

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Mount 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 plan includes a thorough analysis of student achievement data and other factors (climate and culture, consistent literacy practices, lack of core reading series)
- Plan components align with the Simple View of Reading, Multi-Tiered System of Supports, and shared leadership
- Evidence-based practices selected align with data from needs assessment.
- Professional development is high quality and includes measures to sustain plan over time.
- General and Special educators are engaged in literacy professional learning to improve instruction for all students.

This plan will benefit from:

- Continue to refine plan to enhance and strengthen partnerships between general and special education teachers.
- Continue to explore options to engage families and elicit support for community collaboration.

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.

Sincerely,



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

Reading Achievement Plan

DISTRICT NAME	Mt. Healthy City Schools
DISTRICT IRN	044412
DISTRICT ADDRESS	7615 Harrison Ave., Cincinnati, OH 45231
PLAN SUBMISSION (due no later than Dec. 31)	December 19, 2018
LEAD WRITERS	Jana Wolfe, Shana Burg, Terri Dick
IMPLEMENTATION START DATE	August 1, 2018-2018

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: Cori Stevens
CEO/Superintendent: Dr. Reva Cosby
DATE: Revised RAP Date- Feb 4, 2018

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 2018-2019 school year, the plan will focus on PK-8. 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, 20007). 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 OIP 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

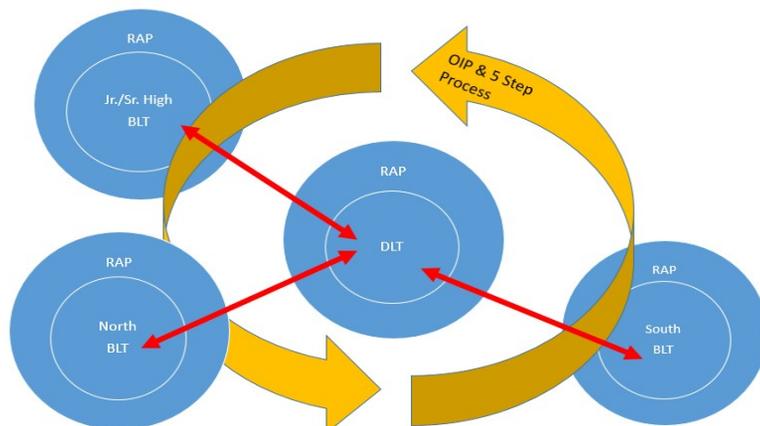


Figure 1.1
High-quality and effective instruction can only be accomplished with a prioritized focus on

evidence-based language and literacy practices 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 at least 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 practices 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. Additionally, further evaluation of the effectiveness of evidence- based practices and strategies will continue employing the 5-Step Process. 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 effectiveness of the plan.

FIP Components



Figure 1.2 (ODE & Battelle for Kids, 2013)

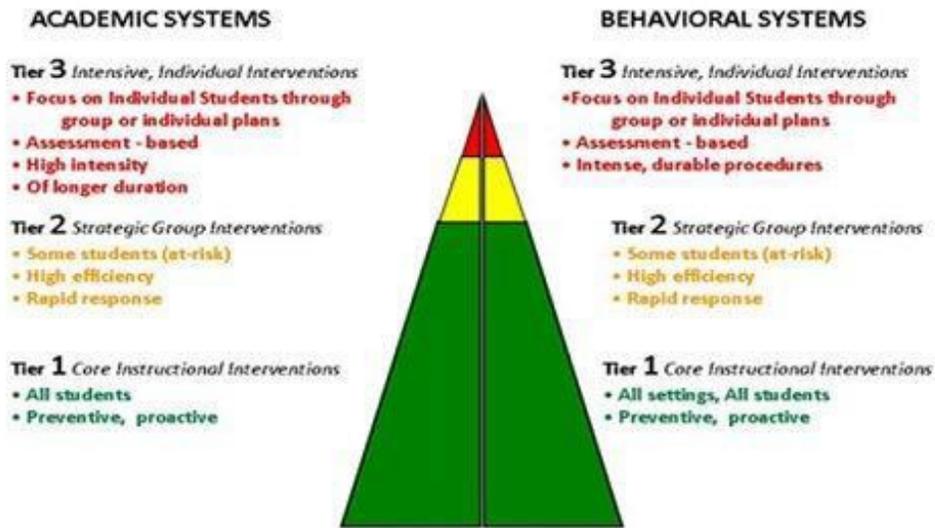
Professional development, as outlined in the Reading Achievement Plan, is a crucial need for all stakeholders in order to improve student language and literacy achievement. Sustainability is a primary focus and will be accomplished by employing train-the-trainer models. Leadership from

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 diagnostication 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.

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. To increase the likelihood of improved student outcomes, the Reading Plan supports the need to further 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)

The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early and Scientifically Based Interventions Through Careful Systems Planning



**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 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.

Additionally, the Reading Achievement Plan supports continuing and strengthening MTSS practices that have begun this year. Professional development will focus on the implementation of evidence-based practices, specific RTI resources and their effectiveness in closing language and literacy gaps. 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.

Mt. Healthy City Schools - Multi-Tiered Systems of Support (MTSS) What lives under our MTSS Umbrella?	
<ul style="list-style-type: none"> ● OIP Goal 1 <ul style="list-style-type: none"> ○ Formative Instructional Practices ○ Literacy Focused <ul style="list-style-type: none"> ■ Simple View of Reading formula ■ Evidence-Based Practices ○ FHN 5 Step Process ● OIP Goal 2 <ul style="list-style-type: none"> ○ Response to Intervention (RTI) ○ Positive Behavior Intervention and Support (PBIS) ○ Social Emotional Learning ● OIP Goal 3 <ul style="list-style-type: none"> ○ Family and Community Engagement ○ School / Community Collaboration ● Reading Achievement Plan ● Professional Development <ul style="list-style-type: none"> ○ LETRS ● Technology Tools ● Collaboration and Shared Leadership <ul style="list-style-type: none"> ○ DLT / BLT / TBT ● Using Data to Guide Instruction <ul style="list-style-type: none"> ○ STAR, EdInsight, Common Assessments ● Curriculum Design ● Wrap-Around Services 	<p>What lives under the MTSS Umbrella</p>

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. It is the intent to make every effort to add a parent member to BLT

and DLT. 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 addition Mt. Healthy City Schools partners with Children's Home and the Zone, these partnerships provide 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.

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 Headstart 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. In 2018-2019 Ready Schools will be focusing on family community partnerships. We are looking forward to this new opportunity. 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. Upon full implementation of the Reading Action Plan, supported by funds from the Striving Reader's Grant, we predict steady growth in state literacy scores. The district knows this process is in its beginning stages and needs to be expanded upon to provide substantial, sustained growth. The district has started to implement a 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, systems coaching and guide our language and literacy efforts. The RTFI will monitor accountability for implementation. 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 specialist on implementation strategies to more effectively support our students with disabilities.

