



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the North College Hill City School District 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:

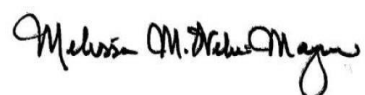
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection 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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: North College Hill City School District

DISTRICT IRN: 044511

DISTRICT ADDRESS: 1731 Goodman Ave, Cincinnati, OH 45239

PLAN COMPLETION DATE: December 29, 2019

LEAD WRITERS: Michelle Garton, Director of Teaching and Learning; Timothy Sies, Middle School Principal; Tiffany Williams, Elementary School Principal

IMPLEMENTATION START DATE:

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Eugene Blalock, Jr.	Superintendent	District	Blalock.e@nchcityschools.org
Michelle Garton	Director of Teaching & Learning	District	Garton.m@nchcityschools.org
Dr. Linda DiMarco	Support	State Support Team 13	Linda.Dimarco@hcesc.org
Tiffany Williams	Elementary School Principal	Elementary School	Williams.t@nchcityschools.org
Timothy Sies	Middle School Principal	Middle School	Sies.t@nchcityschools.org
Kelly Knauer	Instructional Coach	District	Knauer.k@nchcityschools.org
Emily Mulcahey*	Instructional Coach	District	Mulcahey.e@nchcityschools.org
Ashley Hollmann	Teacher	Elementary School	Hollmann.a@nchcityschools.org
Tina Ohnmeis	Teacher	Elementary School	Ohnmeis.t@nchcityschools.org
Mollie Shaver*	Teacher	Elementary School	Shaver.m@nchcityschools.org
Ashleigh Fann	Teacher	Elementary School	Fann.a@nchcityschools.org
Heather Bishop	Teacher/Parent	Elementary School	Bishop.h@nchcityschools.org
Lori Ponder	Teacher	Middle School	Ponder.l@nchcityschools.org
Carolyn Sekerak	Teacher	Middle School	Sekerak.c@nchcityschools.org
Patricia McMillan*	Teacher	Middle School	Mcmillan.p@nchcityschools.org
Ann Auffrey	Intervention Specialist	High School	Auffrey.s@nchcityschools.org
Lisa Ellis	Intervention Specialist	High School	Ellis.l@nchcityschools.org
Kristin Brown	Teacher	High School	Brown.k@nchcityschools.org
Meredith Cottrell*	Teacher	Elementary School	Cottrell.m@nchcityschools.org

* Denotes a Reading Specialist

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

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

Development of the plan.

The NCH Literacy Team began developing this plan in April of 2019. The team began researching and discussing schedule changes for the 2019-20 school year that would dedicate more time for Reading at the Elementary School and more time for Reading Intervention at the Middle and High Schools.

Monitoring of the RAP

The committee will continue meeting once a month from January through May and then again starting back in August. They will make adjustments to the plan as the data shows necessary. The committee will have available to them all data forms from the TBT's, BLT's and DLT's to analyze at their monthly meetings. Data teams will collect and analyze the following data; i-Ready fall, winter and spring diagnostic data, i-Ready Math and ELA benchmarking data, attendance data, graduation rate, diverse learners progress, content formative and summative assessments and common assessments in grades K-8 in Mathematics and Language Arts.

The District Leadership Team (DLT) will collect and analyze the following data; all data from the BLT's, walk-through data, staff climate survey data, discipline data, prior year Ohio State Report Card data (with emphasis on the K-3 Literacy component), Value-added, and any other data that becomes significant throughout the school year.

Communicating the RAP

Each principal, with the help of the other building members of the Literacy Committee, will share the plan with their staff at the next staff meeting after the plan's approval. The principal will then share the adult expectations with the BLT and TBT's and discuss how they will monitor successful

implementation of the plan in their specific building. They will also determine at that time if the Reading Achievement Plan needs to be added in part, or whole, to their Building Strategic Improvement three-year plans.

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

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

The NCH City School District's Reading Achievement Plan aligns to the district Comprehensive

Continuous Improvement Plan (CCIP) and the district goals for 2019-20 as described below. The CCIP and District plan are not stated below in their entirety, we have only listed the sections pertinent to the RAP.

NCH SMART Goal #1 (Effective Instruction, Curriculum and Assessments)

The number of students in grades K-10 who show more than one year's growth in Mathematics and Language Arts will increase a minimum of 10% each year as compared to the previous year.

Strategy #1-1

All staff in North College Hill City Schools will promote school improvement through engaging, researchbased academic practices and a systems approach using data-driven problem solving to maximize growth for all students, as described by the Multi-tiered Systems of Support (MTSS) and the District Leadership Team (DLT).

Action Steps, 2019-20

- 1) The District MTSS committee will meet a minimum of 9 times with the consultants in order to continue planning and monitoring the implementation of MTSS.
- 2) The District MTSS committee will attend the annual MTSS Innovations conference in order to gain new insights into best MTSS practices.
- 3) Resources to fill the gaps in our current curriculum will be purchased for implementing the academic MTSS.
- 4) I-Ready data will be used weekly to identify teachers who need additional assistance utilizing MTSS.

Strategy #1-2

Teachers will utilize and maintain current curriculum documents (scope and sequences and unit plans) and resources in order to meet the needs of all students.

Action Steps, 2019-20

- 1) All teachers will create a scope and sequence and unit plan for any course where it was not completed in 2018-19 under the direction of the Building Leadership Team.
- 2) All teachers will update the scope and sequences and unit plans they created in 2018-19 with the most current standards, resources, etc. a minimum of one time per semester.

Strategy #1-3

Teachers will create and/or use standards-based assessments for each learning cycle (chapter, unit, etc.) to inform instruction, including quarterly standards-based assessments as described in the district assessment chart below.

Action Steps, 2019-20

- 1) The district will hire a Data Coach for each building in order to develop consistent systems of data collection and usage throughout the district. The data coach and current instructional coaches will assist with the creation and analysis of common assessments and quarterly assessments.
- 2) Assessments will be created by teams during the district professional development days (9/3, 10/11, 10/17, 1/21, 3/6).
- 3) Summative assessment data will be analyzed by teams during the 2-hour late starts.

Strategy #1-4

The district and building leadership teams will create and implement annual Literacy, Technology and Professional Development plans that align to the district and building critical needs.

Action Steps, 2019-20

- 1) The Director of Teaching and Learning will meet 3-4 times with the District Literacy team.
- 2) The Director of Technology will meet 3-4 times with the District Technology Team
- 3) The District Executive Cabinet will review the district Professional Development Plan quarterly.

Strategy #1-5

All teachers will implement the district's Teaching and Learning Cycle and Framework.

Action Steps, 2019-20

- 1) The district will provide professional development on the Teaching and Learning Cycle and Framework at the Teacher-Leader and Administration Training in July 2019. The Teacher-Leaders will present the material to the staff on August 5, 2019.

Strategy #1-6

All teachers will implement a system of data usage by utilizing a 3-D approach (Data Driven Differentiation) in order to increase proficient standards learning.

Action Steps, 2019-20

- 1) The district will provide professional development on the Data-Driven Differentiation system (3-D) to the Teacher-Leaders and Administration in July 2019. The Teacher-Leaders will present the material to the staff on August 5, 2019.
- 2) Classroom teachers will maintain a Data-Driven Differentiation shared Google folder with evidence of assessments scores, small group re-teaching and re-assessment data.
- 3) The Director of Teaching and Learning will meet with all Teacher-Leaders quarterly to provide professional development on the continued use of the 3-D process.

