident. Specific, measurable targets established for each academic level and/or subgroups. Job embedded professional development is systemically implemented to support teachers use of the instructional practices (modeling, coaching, demonstration, co-teaching).</p>
<p>C16. Step 4: Implement Changes Consistently.</p>	<p>25% or less of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with few identified groups of students.</p>	<p>50% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with some identified groups of students.</p> <p>North</p>	<p>75% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with most identified groups of students.</p> <p>Jr. High, Sr. High, South</p>	<p>100% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with all identified groups of students.</p>
<p>C17. Step 5: Collect, chart and analyze post-data.</p>	<p>Common post-test results are not analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are not documented, shared and duplicated. Course corrections are not discussed.</p>	<p>Common post-test results are inconsistently analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are occasionally documented, shared and duplicated. Course correction is discussed.</p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are generally documented, shared and duplicated. Course correction is discussed but not documented.</p> <p>Jr. High, Sr. High, South, North</p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are always documented, shared and duplicated. Course correction is discussed, documented, defined and timely.</p>

SECTION D-FORMATIVE ASSESSMENT

Appendix B: RTI Framework - Examples of Decision Rules and Pages from MTSS Framework

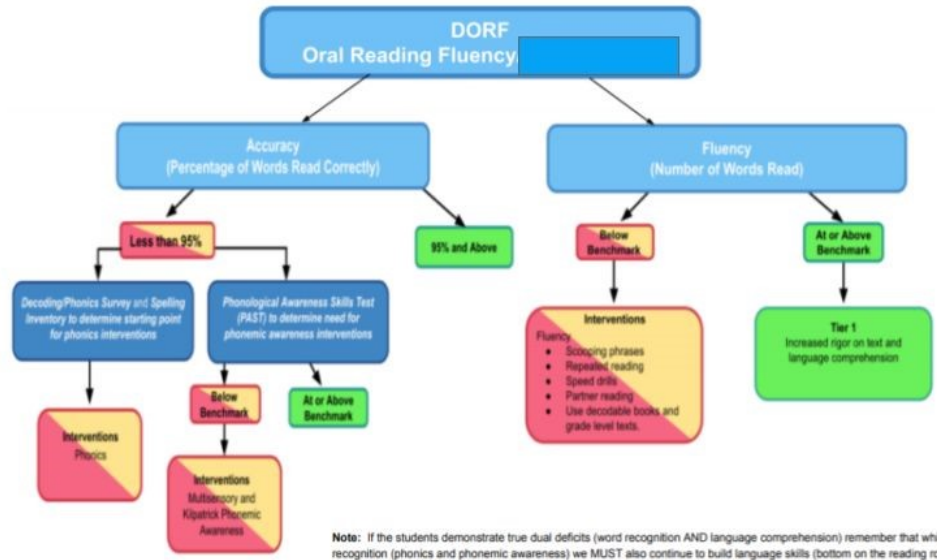
Kindergarten & 1st Grade



Important Things to Remember:

1. A student that is struggling with Letter Naming Fluency (LNF) and Letter / Sound Correspondence could indicate a phonological processing issue. Students need more early phonological awareness in addition to practice with letters.

1st Grade - 6th Grade:

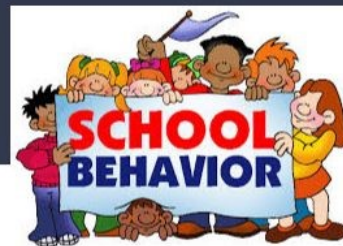


Note: If the students demonstrate true dual deficits (word recognition AND language comprehension) remember that while intervening in work recognition (phonics and phonemic awareness) we MUST also continue to build language skills (bottom on the reading rope, language comp on the SVR) through read alouds of rich text with listening comprehension.

Important reminders when moving through the levels of intervention...