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	School	E-mail
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 Linnere	Executive Director of Teaching and Learning	District/Central Office	mlinnere@mthcs.org
Deborah Miller	District Pre-school Psychologist/former RTI coordinator	District role/office at South Elementary	dmiller@mthcs.org
Yzvetta Macon	Principal	South Elementary	ymacon@mthcs.org
Jamal Maxsam	Principal	North Elementary	jmaxsam@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 Fee	Primary teacher (grade 3 former grade K)	North Elementary	afee@mthcs.org
Andre Roldan	Student Services Coordinator (MTSS lead)	District/Central Office	aroldan@mthcs.org
Cori Stevens	Pre-school administrator and 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

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 3,4,5 and 8. (Figure 3.1). The entire Needs assessment report is included in the Appendix C. Because of the determinations of the decision framework, district and building Ohio Improvement Plans for the 2017-2018 school year focused on increasing literacy student outcomes.

**DF FY 2018 Needs Assessment Report
044412 - MT HEALTHY CITY**

NEEDS ASSESSMENT TEXT	PRIORITY	S
<p>DATA CONCERN - Reading below proficient (all students) : Grade 3, Grade 4, Grade 5, 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 establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. 	High	Y
<p>DATA CONCERN - Reading below proficient (all students) : Grade 3, Grade 4, Grade 5, Grade 8</p> <p>Influence/s - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	High	Y
<p>DATA CONCERN - Reading below proficient (all students) : Grade 3, Grade 4, Grade 5, Grade 8</p> <p>Influence/s - OPES Environment: Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment: Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	High	Y

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 three-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))

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.

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
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	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	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	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 are 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 are not on track. This was over a 5% decrease from the previous year. (Figure 3.6) 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. When comparing this discrepancy to the KRA, the gap is slowly closing. It is also important to note that while the majority of our students are Not on Track in grades K-3, This number has decreased by almost 3% from the fall of 2017 in the urgent intervention category. (Figure 3.7) The need to provide effective developmentally appropriate instruction at a young age continues to be paramount to closing the gap.

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

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

Figure 3.6

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

	RL1	RL2	RL3	RL4	RL5	RL6	RL7	RL9	RL10	RI1	RI2	RI3	RI4	RI5	RI6	RI7	RI8	RI9	RI10	RF3	RF4	L4	L5	L6
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	RI6	RI7	RI8	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

STAR Fall Benchmark 2017 and STAR Fall Benchmark 2018

Grade	% Not on Track		% On Track	
	2017	2018	2017	2018
4	73.5%	84.5%	26.5%	15.5%
5	73%	72.5%	27%	27.5%
6	79.5%	81.5%	20.5%	18.5%
7	85%	81%	15%	19%
8	92%	88%	8%	12%

Figure 3.12

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 (Figure 3.13). While Mt. Healthy's state scores have shown improvement over the past three years, there are still a large number of students who are scoring below proficient levels in both informational and literary text. Over the past two years on average the district has seen an 11% increase in their proficiency rates. Individual grade levels have seen up to a 16% increase over the same two 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. 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 lack of proficiency in Mt. Healthy's students with disabilities is even greater. 20% 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, and in 2017-2018, 93% 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, and in 2017-2018, 78% were not proficient. Mt. Healthy's EL population is growing and has increased 25% over the last 4 years. Mt. Healthy qualifies 100% of their student population for 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

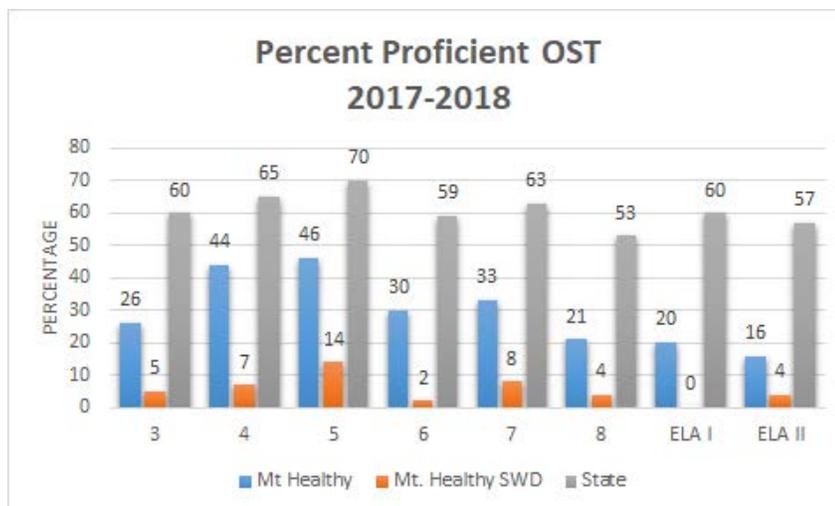
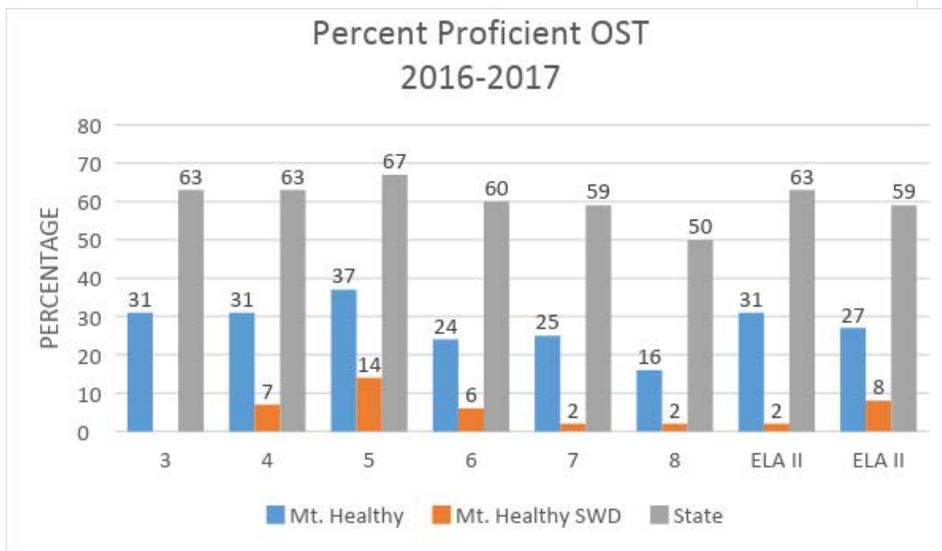
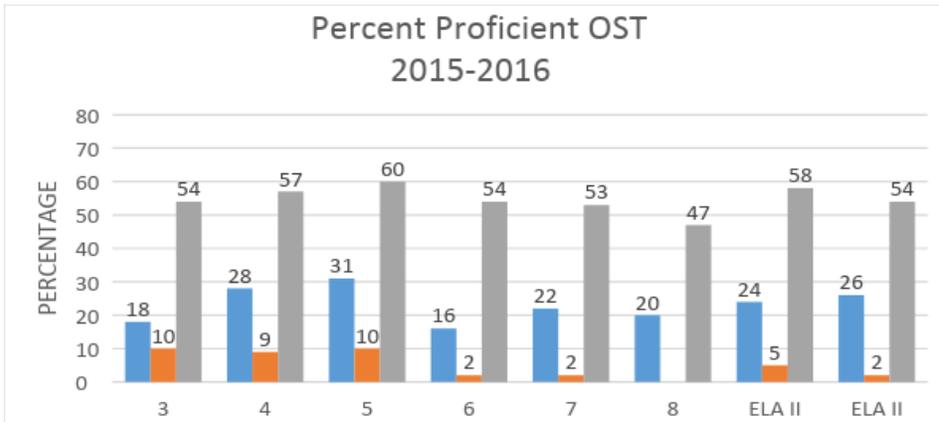


