

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the New Miami 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:


- Comprehensive needs assessment showed core instruction needed to be supplemented with evidence-based practices to better align with the Simple View of Reading. Plan allows for this change in practice.
- Professional development is supported by classroom coaching and feedback.
- Plan allows for family engagement intended to create relationships between the school and community from the Birth to 5 band. In addition, plans aligned to Ohio's Early Learning Language and Literacy Standards.

This plan will benefit from:

- Data sources are provided for K-10. The LLP would benefit from a deep analysis of the data including specific deficits in relation to the five components of reading for both elementary and secondary.
- In Section 5, address what will be done to facilitate improvement in schools/programs where the data being collected shows that students are not progressing toward the learner performance goals.
- Provide decision rules for matching students to or exit students from interventions.

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

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: NEW MIAMI LOCAL SCHOOL DISTRICT

IRN: 046136

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE): 046136.026864

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STAR

ADDRESS: 600 SEVEN MILE AVE., HAMILTON, OHIO 45011

LEAD CONTACT: KIM DAVIDSON

CEO/SUPERINTENDENT: RHONDA PARKER

DATE: DECEMBER 6, 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 (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

The Local Literacy Plan developed by New Miami Local School District is aligned to the district mission, literacy vision, goals of OIP and CCIP, and the Ohio ELA standards. The plan focuses on improving the core instruction for all students and providing additional supports for students in need of Tier II and III interventions. The New Miami leadership team used Ohio's Plan to Raise Literacy Achievement to guide the design and goals of the plan. The team utilized all available data to analyze student performance and construct goals for improvement. Funding for the plan was secured through Title I and II and district general fund. The plan was created and will be shared with all stakeholders through DLT, BLT, and TBTs. This plan will be amended as student performance data is updated.

CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	Email
Tabatha Class	Elementary Principal	New Miami Elementary	tclass@new-miami.k12.oh.us
Kim Davidson	Director of Curriculum and Instruction	New Miami School District	kdavidson@new-miami.k12.oh.us
Amy Hamel	Title I Manager, Reading Mastery Data Manager	New Miami Elementary	ahamel@new-miami.k12.oh.us
Angela Gehr	Dean of Culture and Engagement	New Miami School District	agehr@new-miami.k12.oh.us
Andrea Ulreich	Art Teacher	New Miami Elementary	aulreich@new-miami.k12.oh.us
Tracy Lakes	5 th Grade English Language Arts Teacher	New Miami Elementary	tlakes@new-miami.k12.oh.us
Nicole Kidd	Instructional Coach	New Miami School District	nkidd@new-miami.k12.oh.us
Debbie Dye	1 st Grade Teacher	New Miami Elementary	ddye@new-miami.k12.oh.us
Tekila Fullam	2 nd Grade Teacher	New Miami Elementary	tfullam@new-miami.k12.oh.us
Michelle Ewen	SPARK Parent Partner	New Miami Elementary	mewen@new-miami.k12.oh.us
Kayla Worley	6 th Grade Science/Social Studies Teacher	New Miami Middle School	kworley@new-miami.k12.oh.us
Kristin Schott	1 st Grade Teacher	New Miami Elementary	kschott@new-miami.k12.oh.us

Kara Hanges	Middle/High School Principal	New Miami Middle/High School	khanges@new-miami.12.oh.us
Megan Smith	Kindergarten Teacher	New Miami Elementary	mpennekamp@new-miami.k12.oh.us
Ellen Birchwell	H.S. Spanish Teacher	New Miami High School	ebirchwell@new-miami.k12.oh.us
Chris Ruder	Community Member	New Miami School District	cmruder@gmail.com
Rhonda Parker	Superintendent	New Miami School District	rparker@new-miami.k12.oh.us
Susan Stevens	4 th Grade Math Teacher	New Miami Elementary	sstevens@new-miami.k12.oh.us
Amanda Workman	2 nd Grade Teacher	New Miami Elementary	aworkman@new-miami.k12.oh.us
Mark McMillen	6 th Grade Math Teacher	New Miami Middle School	mmcmillen@new-miami.k12.oh.us
Renee Allen	8 th Grade ELA Teacher	New Miami Middle School	rallen@new-miami.k12.oh.us
James Swiecki	Biology Teacher	New Miami High School	jswiecki@new-miami.k12.oh.us
Eleanor Carbary	Board Member	New Miami School District	ecarbary@new-miami.k12.oh.us

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

The Leadership Team followed the OIP process to develop a Local Literacy Plan that improves literacy outcomes for children from birth through grade 12 living in the New Miami School District. The team reviewed various data from KRA, Fountas & Pinnell Benchmark, Reading Mastery assessments, K-3 Literacy Component of the State Report Card, MAP, OST, EOC, and Read 180 Reading Inventory. The team identified needs to create the Local Literacy Plan to begin exploration of evidence-based practices and strategies to improve and supplement the current New Miami Local School District's English Language Arts program. Based on data and research, the team developed goals, strategies, and action steps that support student achievement.

The plan will be monitored through Teacher Based Teams (TBT), Building Leadership Team (BLT), and District Leadership Team (DLT). Collection of data by teachers, Title I Manager, tutors, literacy coach, and program coordinator will be shared in weekly TBT meetings and monthly BLT and DLT meetings. Data collected will be used to make adjustments to strategies and action steps as outlined in the 5 step process.

A Literacy Team made of staff, community members, and administrators will communicate the Local Literacy Plan to all stakeholders via staff meetings, community engagement events, quarterly newsletter, web site, parent teacher conferences, and board meetings. The Literacy Team will partner with stakeholders and community members to develop a system of feedback that encourages two-way communication; partnerships at the local level enable the successful implementation of the Local Literacy Plan.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

New Miami Local School District completed an extensive review and update of the district's OIP plan and CCIP in the spring of 2017. TBT, BLT, and DLT analyzed student reading data, including classroom, diagnostic, report card, and the decision framework to create district and building goals to increase reading achievement. The Title I budget was also reviewed and aligned with the goals of the plan. The following goals from the OIP/CCIP are also reflected in the Local Literacy Plan.