- Interventions do not replace core classroom instruction.
- Interventions must be delivered with fidelity and continuity.
- Students who show good response to an intervention (at any level) should not progress to a more intensive level.
- Once a student shows consistently good response to the intervention, as evidenced by performing consistently above the goal line, that student should move to a lower level of intervention.
- If a student is not responding to intervention (at any level) the team should consider the following: Does the intervention being provided match the student's deficit? Is the intervention being provided with fidelity and consistency? are there other factors that may be influencing the student's lack of progress?
- Students who consistently do not respond to an intervention (at any level), as evidenced by _____, should be recommended for more intensive levels of intervention.
 - A level 2 or level 3 intervention should be provided in addition to all lower levels of intervention. Higher levels of intervention do not replace lower levels of intervention.
- Students who show extremely poor response to intervention may be referred to the Student Level Team at an interim point for consideration of an early change in intervention level.
- Students should not be "fast-tracked" through intervention levels just to get to a referral for an evaluation for special education.

At MTHCS we believe...



Behavior is learned; therefore, it can be taught.

Positive prevention strategies are more effective than punitive responses to discipline problems.

Effective PBIS uses achievement, attendance, and discipline data to guide decision making for improving student outcomes.

Families, students, and staff are actively involved in the decisions affecting the school.

Teacher expectations and beliefs impact students' beliefs and performance.

Social-emotional and behavioral skills are required for success in school, college and careers.

Appendix C: Decision Framework Focus Document

Mt Healthy City Schools FY20 Decision Framework Focus Document

DATA					
High Concerns	District	Sr High	Jr High	South	North
	<p>Achievement: Indicators Met Below Proficient All Students ELA 4,5,6,7,8</p> <p>TREND- ALL Students ELA I, ELA II ALG1, GEO</p> <p>PROGRESS LOWEST 20% ELA I, ELAII ALG I Science 5 Math 7,8</p> <p>GAP *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p>Graduation Rate *All students</p> <p>K-3 Literacy – *Kg, 1,2,3 *At Risk K-3</p> <p>Prepared for Success *yes /concern</p>	<p>Achievement: Indicators Met</p> <p>TREND-ALL Students ELA I ELA II ALGI GEO</p> <p>PROGRESS Lowest 20% ELA I ELA II ALGI</p> <p>GAP *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p>Graduation Rate *All students</p> <p>Prepared for Success *yes /concern</p>	<p>Achievement: Indicators Met Below Proficient All Students ELA 7,8</p> <p>PROGRESS Lowest 20% Math 7, 8</p> <p>GAP *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p>Prepared for Success *yes/concern</p>	<p>Achievement: Indicators Met Below Proficient All Students ELA 4,5,6 Math 4,5</p> <p>PROGRESS Lowest 20% Science 5</p> <p>GAP *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p>K-3 Literacy – *Kg, 1,2,3 * At Risk K-3</p>	<p>Achievement: Indicators Met Below Proficient All Students ELA 4,5,6 Math 3,5,6</p> <p>PROGRESS Lowest 20% Science 5</p> <p>GAP *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p>K-3 Literacy – *Kg, 1,2,3 * At Risk K-3</p>

Appendix D- Literacy Leadership Action Plan

Literacy Leadership Action Plan

Problem Statement:

Teachers, families and students need to cooperate in implementing common language and instructional practices that will ensure literacy competence in all students.

Core Four Area: Pedagogy

Analyze

1. Discuss and identify. Brainstorm causes of your problem.
2. Share and organize. Determine the top three causes of the problem.
3. Revisit and finalize. Revisit your problem statement, redefine it if necessary, and come up with your final statement.

Go deep. Analyze the problem you are trying to solve by reflecting on the root causes.

Cause 1: Lack of common literacy language and beliefs.

Cause 2: Have not identified best practices and non-negotiables for leaders, teachers and families surrounding literacy instruction.

Cause 3: We have not actualized beliefs/practices with our leaders, teachers and families. (Remove barriers for all stakeholders.)

Theory of Action Statement

What do you want to accomplish? Create an If... then ...statement that describes how you will tackle your problem of practice.

If..... Then..... Statement

If we create a common language, identify best practice and build capacity in all stakeholders then together we have built a sustainable system to ensure lifelong literate learners.