Figure 3.1

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.

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 (Figure 3.14). These are scores the district can take pride in.

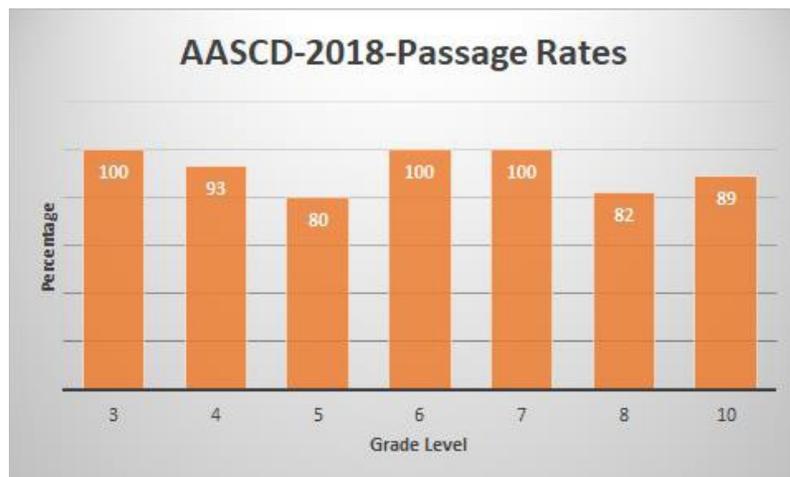
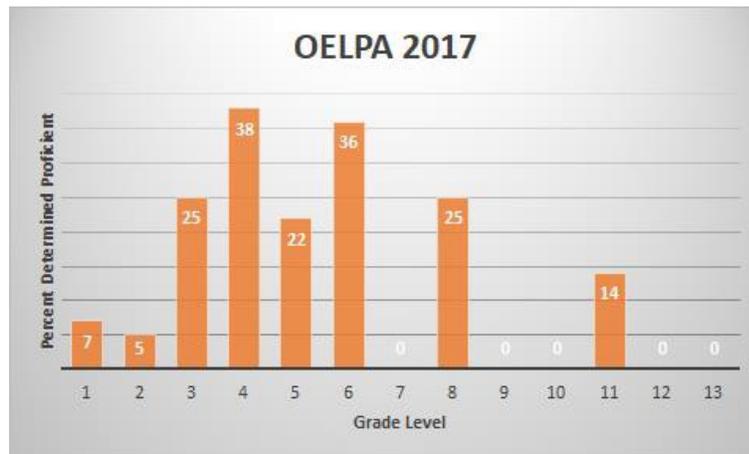
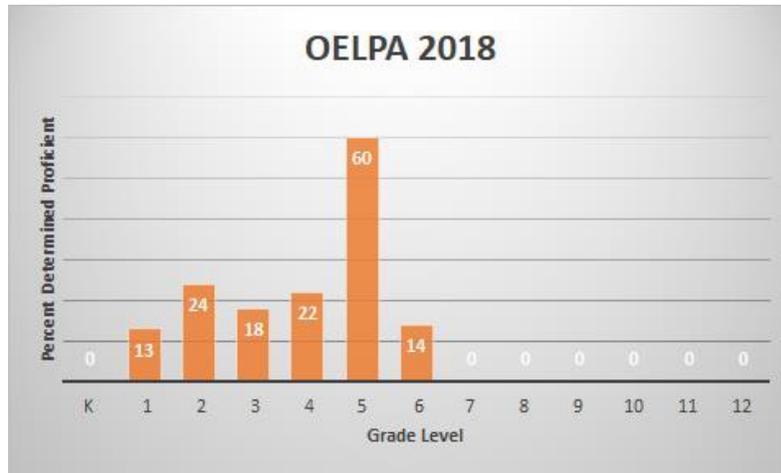


Figure 3.14

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 2016-2017 school year, an additional EL teacher was added to support students. In 2017-2018, an EL coordinator was added to provide support.



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. 20.9% of our students in 2017-2018 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 is 3.77%.
3. The majority of our students lack exposure to preschool which impacts kindergarten readiness. Our students start behind in kindergarten and 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%
*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			
**Mt. Healthy City Schools Preschool percentages are already included in the percentages above.			

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 when Kindergarten students struggle to take the STAR Early Literacy assessments and continues through sixth grade students 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. This can be attributed to focused implementation and training on specific PBIS strategies. 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	832	361

Figure 3.16

10. 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.

The Simple View of Reading



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

<p>Decoding (Word-Level Reading)</p> <ul style="list-style-type: none"> decoding skills print concepts phonological awareness phonics and word recognition word knowledge 	<p>Language Comprehension</p> <ul style="list-style-type: none"> background knowledge academic language skills academic vocabulary inferential language skills narrative language skills
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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 need.

To foster the growth of all students, special educators alongside general educators will participate in LETRS, OG, Soliday 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 10%, 15%, and 15% respectively each year for the next three 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 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.

2. 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:
 - The number of student reports/ referrals will decrease by 10%.
 - The number of student suspension will decrease by 10%.
 - An increase in student engagement of 30% as measured by the district Learning Walk Tool.

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 10%, 15%, and 15% respectively each year for the next three 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 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 3-6.