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

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

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

The following data was considered by the North College Hill City School District's Literacy Committee. The committee analyzed the data with a strong emphasis on K-3 Literacy measures. When available, the committee considered three years of the following data types: Ohio State Standardized Assessments, ValueAdded, KRA, K-3 Literacy, Reading i-Ready Diagnostic, attendance, and graduation rate.

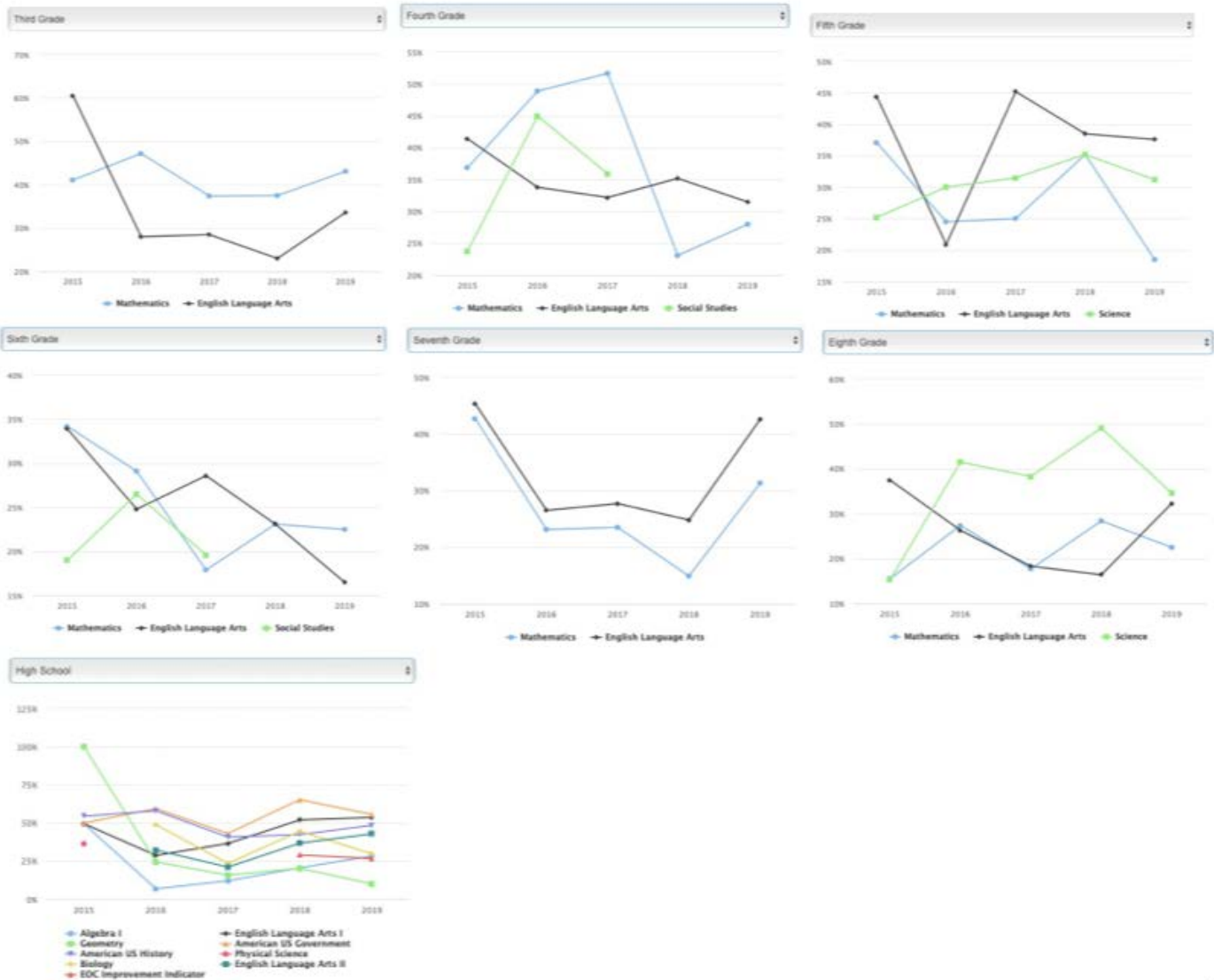
OHIO STATE STANDARDIZED ASSESSMENTS IN GRADES 3 – HS

Below is a comparison over 4 years of the difference between the state proficient average and North College Hill's proficient average on the Ohio State Assessments. The goal, of course, is for North College Hill to close the gap.

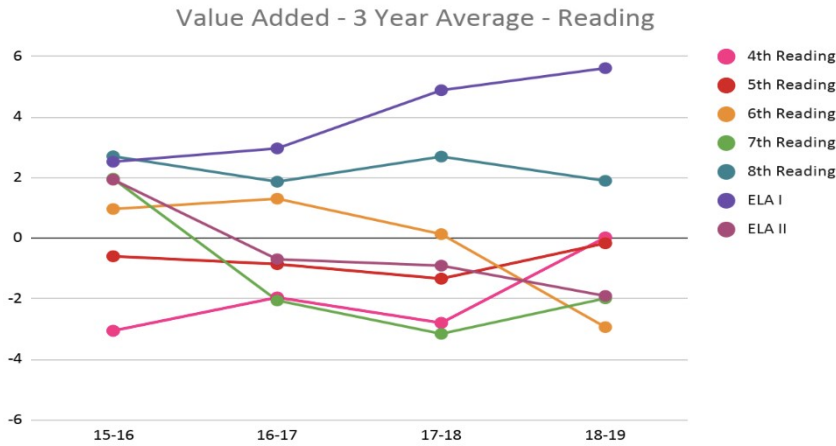
Content	Spring 2016	State Averages 2016	Diff 2016	Spring 2017	State Averages 2017	Diff 2017	Spring 2018	State Averages 2018	Diff 2018	Spring 2019	State Averages 2019	Diff 2019	Comments 2019
Grade 3 ELA	22%	55%	-33%	29%	64%	-35%	21%	60%	-39%	33%	66%	-33%	Difference is smaller than 2017 & 2018
Grade 4 ELA	35%	58%	-23%	32%	63%	-31%	30%	65%	-35%	27%	62%	-35%	No change compared to last year
Grade 5 ELA	18%	60%	-42%	45%	68%	-23%	34%	70%	-36%	35%	69%	-34%	Difference is slightly smaller than 2018 but higher than 2017
Grade 6 ELA	26%	54%	-28%	29%	60%	-31%	20%	59%	-39%	15%	55%	-40%	Highest gap in 4 years
Grade 7 ELA	26%	54%	-28%	28%	59%	-31%	21%	63%	-42%	39%	67%	-28%	Difference is smaller than 2017 & 2018
Grade 8 ELA	27%	48%	-21%	18%	50%	-32%	15%	54%	-39%	26%	57%	-31%	Difference is smaller than 2017 & 2018
ELA I	29%	55%	-26%	37%	58%	-21%	33%	60%	-27%	41%	60%	-19%	Lowest gap in 4 years
ELA II	32%	53%	-21%	21%	55%	-34%	29%	57%	-28%	32%	60%	-28%	No change compared to last year

The table above shows that what we did in 2018-19 is working but slowly for most grades. Grade 6 showed a considerably high increase in the gap. The 6th grade teaching team was composed of a few teachers who were struggling, despite much assistance, with classroom management. There are 5 teachers per team and even one inexperienced teacher with classroom management issues has shown to decrease time on task in all classrooms within that grade level. The 6th grade team also lacked continuity in the alignment between what and how they taught and the rigor of the Ohio ELA content standards. The district purchased a strong resource for the team for the 2019-20 school year and has provided many opportunities for professional development. On the other hand, ELA I scores showed the lowest gap in 4 years. The team contributes this to having a formal HS ELA curriculum resource for the third year and a veteran teacher with strong relationships, an accurately aligned Scope and Sequence and Unit Plan and the ability to engage students with relevant instructional activities. When looking at grades 3 & 4 we didn't identify any strong trends. We are looking forward to this coming year due to providing the teams with aligned curriculum resources and this being the second year for the teams using a pre-planned Scope and Sequence and Unit Plan. In grades 7 & 8 the difference is smaller than the last two years. We feel this is due to the grade level teams staying consistent. We have noticed many times that strong teams are more apt to produce increase student achievement.