<p>Inputs: Who are individuals you need to accomplish this action plan and how will you support them?</p> <p>Who: District Leaders Building Administration Teacher Leaders Teachers Students Families Communities Instructional Coaches</p> <p>How: Develop a multi-tier professional learning pathway to build capacity in all <u>stake holders</u></p> <p>What resources will you need to make your idea a success?</p> <p>Time to plan. Time for PD. Books Research and data collection of current practices and promising practices Materials Equipment Technology ??????</p>	<p>Actions: What are the main actions you will implement to respond to your theory of action?</p> <p>Common Language</p> <ol style="list-style-type: none"> 1. Develop a steering committee that includes district representation and representation from each campus. 2. Create a survey to gather our current various stakeholders beliefs and barriers regarding literacy. We want to know the stakeholders views on literacy and who is responsible for ensuring literacy with our students. 3. Define beliefs and values as it pertains to our literacy philosophy. Our literacy philosophy will be determined through current literacy research and guided by survey results. 4. Develop a multi-tier professional learning pathway for leaders, teachers, families and community. 5. Hold administration and teachers accountable for actions that support the agreed upon value system. Administration and Teachers will be held accountable through literacy walkthroughs. 6. Support implementing common language with all stakeholders with resources that align with our belief system. 7. Reduce barriers to increase parent partnership with literacy thus increasing participation/attendance of literacy events/planning. <p>Identify Best Practices</p> <ol style="list-style-type: none"> 8. Develop systemic literacy framework. 9. Identify (using data and evidence based practices) instructional foci. 10. Align resources and professional learning pathways with instructional foci. 11. Create phased-in approach for sustainable implementation of literacy plan/practices.
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<p>Outputs: What are the concrete tangible products or program activities and strategies?</p> <ul style="list-style-type: none"> Create a survey and review results regarding the beliefs and practices of stakeholders. Develop a philosophy of literacy. (framework) Develop an outline that delineates a multi-tiered professional learning path. Develop a tiered system of literacy instruction and intervention with non-negotiables. (pre-K-12) (framework) Create a family and community engagement strategy to enhance literacy development at home. Develop a format for Formative assessments by grade level band. Develop a common format for non-evaluative literacy walkthroughs. 	<p>Outcomes:</p> <p>Short Term outcomes:</p> <ul style="list-style-type: none"> Role clarity for steering committees. Shared vision for literacy. Start a shift in professional practice and mindset. Clear understanding of effective evidenced based best practices and non-negotiables. Engagement committee prioritizes literacy. Family engagement linked to literacy instruction. Build capacity around literacy instruction and best practices with all stakeholders. On going, on-site systemic professional development. Celebration of success <p>Medium Term (2 YEARS):</p> <ul style="list-style-type: none"> Effective literacy leaders: teachers and principals Improved literacy understanding and framework Celebration of success <p>Long Term (Beyond 2 YEARS)</p> <ul style="list-style-type: none"> Solid literacy understanding and framework Sustainable system to ensure lifelong literate learners Celebration of success
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United Way of Greater Cincinnati
Hamilton County Ready Schools Collaborative
Action Plan
SY 2019