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)

Components	Action Step 1: Build capacity of teachers and leaders in the understanding of the Simple View of Reading and evidence-based strategies.	Action Step 2: Students will be engaged in high quality instruction.	Action Step 3: Time for quality instruction will be created.
Timeline	2018-2019 Academic Year	2017-2019 Academic Year	2017-2019 Academic Year.
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

<p>Resources Needed</p>	<p>Professional development</p> <p>Coaching</p> <p>Funding</p>	<p>Aligned curriculum that supports components of the Simple View of Reading</p> <p>Supplemental resources that fill gaps in curriculum</p> <p>Funding</p>	<p>Building Schedule</p> <p>Shared Value of a protected Language Arts block</p>
<p>Specifics of Implementation</p>	<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</p> <p>Simple View of Reading shared with all stakeholders</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</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>

		<p>over time) Instruction in developmentally appropriate Adolescent Literacy skills.</p> <p>Differentiated Tier 1 instruction for all students in the core curriculum</p> <p>Accelerated Reader will be used to promote independent reading.</p> <p>Parents will be encouraged to be partners in supporting literacy efforts at home.</p> <p>Weekly Learning Walks focused on literacy</p>	
Measures of Success	<p>coaching logs</p> <p>Learning Walk Data collection tool</p> <p>PD attendance</p>	<p>Learning Walk Data collection tool</p> <p>Step 3, Step 4 and Step 5 in the 5-step process</p> <p>Growth in Universal Screener and progress monitoring scores.</p> <p>Accelerated Reader Report</p> <p>Formative Assessments based upon the reading program</p> <p>Increased parent attendance at conferences and school academic events</p>	<p>Master Building Schedule</p> <p>Classroom Schedules</p> <p>Instructional Time Audits</p>

Check-in/ Review Date	Monthly DLT	Learning Walk Cycles	Master Building Schedule by August 1, 2018
	Monthly BLT	5 step process check in quarterly.	Classroom Schedules by September, 2018
	Monthly Coaches	Benchmark data- September, January and May	Instructional Time Audits will be done at least bi-annually.
	Professional Development ongoing	Monthly Accelerated Reader Reports beginning in October	

Goal Statement 2: 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 :

- The number of student reports/ referrals will decrease by 10%.
- The number of student suspensions will decrease by 10%.

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)

Components	Action Step 1	Action Step 2	Action Step 3
	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	2017-2019 academic years Work has begun on this with district and building level PBIS teams.	2017-2019 academic years. Work on this has begun in 2017, with professional development.	2018-2019 academic year
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

<p>Resources Needed</p>	<p>PD on PBIS strategies</p> <p>New teacher training on Conscious Discipline PK-2</p> <p>Lessons and resources for teaching social/emotional skills</p> <p>Funding</p>	<p>PD on engaging learning strategies and student to student interactions</p> <p>List of student engagement strategies</p>	<p>Professional development</p> <p>Wrap around services</p> <p>Social worker</p> <p>Social groups</p> <p>District approved behavior plan template. (BIP/BAP)</p>
<p>Specifics of Implementation</p>	<p>Communicating, teaching and monitoring clear expectations for established routines/ activities</p> <p>Explicit instruction of social emotional skills</p> <p>Professional Development for PBIS strategies</p> <p>Professional Development for Conscious Discipline</p> <p>Embedded ongoing PD as determined by building need.</p> <p>Additional Support/ plans for staff struggling with classroom management</p> <p>Systems coaching as needed for building leadership</p>	<p>Professional development on engaging strategies and student to student interactions</p> <p>Increased student to student interactions</p> <p>Increased time on task</p> <p>Teachers will share strategies in grade level TBT/planning meetings</p> <p>Teachers will record strategies in lesson plans</p> <p>Walk through teams will look for strategies and provide feedback to teachers</p> <p>Systems coaching as needed for building leadership</p>	<p>Professional development on writing behavior plans</p> <p>Teachers will write plans for students after 3 office referrals for the same behavior. Plans may be written earlier if deemed necessary.</p> <p>Plans will be created with parents as partners</p> <p>Plans will be revisited every 6-8 weeks for effectiveness</p> <p>Systems coaching as needed for building leadership</p>
<p>Measures of Success</p>	<p>PD Attendance</p>	<p>Walk through data</p>	<p>Reduction in the number of referrals/reports for</p>

	BLT/DLT notes PBIS meeting notes Public Works Data Report	Step 3 and Step 4 in the 5-step process Professional Development attendance Public Works Data Lesson Plans	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	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)

Components	Action Step 1 Build collaborative communication between general education and intervention teachers.	Action Step 2 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.	Action Step 3 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	2017-2019 Academic School Year	2017-2019 Academic Years In 2017-2018, the district began looking at RTI resources and aligning them to student deficits and needs.	2017-2019 Academic School Year Work on this action step has begun in 2017-2018 school year.

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
Specifics of Implementation	Training on collaborative practices Ongoing coaching Voluntary book study Systems coaching as needed for building leadership	Initial RTI groups will be formed by September Groups will be revisited/adjusted every eight-ten weeks based on Progress Monitoring Data and teacher input. Professional Development on Universal Screener Professional Development with district approved RTI resources prior to RTI services Before/after school tutoring as finances allow Creation and Monitoring of RIMPs (K-3)	Master schedule will include a RTI block per grade level
Measures of Success	Increased achievement for special education students as measured in growth in Universal Screener scores. Progress Monitoring as	Growth in Universal Screener scores Progress Monitoring as documented on RIMPs.	Master Building Schedule Classroom Schedules Instructional Time Audits

	documented on RIMPs.	RTI spreadsheet PD attendance	
Check-in/ Review Date	Updated RIMPs 8-10 weeks	RTI spreadsheet created by September and updated at end of each cycle Updated RIMPS 8-10 weeks Professional Development ongoing	Master Building Schedule by August 1, 2018 Classroom Schedules by September, 2018 Instructional Time Audits will be done bi-annually.

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 and 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 the evidence-based practices. The OIPIR will be used to evaluate the effectiveness of system and team structures. 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 (Liberman, Shankweiler, & Liberman, 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.

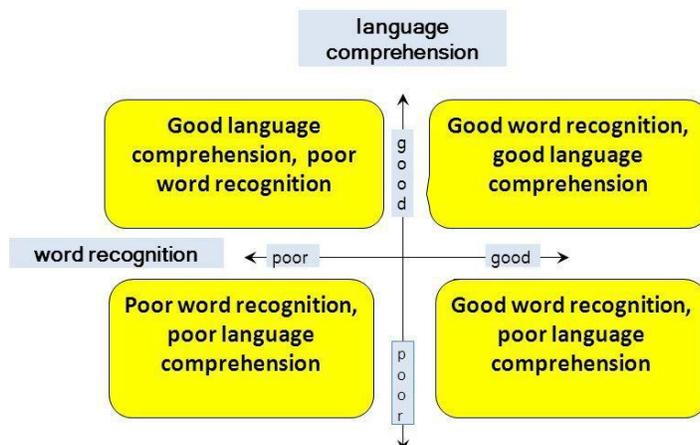
9. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes. ESSA Tier 1

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, four teachers per year will receive Orton-Gillingham training and certification to specifically target our Tier 2 and Tier 3 students. These certified staff will train additional staff. 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 Linnere (mlinnere@mhcs.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>							
							(Check all that apply for each activity.)
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 and certification.	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	X	X	X	X	X	X	X

funding can be obtained).							
4. MTHCS literacy coaches will provided embedded PD on evidence based strategies	X						
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						
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						
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						
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						

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 (12) will be engaged in a 2 year process to become certified OG facilitators. 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 the certification process of OG.</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>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>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</p>	<p>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</p>

<p>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>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>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>
<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>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 OIPER. Certificates of attendance will be kept to document participation in the training. BLT and DLT notes will document pertinent decisions and discussions.</p>

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.</p> <p>All training surrounding evidence-based practices will have initial trainings 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>

Intensive: Focused on a discreet concept, practice or program.