New Miami Local School District works with many community partners to ensure a well-rounded, supportive school experience for all students including: Lane Library – Book Mobile, Hamilton Community Foundation, OneSight, Shared Harvest, Primary Health Solutions, Community Book Program, and U.S. Department of Agriculture's Food and Nutrition Service along with the Ohio Department of Education's Office for Child Nutrition to provide fresh fruits and vegetables and free breakfast to all students.

Academic Goal:

By the end of the 2017-2018 school year, the district will meet or exceed math and literacy state accountability standards for ALL students, including lowest 20% and SWD, as measured by the following state report card criteria (2018 Report Card Data): Performance Index greater than or equal to 86 points Overall Value Added of at least a "C", lowest 20% D, SWD C Close the gap between SWD to 40% toward AMO goal, Econ. Disadvantaged to 30% toward AMO goal, and Graduation to meet state minimum K-3 Literacy Cohort - Grades K through 3 will report 75% on track based on reading diagnostic scores. Increase in grade level "indicators met" to greater than or equal to 20% (or greater than or equal to 5 indicators met) Growth in the Graduation Rate greater than or equal to 84%. Trend data for Algebra I - 40%, ELAI - 40%, and grade 3 - 40%.

Performance Measure:

100% of staff will implement Ohio's Learning Standards, utilizing assessment data to inform instructional design, including differentiation and student engagement. 100% of our students will meet or exceed individualized yearly growth and overall performance indicators.

1. **Strategy** - Establish classroom environments that are supportive of learning for all students.
 - Action Step Description: Professional development opportunities specific to classroom instruction.
2. **Strategy** - All curriculum will be aligned to learning standards.
 - Action Step Description: Administrators and teachers collaborate in monthly curriculum meetings.
3. **Strategy** - Instructional practices will expect students to demonstrate a high level of understanding and will integrate more rigorous learning outcomes and expectations.
 - a. Action Step Description: Administrative classroom visits and feedback based on instructional strategies and classroom management.
 - b. Action Step Description: Use formative and summative assessment to drive instructional decisions based on assessment literacy strategies: DOK, Blooms, Testing Blue prints
 - c. Action Step Description: Streamline the collection of student data PK-5 in ELA and Math with three data points in each area being collected three times per year for each student. ELA uses MAP, F&P Benchmark Assessment, and Reading Mastery Placement Tests. Math uses MAP, Go Math (beginning/middle/end of year), and OST. PK uses Teaching Strategies Gold and Early Learning Assessment.
 - d. Action Step Description: All students below grade level will receive increased supports and progress monitoring through RtI. The Title One Coordinating Teacher will work with the TBTs and RtI teams to identify children in need of additional supports. The Title One Teacher will develop pathways for each student following the New Miami RtI plan to close the instructional gap for the student. The Title One

- Teacher will work with the Title One instructional aides/tutors to carry out the individual learning plan for each student and provide weekly progress monitoring that informs instructional decisions including exit strategies.
- e. Action Step Description: Teachers participate in professional learning, choosing from a list of on-line modules that fit their specific needs for instructional strategies that will support student learning.
 - f. Action Step Description: Teachers participate in District Professional Development with a focus on research based instructional strategies. Teachers will implement instructional strategies in the classroom with the support of a real-time teacher coach. Strategies: Focused Instruction, maximizing independent learning, 60 Second check ins, anchor charts, small group instruction, do nows and exit tickets, think pair share, wait time and cold call.
 - g. Action Step Description: Implement the evidence-based intervention program Reading Mastery in the Elementary and Middle School.
 - h. Action Step Description: Provide full day Kindergarten to all students. Provide extra classroom time to succeed in school readiness and Ohio K standards. Time to participate in Reading Mastery Intervention Program. Time to participate in Compass Learning Personalized Learning Paths. Time to participate in a well-rounded education including, technology, physical education, music, and art.
 - i. Action Step Description: Title I Managing Teacher - Help students to master subject matter and skills, which will lead toward the fulfillment of their potential for intellectual, emotional, and psychological growth. Directs and evaluates the learning experiences of the students in activities sponsored by the school. Collaborates with administration to formulate and write Title I programs, following Title I guidelines. Collaborates with administration to implement ESSA regulations that impact Title I programs. Guides instructional aides/tutors in supporting identified students. Oversees data management for identifying and monitoring at risk student progress. Identifies needs and collaborates with administration in the development and delivery of professional development for the programs. Plans and implements family involvement activities for targeted students. Supports targeted students.
 - j. Action Step Description: Establish instructional aides/tutors one per grade level in elementary, 2 for middle school, and 2 for high school. To help, assist, and give aid/support for the effective and efficient operation of the classroom and to the teacher in the learning-teaching process. Assists and supports targeted students. Use for push in and pull out activities.
 - k. Action Step Description: Teachers use pre-post assessment data to inform instruction - differentiation for both high and low students.

Family and Community Engagement Goal

By the end of the 2017-2018 school year, increase community engagement in New Miami Local Schools through increased community participation in events and improve communication about interactive events.

Performance Measure

100% of Applicable stakeholders will participate in community engagement events. 100% of our students will meet or exceed individualized yearly growth and overall performance indicators.

Strategy - Provide training and support needed for internal and external stakeholders to enable them to meaningfully participate in activities aligned with district goals.

- Action Step Description: Culture Team creates a Family and Community Academic and Engagement Plan

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Results from the ELA and TSG language and literacy strands indicate that New Miami preschool students lack the necessary phonological awareness and vocabulary skills needed for early literacy success. Students with lower phonological awareness have lower reading achievement (Torgesen & Mathes, 2000). The combination of weak vocabularies and low phonological awareness skills will likely result in students who “start behind and stay behind.”