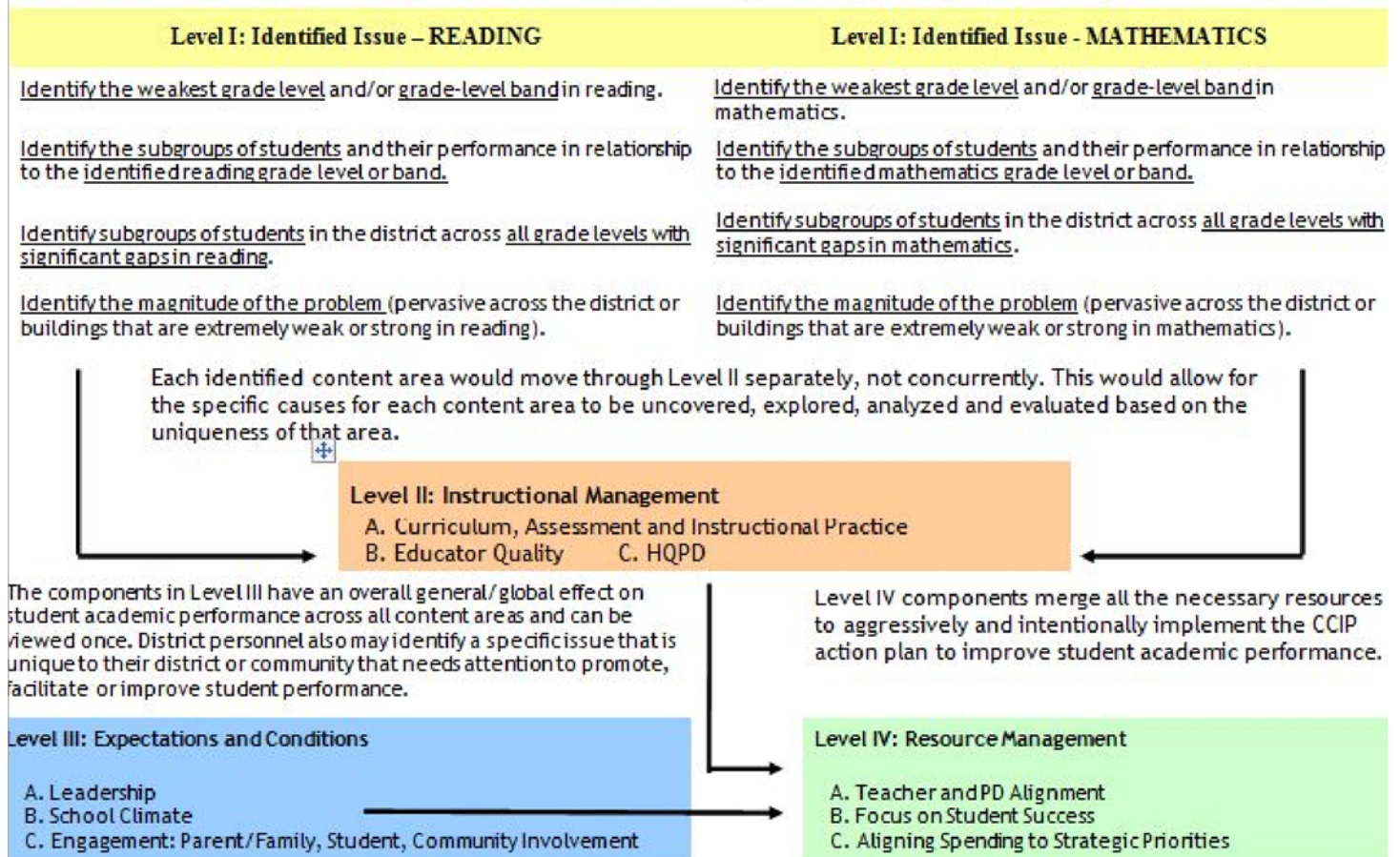
School: Mt. Healthy South Elementary

School Year: 2019/2020

Goal	Tasks/Action Steps	Timeline	Person Responsible	Budget
<p>We will assist preschool families with transitioning to kindergarten through defined activities.</p>	<ol style="list-style-type: none"> Identify potential pre-school and kindergarten families through school survey and visits to local daycares. Hold a "Step-up" day where preK students attend the kindergarten classroom and meet the teachers and tour the classroom. 	<ol style="list-style-type: none"> Jan-May 2019 May 2019 	<ol style="list-style-type: none"> Team Team / Johnson 	<ol style="list-style-type: none"> None \$250
<p>We will orient new students through defined activities.</p>	<ol style="list-style-type: none"> Identify a subgroup of incoming kindergartners to invite to a Countdown to Kindergarten Camp. Design and implement Countdown to Kindergarten Camp, where a small group of kindergartners will come for one week, one hour per day and receive general orientation and literacy instruction. Hold JumpStart Day, where families and K students are invited to meet the teachers, tour the rooms, learn the expectations and hear about resources available to families. Prepare packs to distribute at JumpStart Day containing school supplies and/or other prep materials. 	<ol style="list-style-type: none"> May 2019 Aug 2019 Aug 2019 Aug 2019 	<ol style="list-style-type: none"> Team/Johnson Team/Johnson Team/Johnson Team/Johnson 	<ol style="list-style-type: none"> None \$1500 \$1500 \$750

Appendix F- Decision Framework Flowchart

The flowchart on this page shows the flow of the DF/BDF once Level I is completed. Once Level II is completed for each academic area, the results are then analyzed in Level IV. Data on the academic areas of science, social studies and writing are also included in the DF/BDF and would follow the same analysis as Reading and Mathematics. Level III is completed independently and then analyzed in relation to Level IV.