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.

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 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.

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 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.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

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.

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.

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 Linnere (mlinnere@mthcs.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"> • The number of student reports/ referrals will decrease by 10%. • The number of student suspensions will decrease by 10%. 							
Evidence-Based Practice or Intervention: <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) 							
(Check all that apply for each activity.)							
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.	8/18 to 6/19	X	X	X	X	X	X
2. Conscious Discipline training (SEL program) will be given for all new staff that support grades PK-2	8/18 to 6/19	X	X	X	X	X	X
3. All staff grades K-8 will receive training on how to develop behavior plans.	8/18 to 6/19	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	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 referral 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.						

on strategies for Social/Emotional development.	
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 referral and reports. Attendance reports will be kept to document participation in professional learning.
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 referral and suspensions.

Professional Development Plan Template Part B

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>Sustained: Taking place over an extended period; longer than one day or a one-time workshop.</p> <p>Initial and ongoing PD will occur throughout the year as necessitated by 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.</p> <p>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.</p> <p>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.</p> <p>Adjustments will be made in training and supports offered to all stakeholders as identified by individual and building needs. Additional training and supports 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>

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.

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.

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 Linnere (mlinnere@mthcs.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

- The number of student reports/ referrals will decrease by 10%.
- The number of student suspensions will decrease by 10%.

Evidence-Based Practice or Intervention:

- Increase student motivation and engagement in literacy learning – Moderate Evidence

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. All staff grades K-8 will receive training on Engaging Learning Strategies.	8/18 to 6/19	X	X	X	X	X	X
2. All staff grades K-8 will receive training on Student to Student interactions.	8/18 to 6/19	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
<p>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.</p>	<p>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 referral and reports. In additional, 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.</p>
<p>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.</p>	<p>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 referral and reports. In additional, 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.</p>

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.</p> <p>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.</p>
<p>Intensive: Focused on a discreet concept, practice or program.</p> <p>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.</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 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 supports offered to all stakeholders as identified by learning walk data, TBT data and BLT data. Additional training and supports 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.

Appendix A: OIPIR

OIP IMPLEMENTATION CRITERIA & RUBRIC - Mt. Healthy CSD (2015-16) (2016-17) (2017-18)

SECTION A: EFFECTIVE TEAMS

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)	Evidence (examples)
A1. Educators work in collaboration.	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.	Meeting agendas Meeting schedule Team meeting minutes with defined actions Self-assessment survey results or video of team process
A2. Educators work in leadership teams and have regularly scheduled meetings to support their work.	Less than 25% of recommended members* participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement.	25-50% 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.	51-89% 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.	Meeting schedule List of membership by position Self-assessment survey results or video of team process
A3. Teams meetings are purposeful.	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.	Meeting agendas Meeting forms/protocols Meeting notes with monitoring evidence and impact on improving student achievement, educator behavior and/or system changes
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)	Communication approach within IMM Evidence consistent with communication approach, e.g., notes, newsletters, emails, wiki, SharePoint, Google docs

Appendix B: RTI Framework

Mt Healthy Teaching & Learning

[Home](#) [Curriculum Maps](#) [Instructional Resources](#) [Literacy Initiative](#) [Professional Development](#) [TBT-BLT-DLT](#)
[Testing](#) [Learning Walks](#) [Response to Intervention](#) [Gifted Services](#) [About Us](#)

Response to Intervention

During the 2017-2018 school year as a district we commit to:

- Focus on teaching children to read through high quality core instruction,
- Supplement their reading instruction when necessary, and
- Progress monitor regularly so students can achieve academic and social success through reading.

RtI in MTHCS is a three-tiered model designed to meet the needs of all students with the following structure:

- Tier I - High quality core instruction for all students using research-based reading curriculum.
- Tier II - **In addition**, to the high quality reading instruction students received in Tier I. Students not progressing as expected at Tier I will receive non-pullout Tier II reading/LA intervention.
- Tier III, **in addition**, to the high quality standards-based reading instruction students received in Tier I. Students not progressing at Tier I & Tier II receive **explicit reading/LA instruction** focused on a specific skill or need. This intervention can be accelerated or a remedial need.

[Click here to see the detailed MTHCS District Response to Intervention Plan](#)

The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early and Scientifically Based Interventions Through Careful Systems Planning

ACADEMIC SYSTEMS

Tier 3 Intensive, Individual Interventions

- Focus on individual students through group or individual plans
- Assessment - based
- High intensity
- Of longer duration

Tier 2 Strategic Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1 Core Instructional Interventions

- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

Tier 3 Intensive, Individual Interventions

- Focus on individual students through group or individual plans
- Assessment - based
- Intense, durable procedures

Tier 2 Strategic Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1 Core Instructional Interventions

- All settings, All students
- Preventive, proactive



[Screenshot of webpage](#)

**MTHCS District
Response to Intervention Plan
(2017-2018)**

- Data indicates student(s) regression, **is not due** to factors other than core curriculum or instruction
- After 18 weeks of quality core instruction, based on data and teacher concern, refer for Tier Two

Tier Two Intervention

- Continue Tier One high quality reading instruction – no pull-out
- Referral Criteria for Tier Two Intervention
 - A spring STAR benchmark score **at or below basic** – STAR OST, or
 - Any student one to less than 2 years below grade level reading achievement (STAR), and/or based on
 - Teacher recommendation (must present reliable classroom and assessment data)
- Intervention Time - Group
 - 18 weeks minimum
 - Group size
 - Smallest group possible based on resources
 - Maximum group size of no more than 12 students
- Discontinue Tier Two Intervention
 - Student exhibits and maintains at least one year of growth – data and teacher recommendation
 - Four or more data points showing a positive trend of at or above proficient
 - Recommendation from teacher

Tier Three Intervention

- Continue Tier One high quality reading instruction – no pull-out
- Referral Criteria for Tier Three Intervention – 1 or more, no pull-out from core instruction
 - A spring STAR benchmark score **at or below limited** – STAR OST, or
 - Any student 2 years or more below grade level reading achievement (STAR), and/or based on
 - Teacher recommendation (must present reliable classroom and assessment data)
- Intervention Time - size
 - 18 weeks minimum
 - Individualize intervention preferred
 - Groups smallest possible based on resources
 - Maximum group size of no more than 6 students
- Move to Tier Two or discontinue Tier Three Intervention
 - Student exhibits and maintains at least one and half years of growth – data/teacher recommendation
 - Four or more data points showing a positive trend of at or above basic, and
 - Recommendation from teacher
 - Consider move to Tier Two

RTI Intervention Time

The RTI reading intervention period is a protected **45 minute period** in the school schedule. This intervention time (1) gives school staff an opportunity to provide intervention for students experiencing difficulty in reading and language arts and (2) ensures that all students will receive additional time and support in the area of reading and language arts that does not require them to be pulled from core instruction.