Students in Kindergarten and first grade show a lack of reading foundational skills, causing a gap in reading achievement early in their education. This prevents students from being successful in other skills for reading as well as all other content areas. This gap creates a challenge for increased student achievement as they move through the grade levels. MAP scores for second, third, fourth, and fifth grades illustrate this challenge; a high percentage of New Miami elementary students fall in the Low and Low Average bands (below the 40th percentile) due to their weak foundational skills.

As students move from elementary (PK-5) into middle and high school, they are not closing the gap in reading achievement. OST data shows that 50% or less of New Miami middle school students passed the state tests in ELA. Only one-third or less of high school students passed the ELA EOC assessment. MAP data shows that a significant amount of adolescent students are falling below the 40th percentile in literature, informational text, and vocabulary acquisition and use.

Early lags have lifelong consequences in reading competency (Skibbe, Grimm, Stanton-Chapman, Justice, Pence, & Bowles, 2008). The NMLSD student data indicates that they are challenged by the gaps in these foundational skills.

The following data is used to analyze and inform programs, instructions, and plans in the New Miami Local School District to increase reading growth and achievement.

Preschool

Early Learning Assessment (ELA)

Phonological Awareness – Fall 18 – 97% Fall 17 - 98% of students did not exhibit any skills, knowledge or behaviors that resulted in a score being able to be recorded.

Vocabulary – Fall 18 – 74% Fall 17 - 64% of students are not reaching developmental guidelines.

Teaching Strategies Gold (TSG)

Language – Fall 18 - 60.32 % Fall 17 – 66.67% Below developmental guidelines.

Literacy – Fall 18 - 73.02% Fall 17 – 87.72% Below developmental guidelines.

Kindergarten

MAP - Low - Low Average (below 40%ile)

Vocabulary Use and Functions: Fall 18 – 42% Fall 17 - 47% Fall 16 - 27%

Foundational Skills: Fall 18 – 56% Fall 17 - 78% Fall 16 - 71%

Language & Writing: Fall 18 – 75% Fall 17 - 62% Fall 16 - 61%

Literature & Informational: Fall 18 – 37% Fall 17 - 33% Fall 16 - 34%

Kindergarten Readiness Assessment (KRA)

Language and Literacy – Fall 18 - 36% Fall 17 - 45% are not on track for proficiency in reading by third grade.

Grade 1

MAP - Low - Low Average (below 40%ile)

Vocabulary Use and Functions: Fall 18 – 43% Fall 17 - 52% Fall 16 - 46%

Foundational Skills: Fall 18 – 50% Fall 17 - 62% Fall 16 - 56%

Language & Writing: Fall 18 – 50% Fall 17 - 62% Fall 16 - 62%

Literature & Informational: Fall 18 – 54% Fall 17 - 48% Fall 16 - 38%

Grade 2

MAP - Low - Low Average (below 40%ile)

Literature: Fall 18 – 62% Fall 17 - 60% Fall 16 - 74%

Informational Text: Fall 18 – 57% Fall 17 - 58% Fall 16 - 70%

Vocabulary Acquisition & Use: Fall 18 – 56% Fall 17 - 56% Fall 16 - 66%

Grade 3

MAP - Low - Low Average (below 40%ile)

Literature: Fall 18 – 45% Fall 17 - 55% Fall 16 - 51%

Informational Text: Fall 18 – 46% Fall 17 - 54% Fall 16 - 60%

Vocabulary Acquisition & Use: Fall 18 – 42% Fall 17 - 52% Fall 16 - 45%

OST ELA Proficient – Spring 18 – 53% Spring 17 - 53.8%

Grade 4

MAP - Low - Low Average (below 40%ile)

Literature: Fall 18 – 46% Fall 17 - 42% Fall 16 - 65%

Informational Text: Fall 18 – 44% Fall 17 - 49% Fall 16 - 60%

Vocabulary Acquisition & Use: Fall 18 – 52% Fall 17 - 51% Fall 16 - 60%

OST ELA Proficient Spring 18 – 64% Spring 17 - 34%

Grade 5

MAP - Low - Low Average (below 40%ile)

Literature: Fall 18 – 36% Fall 17 - 65% Fall 16 - 53%

Informational Text: Fall 18 – 51% Fall 17 - 66% Fall 16 - 56%

Vocabulary Acquisition & Use: Fall 18 – 49% Fall 17 - 60% Fall 16 - 51%

OST ELA Proficient Spring 18 – 58% Spring 17 - 47.6%

Grade 6

MAP – Low - Low Average (below 40%ile)

Literature: Fall 18 – 50% Fall 17 – 52% Fall 16 – 54%

Informational Text: Fall 18 – 56% Fall 17 – 40% Fall 16 – 49%

Vocabulary Acquisition & Use: Fall – 55% Fall 17 – 45% Fall 16 – 45%

OST ELA Proficient Spring 18 – 47% Spring 17 – 42.6%

Grade 7

MAP - Low - Low Average (below 40%ile)

Literature: Fall 18 – 42% Fall 17 – 48% Fall 16 – 58%

Informational Text: Fall 18 - 41% Fall 17 – 51% Fall 16 – 48%

Vocabulary Acquisition & Use: Fall 18 – 34% Fall 17 – 44% Fall 16 – 47%

OST ELA Proficient Spring 18 – 41% Spring 17 – 52.6%

Grade 8

MAP – Low - Low Average (below 40%ile)

Literature: Fall 18 – 45% Fall 17 – 38% Fall 16 – 45%

Informational Text: Fall 18 – 42% Fall 18 - Fall 17 – 48% Fall 16 – 45%

Vocabulary Acquisition & Use: Fall 18 – 43% Fall 17 – 38% Fall 16 – 49%

OST ELA Proficient Spring 18 - 50% – Spring 17 – 21.7%

Grade 9

MAP – Low - Low Average (below 40%ile)