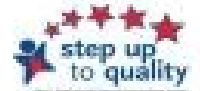


Appendix G- 5 Star Rating for MTHCS Preschools



Ohio Department of Education
Ohio Department of Job and Family Services

On-Site Verification Summary
Program Name: North Elementary School



Program Number: 1000018680 Registration Type: SUTQ - Initial Registration Reviewer: Krista Taylor
 Program Type: Pre School Date Submitted: 11/20/2017 Approver: Kristen Simmons
 Report Version: Rating Assessment Complete Date Created: 01/19/2018
 Organization Name: Mt Healthy City Organization IRN: 044412 Site IRN: 026658

REGISTRATION SUMMARY

Domain	Star Rating	4/5 Points
Learning & Development	3	21
Administrative & Leadership Practices	3	18
Staff Qualifications & Professional Development	3	16
Family & Community Partnerships	3	8
Additional Ratio & Accreditation Points	Not Applicable	2& 5
Overall Totals	5	70

Rating Confirmed by Program at Registration: 5 Star Rating
 Recommended Desk Review Rating: 5 Star Rating
 Onsite Rating: 5 Star Rating

DEFERRAL

Rule	Standard Finding

Deferral Due Date:

COMMENTS



Program Number: 1000018681

Registration Type: SUTQ - Initial Registration

Reviewer: Krista Taylor

Program Type: Pre School

Date Submitted: 11/13/2017

Approver: Kristen Simmons

Report Version: Rating Assessment Complete

Date Created: 01/19/2018

Organization Name: Mt Healthy City

Organization IRN: 044412

Site IRN: 016733

REGISTRATION SUMMARY

Domain	Star Rating	4/5 Points
Learning & Development	3	21
Administrative & Leadership Practices	3	18
Staff Qualifications & Professional Development	3	17
Family & Community Partnerships	3	8
Additional Ratio & Accreditation Points	Not Applicable	2& 5
Overall Totals	5	71

Rating Confirmed by Program at Registration: 5 Star Rating
Recommended Desk Review Rating: 5 Star Rating
Onsite Rating: 5 Star Rating

DEFERRAL

Rule	Standard Finding

Deferral Due Date:

COMMENTS

Appendix H- 5 OIP

Goal 1: By June 2021, MTHCS, K-12 Ensure all students are engaged in high quality and effective instruction:					
1. Student performance on academic indicators will increase by 30% across K-3 At Risk Readers, and OST (Grades 3-8) and high school End of Course (EOC) exams 2. 100% of students will graduate college and/ or career ready (3E's: Enrolled, Enlisted, Employed)					
Strategy #1: Ensure all PreK-12 teachers engage students in high-quality and effective instruction and interventions, within the framework of Formative Instructional Practices (FIP).					
Action Steps	Monitoring Evidence & Data Sources	Person(s) Responsible	Progress		
			Not Started	In Progress	Completed
(1.1) Develop and utilize the four components of formative instructional practices	Learning Walks data, PDSA, student data folders, posted learning targets, rubrics, student work	Dist, admin, teachers		x	
*(1.2) Implement & monitor MTHCS Reading Achievement Plan and Striving Readers Grant.	Reading Achievement Plan Document, LETRS PD, Orton-Gillingham PD, Learning Walks literacy look-fors, Literacy and Instructional Frameworks, Simple View of Reading	T & L, admin, teachers		x	
(1.3) Create a system to track and monitor student progress towards mastery.	Student data folders, PDSA, Formative Assessments, Abre Google Classroom, RtI	Admin, teachers, obj #1		x	
(1.4) Conduct Learning Walks to monitor teaching and learning	Learning walk tool (District and school)	Admin, teachers		x	
(1.5) Utilize the 5-step process to analyze data and adjust instruction.	DLT, BLT, TBT, PBIS	Admin, teachers		x	
*(1.5) Implement a system of assessments and assessment evaluation. <ul style="list-style-type: none"> Administer district approved common formative assessments to monitor student progress towards proficiency across academic indicators (task for 1.6) 	Formative assessment data, TBT, BLT, DLT reports			x	
(1.7) Implement K-12 strategies to improve literacy in all classrooms; Task: Provide PD on instructional strategies for teaching literacy across the curriculum-evidence	K-12 Reading Framework (CCSS), Reading Achievement Plan, Literacy PD, Literacy Look-Fors, RTFI, Learning Walks Tool, Job-embedded PD,	T&L, admin, teachers,		x	
(1.8) Promote and implement the use of digital curricula and tools to enhance student learning Develop literacy look-fors and determine evidence to collect for proof of implementation	Devices, Classroom Dojo, Google Classroom, Abre , Plato, Apex, Aimsweb , Go Math, ProCore , Kahoot , PD, agendas, meetings Learning walks, RTFI, Instructional Audits	Dist, Admin, teachers T&L		x	
(1.9) Develop, implement, and monitor an effective Response to Intervention (RtI) system for Grades K-12.	RTI schedule, student data, aligned resources, progress monitoring tool, RtI Framework	Admin, teachers, T&L		x	