All students would be placed into a tier based on their STAR (fall or winter) reading benchmark. If 3rd grade teacher A had 7 students at Tier I, 7 students at Tier II, 7 students at Tier III and was scheduled to do intervention with students on Tier II. This teacher would keep their 7 students and receive other students from other teachers that fall within the same tier. The 14 Tier I and Tier III students would go to other teachers teaching at the appropriate Tier. Every student would be assigned to a Tier and every teacher, para, intervention specialist and special teacher would have a group of students. The goal is to create the smallest student to teacher ratio possible.

Progress Monitoring

- Using STAR, 1 to 2 x per month based on student need
- Third grade will pilot Data Map (Progress Book Suite)
 - For RIMPS
 - RTI data tracking
- Re-group students every 9 weeks based on data

**MTHCS District
Response to Intervention Plan
(2017-2018)**

The RTI teacher will actively participate in RTI and benchmarking process in each building under the guidance of the building administrator. The RTI teacher primary duties and responsibilities are as follows:

- Assist teachers in the RTI data management for building after benchmark periods, reviews benchmark results in TBT's, help teachers (as needed) assign student(s) intervention groups based on data, assist teachers (as needed) in placing students in an classroom intervention, make sure intervention materials by level are available for all teachers, discuss intervention goals with teachers by intervention level, makes sure teachers have access to progress monitoring materials, review data bi-weekly for student progress.
- Assist teachers in data/student discussions, reviews classroom and student specific screening and progress monitoring data as needed, i.e. compile, analyze, break down, share, and run necessary reports, as needed provide support for teachers who might be struggling with intervention, as needed support provide support for students who might be struggling with intervention.
- Provides intervention to students as designated by the RTI process. Perform the above activities as they relate to students for whom the RTI staff member is providing service.

Intervention Outside the Reading/Language Arts Block

Grades	Kindergarten
Intervention Types	In classroom
Tiers	All Tiers
Duration	No intervention block, in the context of 120 reading instruction
Group Meeting Frequency	N/A
Intervention Description	Reading Street, other materials as identified by K team.
Progress Monitoring	minimum of 1x every other week

Grades	First
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	40 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Reading Street, Write-in Reader, Accelerated Reader
Progress Monitoring	minimum of 1x every other week

Grades	Second
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	40 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Journeys Reading toolkit, Write-in Reader, Accelerated Reader
Progress Monitoring	minimum of 1x every other week

Grades	Third
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**MTHCS District
Response to Intervention Plan
(2017-2018)**

	minimum of 1x every other week
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Grades	Fourth
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	45 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Journeys Reading toolkit, Write-in Reader, Accelerated Reader, ILIT
Progress Monitoring	minimum of 1x every other week

Grades	Fifth
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	45 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Journeys Reading toolkit, Write-in Reader, Accelerated Reader, ILIT
	minimum of 1x every other week

Grades	Sixth
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	45 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Journeys Reading toolkit, Write-in Reader, Accelerated Reader, ILIT
	minimum of 1x every other week

Grades	Seventh
Intervention Types	Group
Tiers	Tier 2, Tier 3
Duration	50 minutes a day
Group Meeting Frequency	5x per week
Intervention Description	Other to be determined, Accelerated Reader
Progress Monitoring	minimum of 1x every other week

Grades	Eighth
Intervention Types	Group
Tiers	Tier 2, Tier 3

Appendix C: Decision Framework Needs Assessment



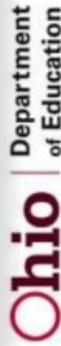
DF FY 2018 Needs Assessment Report 044412 - MT HEALTHY CITY

NEEDS ASSESSMENT TEXT	PRIORITY	Send To CCIP
<p>DATA CONCERN - Reading below proficient (all students): Grade 3, Grade 4, Grade 5, Grade 8</p> <p>Influencers - 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 establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. 	High	Yes
<p>DATA CONCERN - Reading below proficient (all students): Grade 3, Grade 4, Grade 5, Grade 8</p> <p>Influencers - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	High	Yes
<p>DATA CONCERN - Reading below proficient (all students): Grade 3, Grade 4, Grade 5, Grade 8</p> <p>Influencers - OPES Environment, Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment, Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	High	Yes



**DF FY 2018 Needs Assessment Report
044412 - MT HEALTHY CITY**

<p>DATA CONCERN - Achievement Gap for Reading: Students w/ Disabilities</p> <p>Influencer/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 establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. 	<p>DATA CONCERN - Achievement Gap for Reading: Students w/ Disabilities</p> <p>Influencer/s - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	<p>DATA CONCERN - Achievement Gap for Reading: Students w/ Disabilities</p> <p>Influencer/s - OPES Environment, Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment, Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	<p>Not A Priority</p>	<p>No</p>
<p>DATA CONCERN - Achievement Gap for Reading: Students w/ Disabilities</p> <p>Influencer/s - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	<p>DATA CONCERN - Achievement Gap for Reading: Students w/ Disabilities</p> <p>Influencer/s - OPES Environment, Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment, Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	<p>High</p>	<p>High</p>	<p>Yes</p>



**DF FY 2018 Needs Assessment Report
044412 - MT HEALTHY CITY**

<p>DATA CONCERN - Graduation Rate Trend: Concern for all students</p> <p>Influencers - 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 establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. 	<p>DATA CONCERN - Graduation Rate Trend: Concern for all students</p> <p>Influencers - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	<p>DATA CONCERN - Graduation Rate Trend: Concern for all students</p> <p>Influencers - OPES Environment, Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment, Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	<p>High</p> <p>High</p> <p>High</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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**DF FY 2018 Needs Assessment Report
044412 - MT HEALTHY CITY**