Literature: Fall 18 – 41% Fall 17 – 58% Fall 16 – 45%

Informational Text: Fall 18 – 35% Fall 17 – 63% Fall 16 – 45%

Vocabulary Acquisition & Use: Fall 18 – 36% Fall 17 – 56% Fall 16 – 49%

EOC ELA I Proficient Spring 18 – 32% Spring 17 – 34%

Grade 10

MAP – Low - Low Average (below 40%ile)

Literature: Fall 18 – 51% Fall 17 – 49% Fall 16 – 45%

Informational Text: Fall 18 – 45% Fall 17 – 40% Fall 16 – 45%

Vocabulary Acquisition & Use: Fall 18 – 44% Fall 17 – 44% Fall 16 – 49%

EOC ELA II Proficient Spring 18 – 23% Spring 17 – 31.5%

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

Analysis of data indicates that the following factors contribute to literacy gaps in the NMLSD: student chronic absenteeism, mobility, poverty, trauma, teacher turnover, and teacher experience.

According to the “Excessive Absences Intervention” research study by author Linda L. Williams, excessive absenteeism by students may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the absent student when he returns to school (Williams, 2002). Additionally, chronic absenteeism increases the likelihood that a student will drop out, which can result in high unemployment, poverty, and incarceration (Schoeneberger, 2012). NMLSD has a 17.2 % chronic absenteeism rate which is the highest of several neighboring school districts.

Mobility research has found students generally lose about three months of reading and math learning each time they switch schools (Editorial Projects in Education Research, 2016). NMLSD’s 15.9% mobility rate, the highest in Butler County, places the students at a higher risk of failure.

100% poverty adversely affects student achievement in the NMLSD. Families of low socio-economic status are at a disadvantage due to lack of resources. Low income households tend to have a literacy-poor environment (Impact of Poverty, 2016). As previously discussed, students who start behind stay behind; our data show that this is the reality of the community.

Another factor contributing to underachievement is trauma in the community. 27% of New Miami students experienced some type of trauma during the 2016-2017 school year. These traumatic experiences include homelessness, violence, verbal abuse, lack of basic necessities (heat, electric, and water), and hunger. Blodgett (2013) showed that without intervention, exposure to traumatizing experiences and environments can adversely influence how far a person's education will go. It turns out that unaddressed trauma is an even more accurate predictor of educational outcomes than race or income.

High teacher turnover and lack of teacher experience are both factors that NMLSD is experiencing. Teacher turnover has a significant and negative effect on student achievement and is particularly harmful to students in schools with large populations of low performing students (Ronfeldt et al, 2011). As a result of high teacher turnover, NMLSD teachers have an average of 7 years of experience while neighboring school district have an average of 12 years of experience. Teaching experience is positively associated with student achievement gains (Kini & Podolsky, 2016).

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

New Miami Local School District will provide a literacy framework based on current research and student needs. It is important that **all** students develop the skills necessary to help them become confident and successful readers, writers and speakers through the use of extensive reading, writing, speaking, and listening opportunities. The New Miami Local School District English Language Arts curriculum is designed to emphasize literacy learning as an ongoing process that requires continuous support, development, and practice.

The core curriculum provides **all** students a connection to reading, writing, researching, and speaking and listening. Through the use of literature, students will develop skills in literary analysis and increase their understanding of cultural diversity and historical perspective. An emphasis will be placed on developing skills that are essential to workplace success and the responsibilities of citizenship by frequently reading and producing various types of informational texts. Students will adjust their use of spoken language to communicate effectively with a variety of audiences and for different purposes.

A comprehensive approach will be implemented in grades K-12. The K – 3 framework will encompass five basic areas of instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. In grades 4 – 12, the program will focus on advanced decoding, fluency, vocabulary, comprehension, and motivation.

The Literacy plan requires **all** students to receive direct instruction in reading and writing as well as actively engaging in reading and writing activities as individuals or as part of small groups. Primary grades (K – 2) students are expected to receive at least two and a half hours of literacy instruction each day while intermediate grade students (3 – 8) are expected to engage in at least two hours daily of literacy instruction, and high school students (9 - 12) are expected to engage in approximately one hour of literacy instruction. Grades 3 – 12 will participate in literacy skills across all content areas.

This Literacy Plan (K-12) includes the following:

- Explicit and direct use of phonemic awareness activities in primary classrooms.
- Explicit and systematic instruction of phonics skills.
- Language development through both written and verbal means in order to connect vocabulary to reading and writing.
- Direct and systematic instruction of comprehension strategies as a means to develop meaning through fluent reading of increasingly complex texts via interactive, shared, guided, and independent reading activities.
- Opportunities for communication of ideas both verbally and written.
- Supporting opinions, demonstrating understanding of the core contents students are studying and conveying real and imagined experiences and events through reading, writing, and speaking.
- Clear communication to an external, sometimes unfamiliar audience.
- Purposeful writing to accomplish a particular task.

- Increased knowledge of a subject through research projects to respond analytically to literary and information sources.
- Resources, time and personnel will be used effectively to meet the needs of all students, from those at risk to those who have exceptional language arts abilities.

All students receive instruction through the core curriculum and literacy framework. Struggling readers are supported through a multi-tiered system of support (MTSS) using the Response to Intervention (RtI) framework (both academic and behavior) in addition to the core curriculum. The purpose of this process is to expand our capacity to reach and support diverse learners. Struggling students are identified through data, intervention plans are developed to meet student needs, and progress is monitored to identify additional needs or to ensure success and exit strategies.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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.

Overarching Goal

By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state ELA assessment.