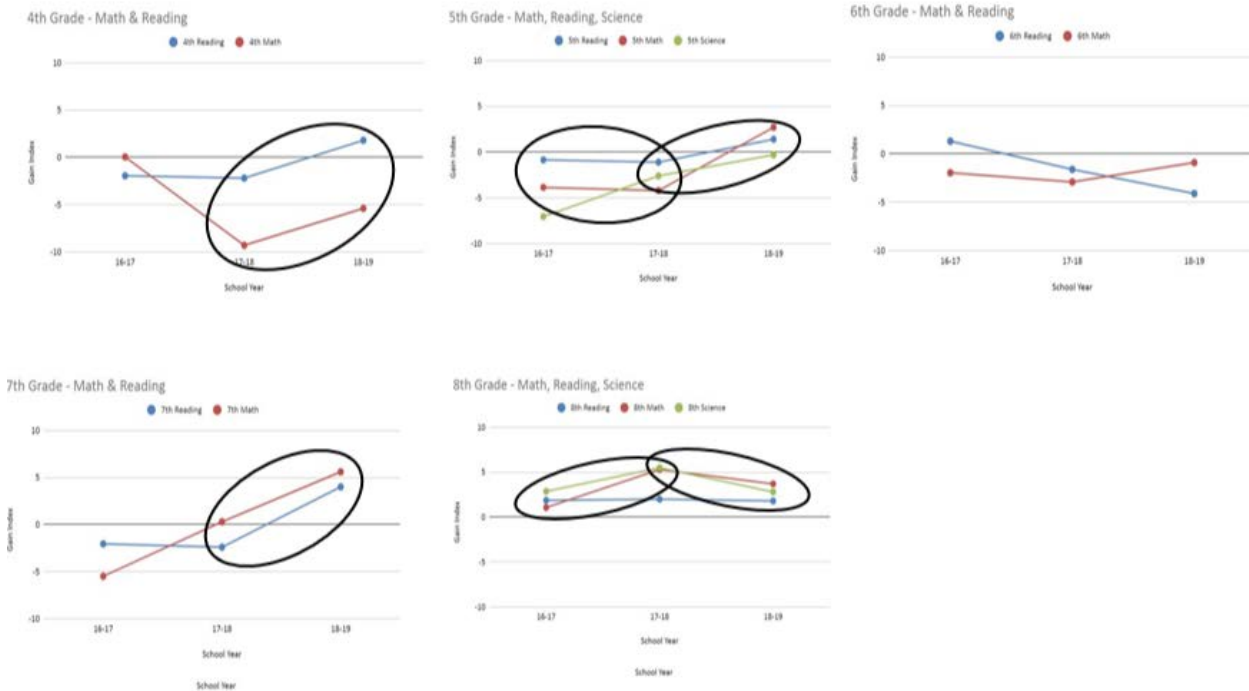
Below we took a look at the achievement trends for each grade level in graph form. The black line is ELA except for HS ELA 11 which is dark green. These graphs were very significant in finding pockets of increased student achievement and the trend data helps us to repeat those situations in other grade levels. For example, when you see a strong trend resemblance between Math and ELA such as in grades 3 and 7 you look at what's the same. We again noticed that the teachers were more consistent than in other grade levels throughout the



VALUE-ADDED (PROGRESS) FOR GRADES 3-HS



The Value-Added 3-year average for Reading in grade 8 and ELA I have been above one year's growth for the last four years and ELA has seen a steady increase. Why? The team contributed this increase to a strong ELA I teacher who knows her content deeply and continues yearly to build strong relationships with her students. When looking at 8th grade the average has been above one year's growth for all four years but has gone up and down slightly. There's a veteran 8th grade ELA teacher who's strong in all areas that has contributed to the high value added but she's had numerous ELA partners that have been new to teaching or new to the grade level. The 6th grade Value-Added 3-year average for Reading was above one year's growth for 15-16 and 16-17 but has steadily decreased to significantly below one year's growth in 18-19. The team contributes this two-year decrease to the 6th grade team struggling with building a strong climate due to a few new teachers have struggled intensely with behavior management. Grade 4 went from students moving between 2 teachers in 2017-18 to self-contained in 2018-19 and the team feels that in part the increase was seen due to that move. Also, the 4th grade team has seen a continuous change of staff over the past few years contributing to inconsistency of classroom management. ELA II decreased to below one-year's growth in 16-17 and has steadily decreased. A new teacher took over that position and has struggled with teaching strong to the standards. The district will guide teachers through unpacking the standards in 2020-21 as a district initiative beginning in the summer of 2020. Grades 3-5 were given an evidence-based ELA resource in 2017-18 and grades 6-8 were given one in 2019-20. Professional development has been provided to all grade levels with new resources, including in-class coaching.



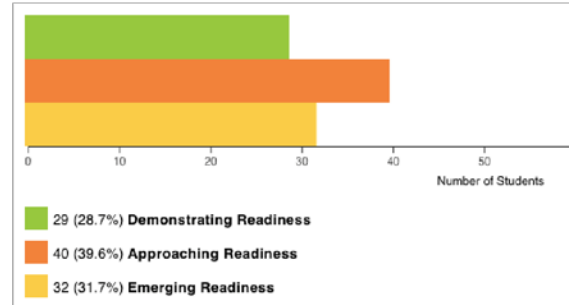
Next, the team looked at the Value-Added 3-year growth for cohorts in grades 4-8. We noted a lot of trends between the other content (Math and Science where applicable) and Reading. See the circled parts of the graphs above for the trend areas we looked at. There were years of an increase in growth and years of decrease but what was significant was how the content areas were parallel showing similar increase or decrease in growth. That indicated to us that the environment, behavior management, and consistency of a team has an impact on overall academic growth.

KINDERGARTEN READINESS ASSESSMENT (KRA)

Percentage of students who entered Kindergarten not ready for the rigor of the Kindergarten standards.

2019 - 72%

This assessment data led the team to discuss and plan for ways to get the community preschools together in order to discuss better preparing children for the rigors of Kindergarten. We're also working with the United Way to give packets to local clinics in the area that help parents work with their children to prepare them for Kindergarten.