Goal 2: By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student-centered learning environments:					
<ul style="list-style-type: none"> PBIS Self-Assessment Survey will show a 30% increase in implementation. The number of out of school suspensions will decrease by 30%. 					
Strategy #2: Create a safe and supportive environment for students and teachers with a proactive, consistent implementation of Positive Behavioral Interventions and Supports (PBIS).					
Action Steps	Monitoring Evidence & Data Sources	Person(s) Responsible	Progress		
			Not Started	In Progress	Complete
*(2.1) Implement Tier 1 PBIS supports and interventions with fidelity in 80% or more of district classrooms.	Review & analyze data from PBIS Self-Assessment Survey, Tiered Fidelity Inventory, School Climate Survey, district discipline referral, classroom walk-throughs. Monitor the implementation of Conscious Discipline, Restorative Practice, morning meeting, and/or SEL programming delivered to district students for the year.	District & bldg. administrators, teachers, SS & T&L		x	
(2.2) Implement Tier 2 PBIS Supports and interventions with fidelity for 75% or more of students identified as Tier 2 for the year.	Surveys; Academic data; District Reading Achievement Plan, discipline and suspension data, attendance data. Monitor the implementation of small group intervention, mental health, Girlz & Boys Empowerment and other Tier 2 interventions, delivered to district students for the year.	District & Bldg. administrators, teachers, SS & T&L		x	
(2.3) Implement and monitor Tier 3 supports and interventions and evaluate and refine the district PBIS Framework.	PBIS Surveys-Students can explain and demonstrate the building-wide behavioral and academic expectations, Staff Self-Assessment Survey, School Climate Survey. Monitor the implementation of Tier 3 services and referrals. Monitor the number of district students referred for STAR, Camelot, Children's Home, mental health, out-placed services, and SPED determinations for the year.	District & Bldg. administrators, teachers, SS & T&L		x	

Goal 3: By June 2021, we will increase community/ parental engagement by 5%, 10%, and 15%, respectively.					
Strategy #3: Identify and meet the evolving and complex needs of our district's diverse population, reduce barriers to education, and increase community/parental involvement and support.					
Action Steps	Monitoring Evidence / Data	Person(s) Responsible	Progress		
			Not Started	In Progress	Complete
(3.1) Identify and engage community/business partners, to meet the needs of our diverse student population based on survey results.	Agendas/minutes, conferences and academic events, attendance sheets, business partner/agency list, agency referrals, consultants, contracts			x	
(3.2) Revise and implement an incentive/loyalty program to increase volunteer participation	Agendas; program description, receipts, attendance sheets			x	
(3.3) Utilize a variety of media to inform stakeholders of district initiatives and resources .	Calendars, websites, social media	Public Relations and Community Support Liaison		x	
(3.4) Provide training and assistance to parents on strategies to support student	Attendance sheets, agendas, program description, calendars, website			x	

Appendix I

Changing Emphasis of the Subskills of the Five Components of Reading						
Component	K	1st	2 nd	3rd	4th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/ Basic Phonics		Advanced Phonics and Multisyllabic		Multi-Syllabic & Word Study	
Fluency	Sounds and words		Words & Connected Text		Connected Text	
Vocabulary	Speaking and Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking and Listening		Listening, Reading & Writing		Reading & Writing	

ODE, 2018, Appendix I

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), 2017)