Subgoals

1. By the end of the 2021 school year NMLSD will decrease the percentage of preschool students that enter Kindergarten not exhibiting any skills, knowledge or behaviors in phonological awareness by 30% as measured by the Early Learning Assessment.
2. By the end of the 2021 school year NMLSD will decrease the percentage of Kindergarten students who are not on track for proficiency in reading by third grade by 20% as measured by the Language and Literacy portion of the KRA.
3. By the end of the 2021 school year 60% of students in grades K – 2 will meet or exceed targets for literacy foundational skills as measured by MAP.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal # 1 (OG1, 1a, 1b, 1c) Action Plan Map

Goal Statement: Overarching goal - By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state ELA assessment.

NMLSD will increase students' foundational skills in literacy.

Evidence-Based Practice: Phonological Awareness – develop awareness of the segments of sound in speech and how they link to letters.

	Action Step 1	Action Step 2	Action Step 3
Components	Provide professional development in phonological awareness.	Teachers, Intervention Specialists (IVS), and Instructional Aides will instruct students in recognizing and manipulating segments of sound in speech and letter-sound relations	Parent Partner will carry out all duties and responsibilities of a home-based literacy program that includes language and phonological awareness skills
1. Timeline	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021
2. Lead Person(s)	Literacy/Implementation Team, Curriculum Director, Literacy Coach	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, Educational Aides	Birth – 5 Program Coordinator, Parent Partner
3. Resources Needed	Literacy Coach, Professional Development Services, Professional Development Supplies	Evidence-based resources to support instruction of phonological awareness and letter-sound relations, including lessons, activities, and	Evidence-based resources to support instruction including lessons, activities, and assessments (SPARK, Let's Talk,

		assessments Reading Mastery and Heggerty Lessons and materials	Book Gifting Program)
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Literacy/Implementation Team, Curriculum Director, and Literacy Coach, plan and provide professional development to all Teachers, IVS, and Educational Aides providing reading instruction	Teachers, IVS, and Educational Aides will plan and provide phonological awareness and alphabetic principle instruction; Literacy Coach will provide job-embedded professional development and feedback	Parent partner will provide family focused interventions to prepare birth – age 5 children for school readiness; provide lessons and activities aligned to Ohio's Early Learning Language and Literacy Standards
5. Measure of Success	Literacy Coach data, administrative observations, and walk-throughs	Student growth on phonological assessments	Student growth KRA progress and progress monitoring program assessments
6. Check-In/Review Date	Monthly	Monthly	Monthly

Goal # 2 (OG1, 1a, 1b, 1c) Action Plan Map

Goal Statement: Overarching goal - By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state ELA assessment.

NMLSD will increase students' foundational skills in literacy.

Evidence-Based Practice: Phonics and Word Recognition – Teach students to decode words, analyze word parts, and write and recognize words.

	Action Step 1	Action Step 2	Action Step 3
Components	Provide professional development in phonics and word recognition.	Teachers, IVS, and Instructional Aides will instruct students to blend letter sounds and sound – spelling patterns from left to right within a word to produce a recognizable pronunciation and common sound – spelling patterns	Teachers, IVS, and Instructional Aides will instruct students to recognize common word parts, to read decodable words in isolation and text, and recognize regular and irregular high frequency words
1. Timeline	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021
2. Lead Person(s)	Literacy/Implementation Team, Curriculum Director, Literacy Coach	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, and Educational Aides	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, and Educational Aides
3. Resources Needed	Literacy Coach, Professional Development Services, Professional Development Supplies	Evidence-based resources to support instruction of phonics, including lessons, activities, and assessments Reading Mastery	Evidence-based resources to support instruction of word recognition, including lessons, activities, and assessments Improving Morphemic Awareness Lessons and materials

4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Literacy/Implementation Team, Curriculum Director, and Literacy Coach, plan and provide professional development to all Teachers and Educational Aides providing reading instruction	Teachers, IVS, and Educational Aides will plan and provide phonics instruction; Literacy Coach will provide job-embedded professional development and feedback	Teachers, IVS, and Educational Aides will plan and provide instruction in word recognition; Literacy Coach will provide job-embedded professional development and feedback
5. Measure of Success	Literacy Coach data, administrative observations, and walk-throughs	Student growth on phonics assessments	Student growth on word recognition assessments
6. Check-In/Review Date	Monthly	Monthly	Monthly

Goal # 3 (OG1, 1b, 1c) Action Plan Map

Goal Statement: Overarching goal - By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state ELA assessment.

NMLSD will increase students' comprehension skills in literacy.

Evidence-Based Practice: Teach students how to use reading comprehension strategies in order to construct meaning from text.

	Action Step 1	Action Step 2	Action Step 3
Components	Provide professional development in comprehension strategies.	Teachers, IVS, and Instructional Aides will instruct students in grades K - 3 to use comprehension strategies including prior knowledge, visualization, monitoring, inference, retelling, questioning	Teachers, IVS, and Instructional Aides will provide explicit comprehension and vocabulary instruction including guided practice
1. Timeline	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021
2. Lead Person(s)	Literacy/Implementation Team, Curriculum Director, Literacy Coach	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, and Educational Aides	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, and Educational Aides
3. Resources Needed	Literacy Coach, Professional Development Services, Professional Development Supplies	Evidence-based resources to support instruction of reading comprehension, including lessons, activities, and assessments	Evidence-based resources to support instruction of reading comprehension and vocabulary, including lessons, activities, and assessments
4. Specifics of Implementation (training, coaching,	Literacy/Implementation Team, Curriculum Director, and Literacy Coach, plan and	Teachers, IVS, and Educational Aides will plan and provide phonics instruction;	Teachers, IVS, and Educational Aides will plan and provide instruction in word

system structures, implementation support and leadership structures)	provide professional development to all Teachers and Educational Aides providing reading instruction	Literacy Coach will provide job-embedded professional development and feedback	recognition; Literacy Coach will provide job-embedded professional development and feedback
5. Measure of Success	Literacy Coach data, administrative observations, and walk-throughs	Student growth on MAP data and 3 rd grade OST data	Student growth on MAP, OST, and EOC data
6. Check-In/Review Date	Monthly	MAP 3x/year 3rd Grade OST Fall and Spring (2019-2021)	MAP 3x/year OST and EOC Spring (2019-2021)

Goal # 4 (OG1, 1b, 1c) Action Plan Map

Goal Statement: Overarching goal - By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state ELA assessment.