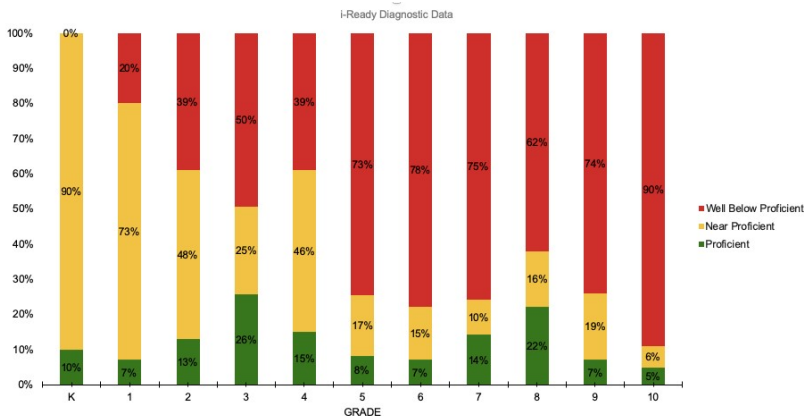


K-3 LITERACY DATA FROM THE OHIO STATE REPORT CARD

2018-19	D	26.8%
2017-18	D	18.3%
2016-17	F	-31.2% (** due to improperly coded RIMPS)

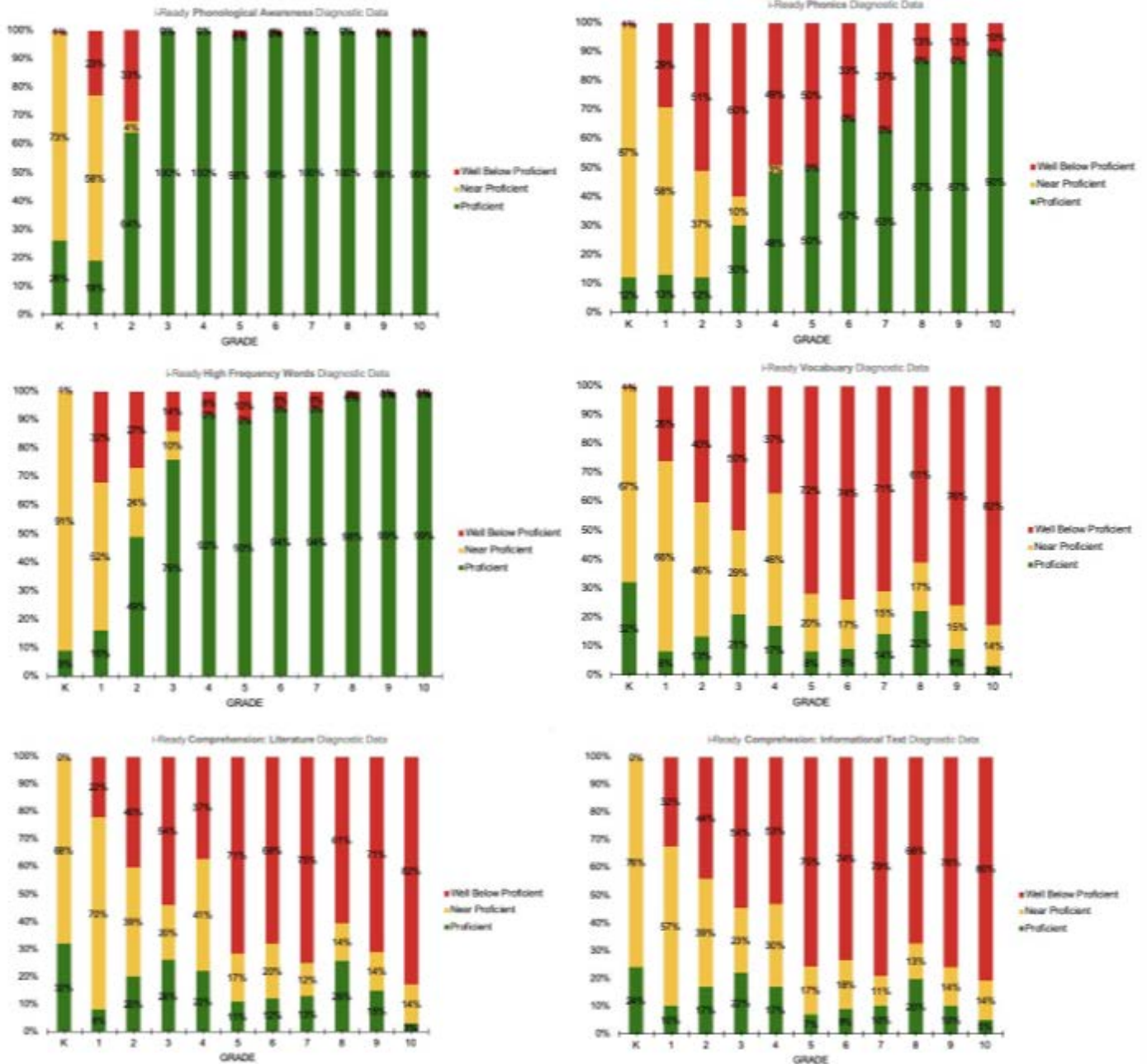
The K-3 Literacy data has been improving over the last three years. The improper coding issue in 2016-17 interrupted the flow of accurate data for analysis purposes. The district purchased a direct instruction reading resource in 2017 that is evidence-based. Teachers were given professional development for two years now, including in-class coaching. This year we added an additional Title teacher to the elementary building in order to provide additional tutoring to students in grades K-2. The schedule was also changed this year in order to give 90 minutes of dedicated time to teaching Reading and additional time for interventions.

READING I-READY DIAGNOSTIC



The i-Ready Reading diagnostic was administered to grades K-10. Although the curriculum for i-Ready only extends to 8th grade, the decision was made to include the 9th and 10th graders in order to gather data on which students would most benefit from a remedial math and reading lab class. In kindergarten, it is not possible to be labeled as two grades level below; thus, near proficient includes any student that is not proficient. Since the technology is new to the district, there is a user error factor that must be considered. It could be assumed that the growth we see in the December test may be partially related to students becoming more comfortable with iReady. The percentage of students labeled as well below proficient seems to increase as the students make their way through the grade levels. An outlier to that trend is 4th grade, which seems to have a lower percentage of students that are well below proficient than might be expected. In 8th

grade, the data also seems to be more positive, with an increase in students labeled as proficient in both subjects. The percentage of proficient students takes a dive from 8th to 9th grade.



Based on the reading i-Ready Reading diagnostics, phonemic awareness appears to show the most students in the proficient category in grades 2-10. For the phonics domain, students in grades 2 and 3 show a substantial deficit, with 51% and 60% scoring well below proficient. There is an increase in proficiency in 6th-8th grade in the phonics domain. In regard to the domain of high frequency words, growth is shown as one would expect. There is a significant decrease in 5th grade in the domain of vocabulary. Students do show an increase in 8th grade with 22% proficient and 17% near proficient. When comparing the data from the two comprehension domains, the data is fairly consistent, showing a considerable deficit in grade 10 with 85% testing "well below" or "near proficient."

ATTENDANCE

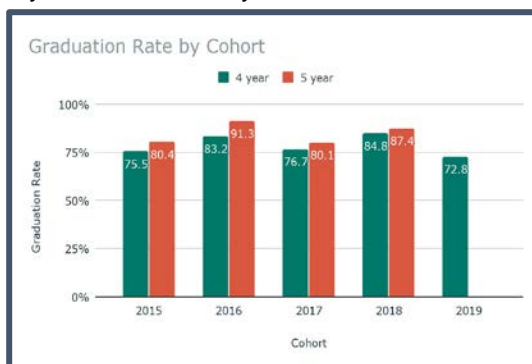
In Ohio's approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as the additional measure of school quality or student success because there is a significant body of research around the impact of chronic absenteeism on academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason – excused or unexcused absences is one of the primary causes of low academic achievement. Beginning in 2017-2018, the Chronic Absenteeism Improvement Indicator contributed to the Indicators Met measure within the Achievement component.