Appendix J

Definition of Terms	
OLS	Ohio Learning Standards
OIP	Ohio Improvement Process
CCIP	Comprehensive Continuous Improvement Plan
Time Audit	looking at exactly how time is being used as opposed to how you think it is being used
Learning Walk	an informal non-evaluative observation in your classroom to gather specific data
FIP	Formative Instructional Practices
CIP	Continuous Improvement Plan
OIPIR	Ohio Improvement Process Implementation Criteria and Rubric
MTSS	Multi-tiered system of supports
TBT	Teacher Based Team
BLT	Building Leadership Team
DLT	District Leadership Team
RAP	Reading Action Plan
PBIS	Positive Behavior Intervention Supports
RIMP	Reading Improvement Monitoring Plan

Definition of Terms	
RTI	Response to Intervention
OST	Ohio State Test
OELPA	Ohio English Language Proficiency Assessment
KRA	Kindergarten Readiness Assessment
EL	English Learners
EMIS	Education Management Information System
SUTQ	Step Up To Quality
R-CBM	Reading Comprehension Based Measurement
MTHCS	Mount Healthy City Schools
SVR	Simple View of Reading
AASCD	Alternative Assessment for Significant Cognitive Disabilities
OG	Orton Gillingham
IAT	Intervention Assistance Team
BIP	Behavior Intervention Plan
SGP	Student Growth Percentile
NRP	National Reading Panel
WWC	What Works Clearinghouse
IES	Institute of Education Sciences
HCESC	Hamilton County Educational Service Center
IMSE	Institute for Multi-Sensory Education
LETRS	Language Essentials for Teachers of Reading and Spelling

Appendix K- Historical Data

STAR Early Literacy (K&1) and STAR 360 (2&3) Benchmark

	% Urgent Intervention		% Intervention		% Watch		%At/Above Benchmark	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018
K	39%	29%	22.5%	25.5%	15.5%	18%	23%	27.5%
1	19%	13.5%	24%	27%	18.5%	14.5%	39.5%	45%

	%Limited		% Basic		%Proficient		%Accelerated		%Advanced	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2017	Fall 2017	Fall 2018
2	63%	55%	12%	16%	11%	12%	6.5%	7%	7%	10%
3	68.5%	61%	13%	14.5%	12.5%	11.5%	3%	9%	2.5%	4%

Figure 3.7

Kindergarten age students need proficiency in Early Literacy Skills before moving on to age appropriate Conventional Literacy skills. Analyzing the STAR Early Literacy data, significant delays in the mastery of all Early Literacy Skills are noted. Thus, the gap in Mt. Healthy continues to widen as young as 5 years old. At the beginning of first grade, students in Mt. Healthy take the STAR Early Literacy assessment due to their inability to obtain a score in the age appropriate STAR Reading Assessment. Even though the Early Literacy scores have improved as noted below, they are still lagging far behind where they should be. (Figure 3.8) These skills should have been mastered to be able to successfully navigate the Conventional Literacy skills. When students move to STAR Reading, the scores drastically decline. Our hunch is that students are struggling with the application of decoding skills into connected text.

Fall 2017-2018 STAR Early Literacy and Fall 2018-2019 STAR Early Literacy District Average Domain Scores

	AP	CW	VD	PA	PH	SA	VO	SC	PC
K	46	46	56	26	24	18	27	20	20
K	50	51	61	29	27	21	30	22	24
1	70	72	79	50	48	40	50	43	40
1	74	75	82	53	51	43	54	46	43

Figure 3.8

AP= Alphabetic Principle CW=Concept of Word VD=Visual Discrimination PA=Phonemic Awareness PH=Phonics SA=Structural Analysis VO=Vocabulary SC=Sentence-Level Comprehension PC=Paragraph-Level Comprehension

**Fall 2017 and Fall 2018 STAR READING Data
Percentage of Students who are **Below** Grade Level Proficiency on Specific Standards**

	RL 1	RL 2	RL 3	RL 4	RL 5	RL 6	RL 7	RL 9	RL 10	RI 1	RI 2	RI 3	RI 4	RI 5	R1 6	R1 7	RI 8	RI 9	RI1 0	RF 3	RF 4	L 4	L 5	L 6
2	83	80	74	82	80	80	74	83	82	89	89	82	73	77	82	74	89	88	83	74	79	72	62	70
2	67	75	67	92	75	81	75	79	73	72	79	82	73	73	79	75	89	79	73	68	73	68	71	64
3	56	73	62	70	66	81	37	69	78	62	63	64	54	57	84	64	69	61	63	51	62	54	48	54
3	71	73	69	64	67	72	69	72	69	62	74	74	64	70	78	62	71	72	62	60	64	59	66	60