NMLSD will provide supplemental and intensive interventions to ensure literacy proficiency in struggling readers.

Evidence-Based Practice: Intensive and individualized interventions for struggling readers that can be provided by trained specialists.

	Action Step 1	Action Step 2	Action Step 3
Components	Provide professional development to administer, score, and interpret a diagnostic reading test and implement appropriate, individualized interventions	Trained specialists will administer, score and interpret a diagnostic reading test to struggling students as identified by district data; and will select appropriate, individualized interventions	Trained specialists will provide intense, individualized, explicit intervention
1. Timeline	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021	Ongoing Fall 2018 to Spring 2021
2. Lead Person(s)	Literacy/Implementation Team, Curriculum Director, Literacy Coach	Literacy/Implementation Team, Literacy Coach, Trained Specialists	Literacy/Implementation Team, Literacy Coach, Teachers, IVS, and Educational Aides
3. Resources Needed	Literacy Coach, Professional Development Services, Professional Development Supplies, Diagnostic Reading Assessments, Intervention resources for activities and lessons	Evidence-based intervention resources and Diagnostic Reading Assessments	Evidence-based resources to support instruction of reading comprehension and vocabulary, including lessons, activities, and assessments Intervention resources for activities and lessons

4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Literacy/Implementation Team, Curriculum Director, and Literacy Coach, plan and provide professional development to all Trained Specialists providing reading instruction	Trained Specialists will assess identified students, select, and plan intensive, individualized intervention	Trained Specialists will provide intensive, individualized intervention as identified from students' learning needs, for example: repeated reading, scaffolding, and questioning
5. Measure of Success	Literacy Coach data, administrative observations, and walk-throughs	Diagnostic Reading Assessments	Progress monitoring appropriate to the identified intervention
6. Check-In/Review Date	Monthly	Monthly	Monthly

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

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

All goals will be monitored monthly by DLT, BLT, and TBTs as stated in the district's OIP. Goals will also be continuously monitored annually to determine needs and changes to the plan. The 5 - Step process is implemented with data reported, to make informed decisions, guide instruction, curriculum and professional development, and to increase student achievement.

Assessments collected and reported for monitoring and measuring overarching goal and subgoals include:

- Early Learning Assessment (Preschool)
- Kindergarten Readiness Assessment
- Measure of Academic Performance (MAP K - 12)
- Ohio State Tests (Grades 3 – 8)
- High School English Language Arts I and II End of Course

Action map goals will be monitored monthly by the Literacy Coach, Teachers, Instructional Aides, Trained Specialist, and Literacy/Implementation Team in order to determine any program, process, instruction, or resource changes and needs.

Assessments collected and reported for monitoring and measuring action map goals include:

- Fidelity of implementation data observed by literacy coach
- Administrative observations and walk-throughs
- Foundational Skills assessments
- Reading Comprehension (MAP, OST, and EOC)
- Diagnostic Reading Assessments
- Intervention Progress Monitoring

Through the communication process of the OIP all data will be reported to all levels of district leadership.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

The following evidence-based practices and interventions will be used to improve the language and literacy development of learners: phonological awareness, phonics and word recognition, reading comprehension strategies, and intense, individualized intervention provided by trained specialist for struggling readers. New Miami Local School District has adopted a balanced approach to literacy, using direct instruction for decoding and early reading skills while using thematic literacy units to develop comprehension, fluency, and vocabulary. Based on the results our comprehensive needs assessment, we have determined that our core instruction should be supplemented with the evidence-based practices to provide a more comprehensive literacy program that meets all requirements of the Simple View of Reading Framework.

Evidence-Based Practice	ESSA Tier	Strength of Evidence	Determination
Phonological Awareness	Tier 1 – Strong Evidence	Well executed experimental study with statistically significant favorable effect	Meets WWC group design standards without reservations ¹
Phonics and Word Recognition	Tier 1 – Strong Evidence	Well executed experimental study with statistically significant favorable effect	Meets WWC group design standards without reservations ²
Reading Comprehension Strategies	Tier 1 – Strong Evidence	Well executed experimental study with statistically significant favorable effect	Meets WWC group design standards without reservations ³

¹ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, p. 15.

² Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, p. 23.

³ Improving Reading Comprehension in Kindergarten Through 3rd Grade, p. 10.

Intensive and Individualized Interventions	Tier 1 – Strong Evidence	Well executed experimental study with statistically significant favorable effect	Meets WWC group design standards without reservations ⁴
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Data from the Early Learning Assessment, Kindergarten Readiness Assessment, and MAP suggest that our students are starting behind and staying behind. Evidence-based systems and instructional practices in phonological awareness, phonics, and word recognition will be intense, effective, and implemented with fidelity to close the foundational skills gaps.

Additionally, adolescent readers continue to struggle with reading comprehension and vocabulary as indicated by MAP and state test data. Instruction in comprehension strategies such as questioning, visualization, monitoring, and inferencing will be intentional, specific, and explicit. Readers who continue to struggle, will be diagnosed through diagnostic reading assessments and will receive intensive, individualized interventions to improve their literacy proficiency.

Evidence-based practices will be implemented to support our core instruction in which all students participate including children with developmental delays, disabilities, English learners and below grade-level reading proficiency. Reading Improvement and Monitoring Plans will include evidence-based practices and interventions to supplement their individual learning path.

⁴ Improving Adolescent Literacy: Effective Classroom and Intervention Practices, p. 31.