Attendance Data 2018

	2015-16	2016-17	2017-18	2018-19
District	17.5%	19.7%	30.8%	38.5%
High School	15.7%	21.2%	35.0%	32.5%
Middle School	18.7%	16.6%	32.2%	43.8%
Elementary School	17.5%	21.3%	27.3%	41.7%

The High School saw a decrease in chronic absenteeism from 2017-18 to 2018-19. The Middle School and Elementary school have seen a considerable increase in students with chronic absenteeism. Without a doubt, chronic absenteeism contributes to low literacy scores, especially in the elementary school.

	year	year
2018	84.8%	87.4%
2017	76.7%	80.1%
2016	83.2%	91.3%
2015	75.5%	80.4%



GRADUATION RATE

The graduation rate continues to show no significant trend. It goes up and down every other year. Recently, the NCH data coaches listed the eleven students who are in their fifth year of high school. The high school leadership team will be working on connecting with those students and creating a plan to ensure their successful graduation.

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.

The low reading achievement in North College Hill School District can be addressed by looking at the following factors in more detail. The text below in black is from the 2018-19 Reading Achievement Plan and in red are the changes that have been put into motion for the 2019-20 school year.

- 1) Most of the benchmarking data in grades K-8 indicated that students' scores decreased significantly between the Spring of one year and the Fall of the next. The "Summer slide" could be an issue that is outside of the school's control, but the committee looked closely at what was within our control and how we can address those issues. Benchmarking takes place within the first two weeks of the beginning of the school year. Students may provide more accurate data when given the benchmark assessment during the fifth week of school, once they've gotten back into the habit of learning. Also, grades K and 3 have two opportunities to provide "on/off track" data, while grades 1 and 2 only have one opportunity. Often our children come to school with outside environmental circumstances that hinder their ability to concentrate. If they're given an assessment on that day, they tend to shut down. We will be considering an additional assessment, most likely the Ohio Diagnostic Assessment because it's a paper test and the lower grades appear to be more engaged on the paper tests. **The K-4 Fall Benchmarking was given in September as seen by the district testing window below.**

	Grade(s)	NCH Dates	C
OELPS	K-12	Beginning of school	C
		ES Sept 9 - 20	
		MS Aug 12 - 23	
i-Ready Diagnostic	K-10	HS Aug 12 - 23	N

It's a new benchmarking tool (i-Ready instead of Aimsweb) therefore it's difficult to compare to last year. We will continue to monitor this data. The paper/pencil Ohio Diagnostic was given to grades 1 & 2 this year. We've also provided more technology to grades K-2 in order to assist the students in being more comfortable on technology.

- 2) Many students enter Kindergarten lacking the skills necessary to sit and learn, along with being behind academically. The Elementary school puts most of its additional human resources into third grade. The building will consider looking at the schedule in order to give grades K and 1 more resources. Research states that it takes 10-30 minutes over a short amount of time to close the achievement gap for Kindergarten; 30-45 minutes over a short amount of time to close the achievement gap for first grade, 60 minutes for second grade and 90 minutes to 3 hours a day over a longer period of time to close the gap for third grade. (Torgesen, 2004) The district hired a third Title teacher for the 2019-20 school year. The Elementary Literacy Team revised the Master Schedule to include a required school-wide structure for the 90-minute Reading Block. The Reading Block includes 3 major components:
 - 1) Core Curriculum standards-based whole group mini lesson, activity, & exit ticket
 - 2) Learning Station rotations with one of the stations being teacher-directed
 - 3) Daily read aloud picture book or chapter book
 The schedule will also designate additional time for Tutorial and Enrichment (T&E) in each grade level that will focus on extensions and deficits based on common assessment data.

- 3) The schedule for Reading currently is below the recommended time of 120 – 150 minutes of literacy instruction per day for primary grades and 90-120 minutes for third grade (TN Dept. of Education, 2016). When the team creates a three-year Literacy plan the consideration of more time should be strongly considered.
See #2 above.

- 4) North College Hill City School District hired a Director of Teaching and Learning in 2017; this was a new position. Curriculum resources had not been purchased on a regular basis before this time. Grades 6, 7 & 8 are currently teaching without a research-based, evidence-strong Language Arts curriculum. This, along with a high teacher turnover in those grades, is significantly hindering achievement, especially in grade 7. Reading Mastery resources were purchased in 2017- 18 for grades K, 1 & 2. Journey's resources were purchased in 2018-19 for grades 3, 4 & 5. Collection's resources were purchased in 2019-20 for grades 6, 7 & 8. Haggerty phonemic awareness resources were purchased in 2019 for grades K, 1 & 2. A writing resource was purchased in 2019 for grades K, 1, 2 & 3. All resources that were purchased were combined with professional development in order to monitor the appropriate use of the materials. Progress monitoring is also done on a regular basis by the instructional and data coaches.

An additional concern of this team is the behavior of students entering Kindergarten. Referrals in Kindergarten are an issue. Teachers have been trained in Conscious Discipline in order to give them tools that will assist them with meeting the Social-emotional needs of the Kindergarten students. We are also investigating instructional/SEL packets to share with families of K students when they register.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

LITERACY MISSION

The literacy mission of the North College Hill School District is to provide all learners with effective evidence-based differentiated instruction to acquire language and literacy knowledge, skills and strategies so they can enjoy a full life of learning and success.

LITERACY VISION

In order to provide all learners with the opportunity to acquire the necessary literacy tools for life-long continual improvement, North College Hill City School District will encourage and support shared leadership, multi-tiered systems of support, family partnerships, community collaboration and teacher capacity.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal #1 - North College Hill Elementary School will increase the percentage of students "on track" in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (iReady) and/or as reported on the state report card K-3 literacy measure by the end of the 2021-22 school year.

Goal #2 - North College Hill Elementary School will increase the percentage of proficient students in Language Arts in grades 3-4 by a minimum of 10% yearly as measured by the Ohio State Assessments by the end of the 2021-2022 school year.

Goal #3 - North College Hill Secondary Campus will increase the percentage of students who make at least one year's growth in Language Arts in grades 5-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2021-22 school year.

1.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # 1 Action Map

Goal Statement: North College Hill Elementary School will increase the percentage of students “on track” in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (iReady) and/or as reported on the state report card K-3 literacy measure by the end of the 2021-22 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Empower the teaching staff with the knowledge to deliver high-quality reading instruction and make data-driven intervention decisions through in-class coaching, modeling, data tracking, online professional learning and in-person professional learning.	Create a three-year Literacy plan for grades K-4 with more time in the Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data. Also, the plan should contain a strong family engagement component.	Create a school- wide MTSS for all students in grades K-4.
Timeline	<p>August 2019- May 2022: Monthly staff professional development meetings, instructional coaching with curriculum, in house instructional coaching sessions with teaching and learning team.</p> <p>Implement biweekly late start school days (3D Day) in the calendar to allow teachers, data coach, and administration to discuss reading strategies and analyze data.</p> <p>Literacy committee will present a thirty minute bimonthly professional development session during either a staff meeting or the late start 3D Day.</p> <p>Providing professional development on how to use iReady data to group students and inform instruction.</p> <p>Research and implement professional development on phonemic awareness, phonological awareness, and phonics.</p>	<p>August 2019- May 2022: Implement Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data.</p> <p>Required school wide structure for 90 minute Reading Block. 90 minutes will include the 3 major components: 1. Core Curriculum-standards based whole group mini lesson, activity, & exit ticket 2. Learning Station rotations with the teacher being one of the stations 3. Daily read August 2019- May 2022: Continue implementation of fluid small group tutoring and enrichment time based on solid, specific data. Continue implementing a strong family engagement component.</p> <p>Required school wide structure for 30 minute Tutoring and Enrichment (T & E) block will include 2 major components: 1. 15 minute skill builder mini lesson 2.15 minute activity and exit ticket During T & E time, each grade level will have all the non-SPED instructional aides, title</p>	<p>August 2019- May 2022: Create and implement a schoolwide MTSS framework with a focus on: achievement and behavior.</p> <p>Required school wide structure for 30 minute Tutoring and Enrichment (T & E) block will include 2 major components: 1. 15 minute skill builder lesson 2.15 minute activity and exit ticket During T & E time, each grade level will have all the non-SPED instructional aides, title teachers, & the grade level is to split among the homerooms (8 adults total) Each class during that time will break into small groups inside the classrooms so time is not lost in transition.</p> <p>August 2019- May 2022 Implement and continue daily use of three Title I teachers for tier two and tier three interventions in groups of four-six students per session in all grade levels.</p> <p>Implementation of 3D and 5D System to collect and analyze to improve instruction according to data.</p>