<p>DATA CONCERN - K-3 Literacy Cohort: Kindergarten, Grade 1, Grade 2</p> <p>Influencers - 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 establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. 	<p>High</p>	<p>Yes</p>
<p>DATA CONCERN - K-3 Literacy Cohort: Kindergarten, Grade 1, Grade 2</p> <p>Influencers - OPES Assessment: Schools/district/teachers understand and use data/evidence from formative assessments.</p> <p>OPES Assessment:</p> <ul style="list-style-type: none"> Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education. Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement. 	<p>High</p>	<p>Yes</p>
<p>DATA CONCERN - K-3 Literacy Cohort: Kindergarten, Grade 1, Grade 2</p> <p>Influencers - OPES Environment, Parents and Community: Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.</p> <p>OPES Environment: Parents and Community:</p> <ul style="list-style-type: none"> Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. 	<p>High</p>	<p>Yes</p>

Mt. Healthy District
Decision Framework
2017-18 Needs Assessment

STAGE 1				
Achievement: Indicators Met: Reading Below Proficient All Students Grade: 3, 4, 5, 8, Eng I and II				
	Instruction	Assessment	Curriculum	Environ, Par, Com
INFLUENCE:	#2	#5	#3	(District) #4 (BLDG ONLY #1)
OPES (district)	#13	#3, #4, #5	#1	#1
OTES (bldg)	#10	#3 #4 #5	#2	#1, #2
Achievement Indicators Met: TREND - Graduation Rate: ALL students				
	Instruction	Assessment	Curriculum	Environ, Par, Com
INFLUENCE:	#2	#5	#3	(District) #4 (BLDG ONLY #1)
OPES (district)	#13	#3, #4, #5	#1	#1
OTES (bldg)	#10	#3 #4 #5	#2	#1 #2
GAP - Reading SWD				
	Instruction	Assessment	Curriculum	Environ, Par, Com
INFLUENCE:	#2	#5	#3	(District) #4 (BLDG ONLY #1)
OPES (district)	#13	#3, #4, #5	#1	#1
OTES (bldg)	#10	#3 #4 #5	#2	#1 #2
K-3 Literacy - KG, Grades 1 & 2				
	Instruction	Assessment	Curriculum	Environ, Par, Com
INFLUENCE:	#2	#5	#3	(District) #4 (BLDG ONLY #1)
OPES (district)	#13	#3, #4, #5	#1	#1
OTES (bldg)	#10	#3, #4, #5	#2	#1 #2

FYI- It was decided to NOT mark anything in "Progress" tab stage 1 data OR "Curriculum Influences" last year.

Appendix D- Literacy Leadership Action Plan

Literacy Leadership Action Plan				
<p>Problem Statement: Teachers, families and students need to cooperate in implementing common language and instructional practices that will ensure literacy competence in all students.</p> <p>Core Four Area: Pedagogy</p>	<p>Analyze</p> <ol style="list-style-type: none"> 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. <p>Go deep. Analyze the problem you are trying to solve by reflecting on the root causes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Cause 1: Lack of common literacy language and beliefs.</td> </tr> <tr> <td style="padding: 2px;">Cause 2: Have not identified best practices and non-negotiables for leaders, teachers and families surrounding literacy instruction.</td> </tr> <tr> <td style="padding: 2px;">Cause 3: We have not actualized beliefs/practices with our leaders, teachers and families. (Remove barriers for all stakeholders.)</td> </tr> </table>	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.)
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.)				
<p>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.</p> <p>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>				

<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 stakeholders</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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Appendix E- Ready Schools Plan

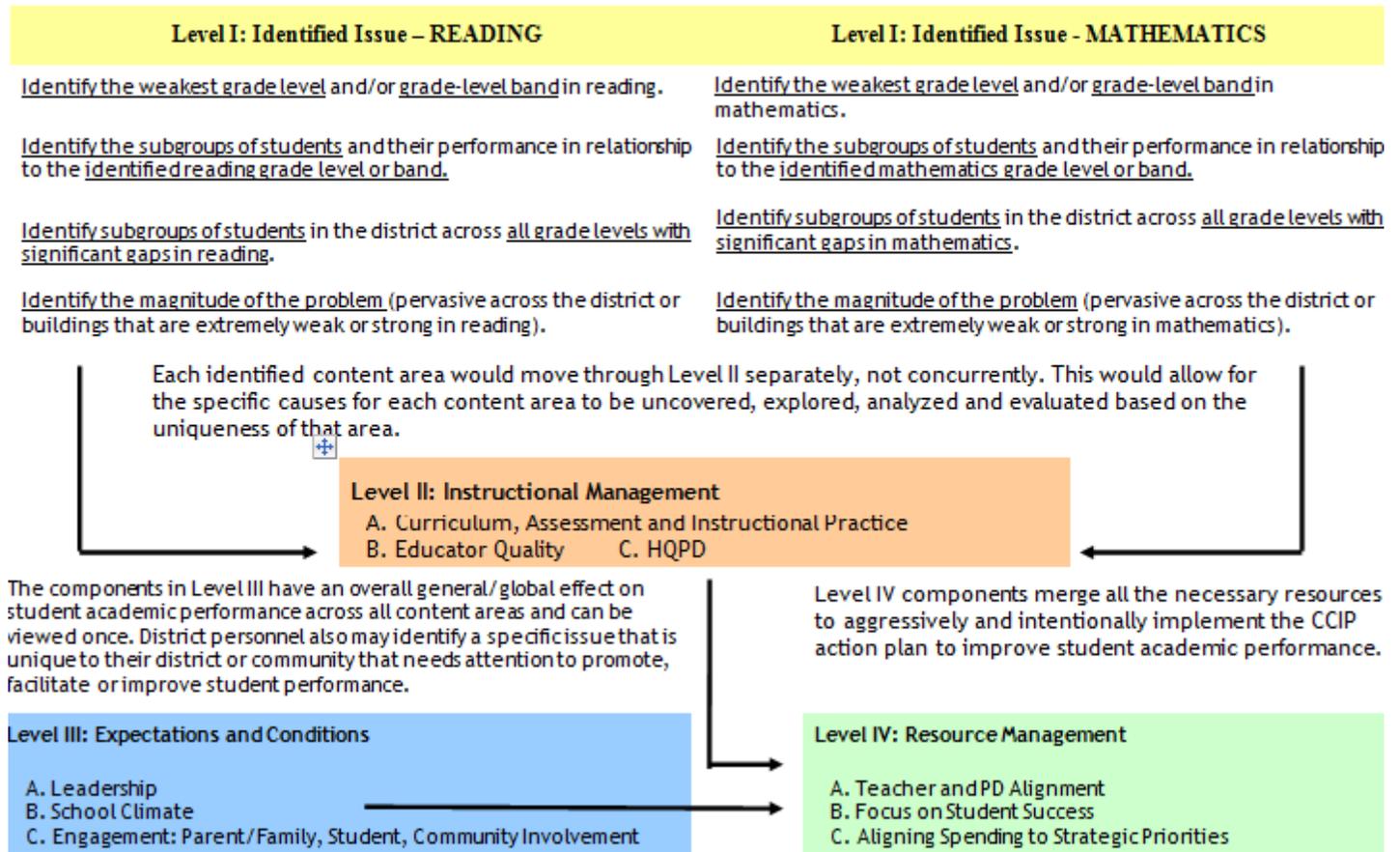
**United Way of Greater Cincinnati
Hamilton County Ready Schools Collaborative
Action Plan
SY 2018
(Due January 2018)**