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

The leadership and literacy implementation teams will provide all necessary professional development in order to ensure teacher competency in knowledge, skills, and abilities. Supports will include a well-defined plan, with accountability to timelines, and fiscal resources necessary to meet all goals. Time for planning and collaboration among teaching staff, literacy coach, and literacy team will be embedded into morning TBT and Rtl meetings.

Evidence-based strategies will support improved instruction by providing intensive, job-embedded and collaborative professional development through literacy coaching sessions. Coaching sessions will include professional learning and feedback to ensure fidelity of implementation.

Literacy Team will monitor student and adult data to analyze progress of literacy plan to determine success of evidence-based strategies.

The New Miami Local School District followed a Comprehensive Literacy Program for school years 2014 and 2015 that encompassed the five basic literacy skills taught between whole group and small group instruction. The focus of the program has been leveled text but during a recent audit of the NMLSD Literacy Program many gaps were found in instructional strategies, vertical alignment, standards alignment, grade level text, and cross-curricular content. In the fall of 2016, the district implemented Reading Mastery (Corrective), rigorous ELA units, and an ELA instructional framework as part of a comprehensive literacy plan that is based on the Simple View of Reading rather than reading instruction focusing on leveled text. Strategies, processes, and procedures were put in place to close the gaps that were found in the Literacy Program.

The comprehensive framework provides students access to all five components of reading and the time to study and master reading skills. Progress monitoring using Reading Mastery, MAP, and Fountas and Pinnell Benchmark Assessment will show progress and with analysis will allow teachers to improve instruction. Reading Mastery progress monitoring is completed weekly, MAP - three times per year, and Fountas and Pinnell Benchmark Assessment has been increased from two to three times per year including a running record with fluency check and comprehension rubric score.

Morning meetings were also initiated in the fall of 2016. These morning meetings were absent from the contract day in the two previous years. Morning meetings allow for TBTs to complete data analysis and implementation of the 5-step process as well as Rtl meetings to devise plans to support struggling readers. BLT and DLT will also continue to evaluate collected data and progress of programs. Curriculum development will continue to be aligned and analyzed along with administration, curriculum director, and teachers.

The district found success with these changes through progress monitoring, teacher surveys, and an increase of 24% on the 3rd grade ELA state assessment in Spring of 2017 therefore all instructional and implementation changes will continue to be used and monitored.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name:

New Miami Local School District

IRN or ODE/ODJFS License Number: IRN 046136

Professional Development

Contact Name/Phone Email:

Kim Davidson, 513-896-7153, ext. 1003, kdavidson@new-miami.k12.oh.us

Goal: By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state English Language Arts assessment.

Subgoal 1) By the end of the 2021 school year, NMLSD will decrease the percentage of preschool students that enter Kindergarten not exhibiting any skills, knowledge, or behaviors in phonological awareness by 30% as measured by the Early Learning Assessment.

Subgoal 2) By the end of the 2021 school year, NMLSD will decrease the percentage of Kindergarten students who are not on track for proficiency in reading by third grade by 20% as measured by the Language and Literacy portion of the Kindergarten Readiness Assessment.

Subgoal 3) By the end of the 2021 school year, 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by Measure of Academic Progress (MAP).

Evidence-Based Practice or Intervention: Phonological Awareness

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 3-Day district-provided literacy workshop: phonological awareness, provided by field experts, literacy coach, curriculum director, SLP, and teachers	September 26 th -28 th		X	X		X	X
2. Monthly, district-provided morning meetings led by literacy coach, curriculum director, SLP, and teachers	Monthly, August 2018-May 2021	X		X		X	X
3. Coaching sessions with observation	Monthly, August	X	X	X	X		X

s, pre/post conferences, feedback provided by literacy coach	2018-May 2021						
Resources Required	Outcomes/Evaluation						
1. Field experts, supplies, professional learning materials, resource materials	Observations of new skills, do nows and exit tickets will evaluate knowledge gained, surveys to measure attitudes and value and encourage self-reflection, gains in student data						
2. Supplies, professional learning materials, resource materials	Do nows and exit tickets will evaluate knowledge gained and identify areas that need additional time and support, surveys will measure attitudes and value of participants, gains in student data						
3. Literacy Coach, supplies	Observation rubric/checklist to measure teacher knowledge, application of new skills, and fidelity, gains in student data						

LEA/Early Childhood Provider or Consortium Lead Name:**New Miami Local School District****IRN or ODE/ODJFS License Number: IRN 046136****Professional Development****Contact Name/Phone Email:****Kim Davidson, 513-896-7153, ext. 1003, kdavidson@new-miami.k12.oh.us**

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Subgoal 2) By the end of the 2021 school year, NMLSD will decrease the percentage of Kindergarten students who are not on track for proficiency in reading by third grade by 20% as measured by the Language and Literacy portion of the Kindergarten Readiness Assessment.

Subgoal 3) By the end of the 2021 school year, 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by Measure of Academic Progress (MAP).

Evidence-Based Practice or Intervention: Phonics and Word Recognition

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 3-Day district-provided literacy	September 26 th -28 th		X	X		X	X

workshop: phonics and word recognition, provided by field experts, literacy coach, curriculum director, SLP, and teachers							
2. Monthly, district- provided morning meetings led by literacy coach, curriculum director, SLP, and teachers	Monthly, August 2018-May 2021	X		X		X	X
3. Coaching sessions with observations, pre/post conferences, feedback provided by literacy coach	Monthly, August 2018-May 2021	X	X	X	X		X
Resources Required	Outcomes/Evaluation						
1. Field experts, supplies, professional	Observations of new skills, do nows and exit tickets will evaluate knowledge gained, surveys to measure attitudes and value and encourage self-reflection, gains in student data						

learning materials, resource materials	
2. Supplies, professional learning materials, resource materials	Do nows and exit tickets will evaluate knowledge gained and identify areas that need additional time and support, surveys will measure attitudes and value of participants, gains in student data
3. Literacy Coach, supplies	Observation rubric/checklist to measure teacher knowledge, application of new skills, and fidelity, gains in student data

LEA/Early Childhood Provider or Consortium Lead Name:

New Miami Local School District

IRN or ODE/ODJFS License Number: IRN 046136

Professional Development

Contact Name/Phone Email:

Kim Davidson, 513-896-7153, ext. 1003, kdavidson@new-miami.k12.oh.us

Goal: By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state English Language Arts assessment.