Figure 3.9

From Mt. Healthy’s data, it is evident that the students are still not performing at a proficient level however as that data shows the gap is closing. (Figure 3.9) We suspect that implementation of the RAP is responsible for the gap closure. Our scores continue to support the multiplication formula for the Simple View of Reading:

Decoding x Language Comprehension = Reading Comprehension

Our students’ data shows deficits in both reading foundational and language standards as seen in the STAR data reports. Due to students missing one or both major components of the Simple View of Reading, all Reading Informational and Reading Literacy standards are negatively affected. When taking a sampling of instructional grouping reports for grade 2, it appears that most students not on track are needing Kindergarten standards. The primary gaps exist in the foundational skills of print concepts and phonological awareness. Third graders struggle with key ideas and details in both literary and informational texts.

Grades 3-12 Universal Screener and Ohio State Assessments

Fall 2017 and Fall 2018 STAR READING Data

According to the data, the percentages below reflect the number of students who *are below grade level proficiency* in specific standards. The universal screening data shows major areas of concern across all standards. The majority of our students are struggling and are not on track. (Figures 3.10- 3.12) When reviewing specific STAR Instructional Planning Reports, they reveal that our lowest sector of students is up to 2 years behind and the gap widens as students move through the grades. We believe there are two factors affecting the scores. The first is the fact that substantial gaps still exist in students' decoding and language comprehension skills which in turn affect reading comprehension. Additionally, the district is in the third year of implementation of an aligned curriculum for grades K-6 and the fourth year for grades 7-8. We believe that our core Tier 1 instruction grades K-8 needs to be significantly strengthened.

Additionally, evidence-based, systematic interventions are needed in order to improve scores- both benchmark and OST.

Fall 2017 STAR READING Data and Fall 2018 STAR Reading Data

Percentage of Students who are **Below** Grade Level Proficiency on Specific Standards

	RL1	RL2	RL3	RL4	RL5	RL6	RL7	RL9	RL10	RI1	RI2	RI3	RI4	RI5	R16	R17	R18	RI9	RI10	RF3	RF4	L4	L5	L6
3	56	73	62	70	66	81	37	69	78	62	63	64	54	57	84	64	69	61	63	51	62	54	48	54
3	71	73	69	64	67	72	69	72	69	62	74	74	64	70	78	62	71	72	62	60	64	59	66	60
4	57	65	46	50	60	67	59	63	67	57	57	53	56	50	67	53	70	56	67	38	43	43	46	46
4	73	78	62	72	72	82	72	72	70	70	78	72	61	76	64	72	85	76	59	57	59	57	61	72
5	53	53	53	53	70	60	54	54	71	50	67	45	52	64	56	50	77	56	71	47	48	50	53	53
5	51	58	49	51	49	64	55	57	48	48	64	52	71	69	55	62	57	57	48	44	45	47	53	64
6	58	61	70	57	56	67	61	66	67	58	57	52	52	58	62	52	64	67	57	NA	NA	50	50	57
6	58	62	68	56	58	74	56	61	48	58	61	58	68	92	56	61	55	61	83	NA	NA	52	51	59
7	70	60	76	77	71	80	74	83	64	62	61	74	68	63	59	76	77	65	66	NA	NA	62	62	58
7	60	62	80	80	63	61	70	68	67	83	62	81	86	74	73	70	78	67	86	NA	NA	59	64	79
8	82	81	82	81	76	89	86	80	78	82	83	82	77	81	77	81	88	85	78	NA	NA	75	77	77
8	81	83	78	81	66	83	76	76	86	77	60	76	66	72	81	77	86	74	91	NA	NA	58	68	77

Figure 3.1

STAR Fall Benchmark 2017 and STAR Fall Benchmark 2018

Grade	% Limited		% Basic		% Proficient		% Accelerated		% Advanced	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
4	54	62	19.5	22	15.5	8	6	6	5.5	2
5	54	47.5	30.5	25	17	15	5.5	8	4.5	4.5
6	56.5	55	22.5	26	8.5	11	9.5	5.5	4	2.5
7	56	52	29	29	10	11	3	5	3	3
8	80	67	12	22	8	8	0	4	0	0

Figure 3.11

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