	Action Step 1	Action Step 2	Action Step 3
		<p>teachers, & the grade level is to split among the homerooms (8 adults total) Each class during that time will break into small groups inside the classrooms so time is not lost in transition.</p> <p>Teachers will group students in small tutorial and enrichment groups based upon i-Ready Data.</p> <p>Teachers will communicate iReady Data with families throughout the year.</p>	
Lead Person(s)	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee</p> <p>Tiffany Williams, Principal</p> <p>Anne Marie Barth, Data Coach</p>	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee</p> <p>Tiffany Williams, Principal</p> <p>Anne Marie Barth, Data Coach</p>	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee</p> <p>Tiffany Williams, Principal</p> <p>Anne Marie Barth, Data Coach</p>
Resources Needed	<p>Professional Development materials, workshops, and resources.</p>	<p>Schoolwide schedule adjustment.</p> <p>Family engagement materials and resources.</p> <p>Jessica Tobin Core Literacy Curriculum (K-4)</p>	<p>Schedule adjustment and intervention/enrichment materials in some areas.</p> <p>In-house MTSS training and resources.</p>
Specifics of Implementation	<p>iReady training will be offered initially in May 2019 and again in the school year of 2020.</p> <p>Professional Development on the Seven Reading Strategies, schoolwide literacy experts, and teaching strategies.</p> <p>Journeys coaching/ mentoring for grades 3 and 4.</p>	<p>A building literacy committee will be formed at the elementary school under the direction of the principal.</p> <p>Create a master schedule that allows extended time to focus on English Language Arts standards in small and whole group settings.</p> <p>The schedule will also allow time for Tutorial and Enrichment (T&E) in each grade level that will focus on extensions and deficits based on common assessment data.</p> <p>Create four opportunities for families to engage with academic activities throughout the school year.</p> <p>Providing teachers with Jessica Tobin's Core Reading Resource.</p>	<p>MTSS Professional Development will focus on core curriculum, supplemental instruction, and intensive instruction (three-tiered academic system of support).</p> <p>MTSS Professional Development will focus on the PBIS Framework, Conscious Discipline Plan, and Social/Emotional Strategies and Resources (behavioral system of supports).</p> <p>Required Class Dojo Professional Development and Implementation in the classroom for all teachers to track positive behavior and parent communication.</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Coaching notes, walk-through data, and iReady data.	<p>Completion and implementation of the plan for three years with continuous changes for improvement based on data.</p> <p>Walk-through data- Literacy Google Form checklist that ensures teachers are implementing the required part of the 90-minute literacy block. The literacy walk-throughs will be completed bimonthly. The data compiled will show if the classroom teachers are completing the required portions of the 90minute reading block. After the data is compiled, the District Literacy Meeting will assess to see if further training is required.</p> <p>Sign-in sheets from family engagement events.</p>	<p>Data from OIP Process</p> <p>iReady Data</p> <p>Public School Works Data</p> <p>Class Dojo Data</p>
Check-in/Review Date	Continued progress monitoring during biweekly elementary literacy committee meetings.	Continued progress monitoring during biweekly elementary literacy committee meetings.	Continued progress monitoring during biweekly elementary literacy committee meetings.

Goal # 2 Action Map

Goal Statement: North College Hill Elementary School will increase the percentage of proficient students in Language Arts in grades 3-4 by a minimum of 10% yearly as measured by the Ohio State Assessments by the end of the 2021-2022 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	Empower the teaching staff with the knowledge to deliver high-quality reading instruction and make data-driven intervention decisions through in-class coaching, modeling, data tracking, online professional learning and in-person professional learning.	Create a three-year Literacy plan for grades K-4 with more time in the Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data. Also, the plan should contain a strong family engagement component.	Create a school-wide MTSS for all students in grades K-4.	All teachers will implement and follow an instructional curriculum unit plan and scope and sequence aligned with the most current Ohio Learning Standards and assess student progress via common assessments where applicable.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Timeline	<p><u>August 2019- May 2022:</u> Monthly staff professional development meetings, instructional coaching with curriculum, in house instructional coaching sessions with teaching and learning team.</p>	<p><u>August 2019- May 2020:</u> Implement Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data. Begin implementing Family Literacy Nights.</p> <p><u>August 2020- May 2022:</u> Continue implementation of fluid small group tutoring and enrichment time based on solid, specific data. Continue implementing a strong family engagement component.</p>	<p><u>August 2019- May 2022:</u> Create and implement a school-wide MTSS framework with a focus on: achievement and behavior.</p>	<p><u>August 2019- May 2022:</u> Teachers will continue to monitor and adjust scope and sequences and unit plans based on student data.</p>
Lead Person(s)	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee Tiffany Williams, Principal Anne Marie Barth, Data Coach</p>	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee Tiffany Williams, Principal Anne Marie Barth, Data Coach</p>	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee Tiffany Williams, Principal Anne Marie Barth, Data Coach</p>	<p>Kelly Cook, Instructional Coach Elementary Literacy Committee Tiffany Williams, Principal Anne Marie Barth, Data Coach</p>
Resources Needed	<p>Professional Development materials, workshops, and resources.</p>	<p>Schoolwide schedule adjustment.</p> <p>Family engagement materials and resources.</p>	<p>Schedule adjustment and intervention/enrichment materials in some areas.</p> <p>In house MTSS training and resources.</p>	<p>Scope and Sequence and Unit Plans</p>
Specifics of Implementation	<p>iReady training will be offered initially in May 2019 and again in the school year of 2020.</p> <p>Professional Development on the Seven Reading Strategies, schoolwide literacy experts, and teaching strategies.</p> <p>Journeys coaching/mentoring for grades 3 and 4.</p>	<p>A building literacy committee will be formed at the elementary school under the direction of the principal.</p> <p>Create a master schedule that allows extended time to focus on English Language Arts standards in small and whole group settings.</p> <p>The schedule will also allow time for Tutorial and Enrichment (T&E) in each grade level that will focus on extensions and deficits based on common assessment data.</p> <p>Create four opportunities for families to engage with academic activities</p>	<p>MTSS Professional Development will focus on core curriculum, supplemental instruction, and intensive instruction (three tiered academic system of support).</p> <p>MTSS Professional Development will focus on the PBIS Framework, Conscious Discipline Plan, and Social/Emotional Strategies and Resources (behavioral system of supports).</p>	<p>Teachers will continue to implement, monitor, and adjust over time as needed to unit plans and scope and sequence.</p> <p>The teaching and learning team will continue to monitor and assist with needed adjustments to unit plans and scope and sequence.</p>

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		throughout the school year.		
Measure of Success	Coaching notes, walk-through data, and iReady data.	Completion and implementation of the plan for three years with continuous changes for improvement based on data. Walk- through data. Sign- in sheets from family engagement events.	Data from OIP Process iReady Data Public School Works Data	The completion and use of a Scope and Sequence and Unit Plans for all courses in grades K-4. Walk- through data.
Check-in/Review Date	Continued progress monitoring during biweekly elementary literacy committee meetings.	Continued progress monitoring during biweekly elementary literacy committee meetings.	Continued progress monitoring during biweekly elementary literacy committee meetings.	Continued progress monitoring during biweekly elementary literacy committee meetings. The building principals, teaching and learning team, and elementary literacy committee will monitor the implementation and accuracy of the scope & sequences and curriculum unit plans.