School: Mt. Healthy North Elementary
School Year: 2017/2018

Goal	Tasks/Action Steps	Timeline	Person Responsible	Budget
We will orient new students through defined activities.	<ol style="list-style-type: none"> 1. Initiate contact with families upon receiving contact information and class placement. 2. Work with student council to establish school tours for all new Pre-K or Kindergarten students. 3. Update primary orientation booklets for new students and their families. 4. Organize event prior to beginning of year to screen students for upcoming year, including incentives, prizes, and supplies for students. 	January-May 2018	<ol style="list-style-type: none"> 1. K Team / Memphis 2. K Team / Memphis 3. K Team / Memphis 4. K Team / Memphis 	1. \$3000
We will assist preschool families with transitioning to kindergarten through defined activities.	<ol style="list-style-type: none"> 1. Organize event incoming kindergarten students. The event will include playground activities, classroom tour, music, games, and food. School supplies will be given to each student in attendance. 2. Initiate step-up day 3. Visit local daycares to promote upcoming activities at North. 4. Host parent information meetings at pre-schools and daycares regarding Kindergarten 	<ol style="list-style-type: none"> 1. Jan-Apr 2018 2. Apr-May 2018 3. Apr-May 2018 4. March-June 	<ol style="list-style-type: none"> 1. K Team / Maxxam 2. K Team / Maxxam 3. Maxxam and K. Team 4. Maxxam and K. Team 	<ol style="list-style-type: none"> 1. (\$3000 listed above) 2. \$100 3. \$250 4. \$100

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 II.

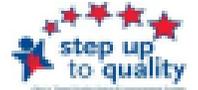


Appendix G- 5 Star Rating for MTHCS Preschools



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



Ohio Department of Education
Ohio Department of Job and Family Services

On-Site Verification Summary
Program Name: South Elementary School



Program Number: 1000018881

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

Mt. Healthy District Improvement Plan – Education Destination (OIP – EduDest)

Goal 1: By June 2018, we will demonstrate: <ul style="list-style-type: none"> 1 year worth of growth in Reading for K-8th grade as measured in STAR; Increase in district percent proficient on High School End of Course tests for ELA I and II. 100% of students will graduate with a college and career plan. 					
Strategy 1: Ensure all students are engaged in high-quality and effective instruction 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) Educators will create and communicate learning targets.	Learning Walks; Students surveyed can explain the learning targets.	admin, teachers		X	
(1.2) Educators will create a system which students use to track and monitor progress of learning goals.	Student data folders	admin, teachers, obj #1		X	
(1.3) Staff will implement more active learning strategies.	Increase in Collaborative / Interactive strategies, Learning Walks.	admin, teachers		X	
(1.4) DLT, BLTs, & TBTs will use the 5-step process to analyze data and adjust instruction.	Teams will use 5-step process to analyze data & adjust instruction.	admin, teachers		X	
*(1.5) Each school will implement a system of assessments & assessment evaluation.	Job-embedded PD on assessment literacy. Assessment data.	*Not a focus for the 17-18 SY	X		
(1.6) "Pledge to PK-2 Success" (moved from goal 2 to goal 1 due to instructional focus)	All students will enter 3rd grade with strong skills in reading, writing, math AND Social Emotional Skills for life. Creation of a Reading Achievement Plan. Professional Development on the 5 Big Ideas of Literacy, specifically early literacy.	PK-2 Success Team,		X	
(1.7) The staff will implement strategies to improve literacy in all classrooms; staff will embed reading & writing in every course.	Students routinely read, discuss, and write about the texts included in the curriculum. Creation of a Reading Achievement Plan. PD on the 5 Big Ideas of Literacy.	T&L, admin, teachers,		X	

PROGRESS MEASURES: Mt. Healthy District											
	Baseline Measure		Progress Measure #1		Progress Measure #2		Progress Measure #3		Progress GOAL Date: June 2018		
	Date	Result	Date	Result	Date	Result	Date	Result	ACTUAL	GOAL	
ADULT IMPLEMENTATION INDICATORS											
Learning Walk: Student task aligned to learning target	May 2017	82.8%	Oct 2017	86.8%	Jan 2018	90%				90%	
LW: Student-To-Student Interactions	May 2017	13.2%	Oct 2017	42.4%	Jan 2018	34%				50%	
QIPR Section C (Rubric Average)	May 2017	2.2	Measured from year to year								3
STUDENT PERFORMANCE INDICATORS											
STAR Reading data 1 year growth (SGP)	May 2017	SGP = 35.4	May 2017	SGP=35.4	Feb 2017	SGP=46.5				50 SGP (+/- 10)	
HS End of Course % Proficient - ELA I / ELA II	May 2017	31% / 27%	ODE Report Card measure...yearly measure.								51% / 57%
Grade 5 Math % Proficient on OST	May 2017	23.6%	ODE Report Card measure...yearly measure.								53.6%

Mt. Healthy District Improvement Plan – Education Destination (OIP – EduDest)

Goal 2: By June 2018, 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 10%. 					
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 district-wide common Social Emotional Learning strategies. Educators will provide explicit instruction of SEL.	PBIS Surveys K-2 Conscious Discipline. IS teachers PATHWAYS Students will show pride in themselves, their school, and their community.			X	
(2.2) Develop & implement a district-wide, tiered framework, for interventions and supports.	Surveys; Academic data; District Reading Achievement Plan			X	
(2.3) Implement PBIS in every building.	PBIS Surveys Students can explain and demonstrate the building-wide behavioral and academic expectations.			X	

PROGRESS MEASURES: Mt. Healthy District										
	Baseline Measure		Progress Measure #1		Progress Measure #2		Progress Measure #3		Progress GOAL Date: June 2018	
	Date	Result	Date	Result	Date	Result	Date	Result	ACTUAL	GOAL
Adult Implementation Indicator										
PBIS Self-Assessment Survey (Implementation Average)	May 2017	61%	Nov 2017	58%	Survey takes place two times per year.		May 2017			80%
Student Performance Indicator										
Number of Suspensions (PSW) (# of occurrences)	May 2017	2,600	Oct 2017	Q1 Total 181	Jan 2018	Sem 1 Total 677				(10% decrease) 2,340
Student PBIS Climate Survey (Rubric Average)	Nov 2017	2.86	Nov 2017	2.86	Survey takes place two times per year.		May 2017			3.5

Appendix I

Changing Emphasis of the Subskills of the Five Components of Reading						
Component	K	1st	2nd	3rd	4th	5th
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
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

References

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