Goal # 3 Action Map

Goal Statement: North College Hill Secondary Campus will increase the percentage of students who make at least one year’s growth in Language Arts in grades 5-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2019-22 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	TBT 5-10 minute share out regarding how writing is being implemented and taught in each content area.	Explore a multi-tiered system of support for all students in grades 5-12 in ELA (WIN, MS; Reading/Writing Workshop, HS. (These are based upon the i-Ready program, by Curriculum Associates, which provides both a teaching platform and robust data).	Professional Development in the area of ELA will be provided based on the results of a needs assessment (i-Ready data). Teachers will be sent to PD on topics from the needs assessment and then they will come back and present to staff groups.
Timeline	2019-2022 school year Each year new staff are trained by Teacher Leaders.	2019-2020: Expand into grades 9-10 2020-2021: Expand into grade 11 2021-2022: Expand into grade 12	2019-2020: ELA 2020-2021: Science/Social Studies 2021-2022: Math
Lead Person(s)	Trish McMillan, MS ELA Head Abby Kemphaus, HS ELA Head	Tim Sies, Principal	Tim Sies, Principal Trish McMillan, MS ELA Head Abby Kemphaus, HS ELA Head Lisa Ellis, IS/MTSS instructor
Resources Needed	Training	Training	Training
Specifics of Implementation	Each content area in grades 5-10 will have a plan for how writing is being implemented in their content area as a continuation of last year’s district initiative. The ELA teams have shared their 5paragraph writing rubric with all teachers so that writing can be taught across the curriculum in a way that supports success in end-of-course testing.	The MS began the MTSS process (schedule overhaul/implementation of WIN bells) 2 nd semester 20182019. The MS schedule now includes 5-8 grades with WIN Reading and Math. The HS master schedule for the 2019-2020 year reflects the addition of the Reading/Writing Workshop for grades 9-10.	Summer of 2019 = Lisa Ellis, HS IS and ELA instructor sent to “The Reading and Writing Strategies and Structures Institute” in Memphis, TN. In the 2019-2020 school year, ELA teachers will be sent to training regarding MAX Teaching and the utilization of specific reading and writing strategies to significantly increase comprehension and engage learners. PD on how to do a ReadAloud so that it can be done within CLD time at HS and Trojan Time at MS.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	TBT notes show discussion and evidence of writing in content areas	The structures should be in place with all of the necessary tools and resources for the 2019-20 school year.	Teachers will return from trainings with sufficient knowledge to summarize their learning at PD to staff. Agendas of PD presented by teachers
Check-in/Review Date	Quarterly check of TBT notes/agendas by BLT	By Spring/Summer 2020, the HS master schedule will reflect the expansion of MTSS ELA offerings into 11 th grade for the 2020-2021 school year. Master schedule will expand into 12th grade MTSS offerings in the 2021-2022 year.	End of 2019-2020 school year.

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

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

GOALS FROM SECTION 5

Goal #1 - North College Hill Elementary School will increase the percentage of students “on track” in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (iReady) and/or as reported on the state report card K-3 literacy measure by the end of the 2021-22 school year.

Goal #2 - North College Hill Elementary School will increase the percentage of proficient students in Language Arts in grades 3-4 by a minimum of 10% yearly as measured by the Ohio State Assessments by the end of the 2021-2022 school year.

Goal #3 - North College Hill Secondary Campus will increase the percentage of students who make at least one year's growth in Language Arts in grades 5-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2021-22 school year.

The learner performance goals will be monitored, measured and reported in the following manner.

Teacher-based Teams (TBT's) will collect and analyze

- i-Ready Fall, Winter and Spring Diagnostic [K-10]
- Reading/Language Arts common assessments [K-4]
- i-Ready ELA data will be collected and analyzed by the district's data coaches. These data show the results of three (3) assessments, which are given during the 1st, 2nd, and 3rd-4th quarters, as well as weekly data from students enrolled in the WIN and Reading & Writing Workshop courses. The data coaches interpret and produce the value-added data.

Building Leadership Teams (BLT's) will collect and analyze

- All data from the TBT's.
- Walk-through data
- Progress Monitoring Data Forms (3-D)

District Leadership Team (DLT) will collect and analyze

- All data from the BLT's.
- Walk-through data
- Staff survey data
- Ohio State Report Card data [3-10]
- Value-added data [4-10]

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Students in grades K-12 will obtain comprehension strategies across lessons so they understand their usefulness while learning: before-, during-, and after- reading strategies, Bloom's Taxonomy level questions, narrative and expository test strategies, story grammar and story retell, graphic organizers, main idea and summarizing, comprehension monitoring and deep processing of text. Fluency will be built through increased repetitions of core stories and partner reading for emphasis on prosody and reading for memory, effective partner reading and charting and decision making for maximum benefit.

The creation of the North College Hill City School District MTSS Committee has aided the district in meeting the needs of more students. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable,

academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added). The district has been working with three consultants on a regular basis to put into place strong MTSS procedures and policies. We are in our second year of a three-year process. Currently we are providing more support for students than we ever have in the past, but the procedures aren't solid. We will be rolling out the final problem-solving process in May 2020.

In grades K-3, instruction will be given in all five essential components of reading; phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. Spelling instruction will be provided in order to enable students to make the connection between decoding and spelling patterns. Students will develop decoding and word recognition skills that transfer to other subject areas. They will also learn language skills necessary to understand what is spoken, written, and read in the classroom. Students will be taught how to communicate ideas and information effectively and to develop the ability to use writing strategies and writing processes successfully. A wide variety of literacy forms and text structures will support the reading component. Students will be given multiple opportunities for students to work with useful and important words. Students in grades K-3 will be taught phonological and phonemic awareness through a variety of research-based activities including word segmentation, rhyme recognition and production, syllable blending, segmentation and deletion onset-rime segmentation and blending, phoneme isolation (initial, medial, and final) and phoneme identification, segmentation, and blending. They will be taught vocabulary through daily instruction on specific words, opportunities for students to develop, use and apply word knowledge, and word awareness through vocabulary journaling and practice activities onset-rime segmentation and blending, phoneme isolation (initial, medial, and final) and phoneme identification, segmentation, and blending. They will be taught vocabulary through daily instruction on specific words, opportunities for students to develop, use and apply word knowledge, and word awareness through vocabulary journaling and practice activities.

There is strong evidence to indicate success for "providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on the universal screening" as noted by the Institute of Education Sciences (IES) National Center for Educational Evaluation and Regional Assistance in the practice guide titled "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-tier Intervention in Primary Grades, 2009.

Students on RIMPS will be given additional instruction using a specific intervention and/or re-teaching in flexible small groups based on their need. Some of the intervention programs are LLI, Sonday, Rode to Code, Reading Mastery, Orton Gillingham, Next Steps in Guided Learning, Lucy Caulkins Writing Workshop, Journeys, Decodable Power and Pals. The development of an MTSS structure will put into place a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way we support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

The Tennessee Department of Education in a published document titled Response to Instruction and Intervention Framework states "In grades K-2, students should spend 150 minutes in Tier I instruction. In grades 3-5, students should spend between 120 and 150 minutes in Tier I instruction. It is strongly recommended that 90 minutes of Tier I instruction be uninterrupted, allowing adequate time for teacher modeling and student practice and the integration of speaking, listening, reading, and writing. The entire ELA block should be taught by the same teacher in order to support continuity between whole and small group instruction as well as the integration of ELA strands.

The integration of science and social studies content within the ELA block can support time allocations for fully developing mastery of the ELA standards; however, the use of science or social studies texts should not be substituted for content standards.

These time recommendations allow for:

- deep, meaningful, standards-based instruction;
- adequate time for interactive read alouds and shared reading experiences;
- approximately 60 minutes of small group instruction where teachers meet with 3-4 small groups daily for 15-20 minutes each;
- opportunities for multiple, daily writing lessons, including on-demand writing in response to text as well as extended student-directed composition of narrative, opinion, and informational pieces;
- daily independent reading and reading conferences; and
- systematic and explicit instruction of foundational skills and frequent application of foundational skill to connected texts.

While these time allocations are provided as recommendations, diverse building and grade-level structures, as well as student needs and instructional goals, may influence scheduling within the K-5 ELA block." (p.34)

Community and family involvement will be a vital part of the Elementary School’s three-year Literacy plan.

Family involvement in early childhood classrooms benefits children, school staff, and families (Bradley & Kibera, 2006; Epstein, 2001). The development of a strong relationship between early childhood programs and families is a critical component of developmentally appropriate practices (Copples & Bredekamp, 2009).

The work of Epstein (2001), Swap (1993), and The No Child Left Behind Act of 2001 (National Coalition for Parent Involvement in Education, 2004) serve as a foundation for the description of family involvement in early education upon which this article is based. Family involvement encompasses the participation of the parent (or any family member or fictive kin) in the child’s education. This participation occurs in and outside the school, including two-way communication that involves child learning.

The activities family members are involved in

- support the child’s learning process (at home, in the classroom, and within the community),
- exchange information about the child’s learning process (child’s progress, early childhood curriculum, developmental and cultural activities in the community), offer opportunities to participate in school decision-making leadership regarding the child’s education.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

North College Hill City School District has combined the Ohio 5-step Improvement process with our own data driven differentiation process to create a solid progress-monitoring, problem-solving process. The NCH Teaching and Learning team has guided teachers through the process with purposeful professional development and guided practice.

All teachers are instructed to use the problem-solving process in the following manner.

The chart below shows how the process will be used after each type of assessment.

North College Hill City School District 2019-20 Assessment Guidelines							
Type of Assessment	Grade/Content	Resource(s)	Who will create	Who will analyze	Form to Use	How often?	Use
Formative (Short-cycle)	All	Teacher’s Decision	Teacher	Teacher	Teacher’s Decision	Daily +	Drives in the moment & daily instructional planning
Summative	K-12 All Content	Teacher’s Decision	Teacher	Teacher	3-D	Every chapter/unit/ etc.	Determine proficiency and to create in-class Tier 2/3 groups for re-teaching
Common Summative	K-12 Where common teachers exits	Teacher’s Decision	Common Teachers	Individual Teacher and TBT	3-D for Individual Teacher and 5-Step for Team	Building/Team Decision	Determine proficiency and to create in-class Tier 2/3 groups for re-teaching
Quarterly Summative	K-12 All Content	Abre test builder, previous released state assessment questions, vendor provided, etc.	Teachers with input from coaches	Individual Teacher and TBT	3-D for Individual Teacher and 5-Step for Team	Quarterly	Determine proficiency and to create in-class Tier 2/3 groups for re-teaching
Diagnostic	Gr K-10 Math and ELA	i-Ready	Already created in i-Ready	Data Coaches will prepare the form	Revised 5-Step by grade level	Fall, Winter, Spring Buildings will choose the actual dates.	Determine progress

The chart below shows the time that has been set aside in 2019 to analyze the progress of Reading and Math. The board approved 2-hour late starts for 2019-20 in order to give teacher teams dedicated time to complete the problem-solving process. The instructional and data coaches monitor the data talks and forms to ensure fidelity in the process. The Building Leadership and District Leadership teams also monitor the progress of Math and Reading through the problem-solving forms.

Two-hour Late Starts						
	9/13/19	9/27/19	10/25/19	11/1/19	11/15/19	12/6/19
Assessment analyzed	i-Ready Diagnostic	i-Ready Diagnostic	Teacher Value Added		Quarterly Summative	
Facilitator	Teacher-Leaders	Teacher-Leaders	Data Coach		Teacher-Leaders	
Grade/Content	Gr 5 - 10	K-4	Gr 4-10		K-12	
Assessment analyzed		Building Value Added	First 9 Weeks Grades			
Facilitator		Data Coach	Teacher-Leader			
Grade/Content		K-12	K-12			
Assessment analyzed	Common ELA & Math	Common ELA & Math	Common ELA & Math	Common ELA & Math	Common ELA & Math	Common ELA & Math
Facilitator	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader
Grade/Content	K-4	K-4	K-4	K-4	K-4	K-4
Assessment analyzed	Content Summative	Content Summative	Content Summative	Content Summative	Content Summative	Content Summative
Facilitator	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader
Grade/Content	K-12	K-12	K-12	K-12	K-12	K-12
Assessment analyzed	IXL	IXL	IXL	IXL	IXL	IXL
Facilitator	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader
Grade/Content	Gr 9-12	Gr 9-12	Gr 9-12	Gr 9-12	Gr 9-12	Gr 9-12
Assessment analyzed	i-Ready Progress	i-Ready Progress	i-Ready Progress	i-Ready Progress	i-Ready Progress	i-Ready Progress
Facilitator	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader	Teacher-Leader
Grade/Content	K-10	K-10	K-10	K-10	K-10	K-10

North College Hill's District Leadership team continues to monitor the progress of Reading and work to sustain the Reading improvement by way of the procedures and problem-solving process that has become solid in all grades. We have systems in place to educate new employees to the process and newly appointed teacher leaders are now the facilitators of the teacher teams. All of these processes ensure the continuation of the processes despite any type of turnover.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

PROFESSIONAL DEVELOPMENT PLAN

The North College Hill City School District's Professional Development plan was created when applying for the School Quality Improvement Grant as seen below.

Key activities/action steps

Timeline

Year 1 (2018-19)

MTSS Consultant, Dr. Judy Elliott	May 2019
MTSS intervention resources and training	Spring 2019
Culturally Responsive Engagement training (Conscious Discipline)	May 2019
Leadership Training	June 2019
NCH Improvement Process Training	May 2019
Teacher-Leader Training	May 2019

Year 2 (2019-20)

Hire three Data Coaches for two years	Summer/Fall 2019
MTSS Consultants, Elliott, Batsche, and Gaunt	2019-2020
Culturally Responsive Engagement training (Conscious Discipline)	May 2020
Leadership training	July 2020
Literacy Foundational Training	Summer 2020
MTSS intervention resources and training	2019-2020
NCH Improvement Process Training	May 2020
Teacher-Leader Training	May 2020

Year 3 (2020-21)

MTSS Consultants, Elliott, Batsche, and Gaunt	2020-2021
Culturally Responsive Engagement training	May 2021
Leadership training	June 2021
Literacy Foundational Training (embedded)	2020-2021
MTSS intervention resources	2020-2021
NCH Improvement Process Training	May 2021
Teacher-Leader Training	May 2021

Year 4 (2021-22)

MTSS Consultants, Elliott, Batsche, and Gaunt	2021- 2022
Leadership training	June 2022
MTSS Committee attend conference	2021- 2022
MTSS intervention resources and training	2021- 2022
Teacher-Leader Training	May 2022

APPENDICES

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

N/A