Subgoal 3) By the end of the 2021 school year, 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by Measure of Academic Progress (MAP).

Evidence-Based Practice or Intervention: Reading Comprehension Strategies

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 3-Day district-provided literacy workshop: Reading Comprehension Strategies, provided by field experts, literacy coach, curriculum director, and teachers	September 26 th -28 th		X	X		X	X
2. Monthly, district-provided morning meetings led by literacy coach, curriculum director, and teachers	Monthly, August 2018-May 2021	X		X		X	X
3. Coaching sessions with observations, pre/post conferences, feedback provided by literacy coach	Monthly, August 2018-May 2021	X	X	X	X		X

Resources Required	Outcomes/Evaluation
1. Field experts, supplies, professional learning materials, resource materials	Observations of new skills, do nows and exit tickets will evaluate knowledge gained, surveys to measure attitudes and value and encourage self-reflection, gains in student data
2. Supplies, professional learning materials, resource materials	Do nows and exit tickets will evaluate knowledge gained and identify areas that need additional time and support, surveys will measure attitudes and value of participants, gains in student data
3. Literacy Coach, supplies	Observation rubric/checklist to measure teacher knowledge, application of new skills, and fidelity, gains in student data
LEA/Early Childhood Provider or Consortium Lead Name: New Miami Local School District	
IRN or ODE/ODJFS License Number: IRN 046136	
Professional Development Contact Name/Phone Email: Kim Davidson, 513-896-7153, ext. 1003, kdavidson@new-miami.k12.oh.us	
Goal: By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state English Language Arts assessment.	

Evidence-Based Practice or Intervention: Direct and explicit reading comprehension and vocabulary instruction

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 3-Day district-provided literacy workshop: Direct and explicit reading comprehension and vocabulary, provided by field experts, literacy coach, curriculum director, and teachers	September 26 th -28 th		X	X		X	X
2. Monthly, district-provided morning meetings led by literacy coach, curriculum director, and teachers	Monthly, August 2018-May 2021	X		X		X	X
3. Coaching sessions with observations, pre/post conferences, feedback provided by literacy coach	Monthly, August 2018-May 2021	X	X	X	X		X

Resources Required	Outcomes/Evaluation
1. Field experts, supplies, professional learning materials, resource materials	Observations of new skills, do nows and exit tickets will evaluate knowledge gained, surveys to measure attitudes and value and encourage self-reflection, gains in student data
2. Supplies, professional learning materials, resource materials	Do nows and exit tickets will evaluate knowledge gained and identify areas that need additional time and support, surveys will measure attitudes and value of participants, gains in student data
3. Literacy Coach, supplies	Observation rubric/checklist to measure teacher knowledge, application of new skills, and fidelity, gains in student data
LEA/Early Childhood Provider or Consortium Lead Name: New Miami Local School District	
IRN or ODE/ODJFS License Number: IRN 046136	
Professional Development Contact Name/Phone Email: Kim Davidson, 513-896-7153, ext. 1003, kdavidson@new-miami.k12.oh.us	
Goal: By the end of the 2021 school year New Miami Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 20% on each state English Language Arts assessment. Subgoal 2) By the end of the 2021 school year, NMLSD will decrease the percentage of Kindergarten students who are not on track for proficiency in reading by third grade	

by 20% as measured by the Language and Literacy portion of the Kindergarten Readiness Assessment.

Subgoal 3) By the end of the 2021 school year, 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by Measure of Academic Progress (MAP).

Evidence-Based Practice or Intervention: Intensive and individualized interventions for struggling readers provided by trained specialists

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 3-Day district-provided literacy workshop: intervention strategies and administering, scoring, and interpreting diagnostic reading assessments, provided by field experts, literacy coach, curriculum director, and teachers	September 26 th -28 th		X	X		X	X
2. Monthly, district-provided morning meetings led by literacy coach, curriculum	Monthly, August 2018-May 2021	X		X		X	X

director, and teachers							
3. Coaching sessions with observations, pre/post conferences, feedback provided by literacy coach	Monthly, August 2018-May 2021	X	X	X	X		X

Resources Required	Outcomes/Evaluation
1. Field experts, supplies, professional learning materials, resource materials	Observations of new skills, do nows and exit tickets will evaluate knowledge gained, surveys to measure attitudes and value and encourage self-reflection, gains in student data
2. Supplies, professional learning materials, resource materials	Do nows and exit tickets will evaluate knowledge gained and identify areas that need additional time and support, surveys will measure attitudes and value of participants, gains in student data
3. Literacy Coach, supplies	Observation rubric/checklist to measure teacher knowledge, application of new skills, and fidelity, gains in student data

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

Monthly meetings and continuous coaching sessions will support and extend knowledge and skills learned during workshop professional development to ensure appropriate application and fidelity.

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

Teachers will spend three days immersed in the learning the identified five evidence-based practices. Evidence-based practices learned during 3-day workshop will be the focus of all coaching sessions. Coaches will work extensively with teachers during classroom instruction and collaborative planning time on precise strategies.

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.

Experts, teachers, SLP, administrators, and literacy coach will all participate in the workshop, meetings, and coaching sessions to share, model, and give feedback.

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.

Coaches and teachers will discuss in a preconference which evidence-based practice(s) will be used during a specific classroom observation. The coach will observe and provide real time feedback to increase teacher skill. The teacher and coach will discuss in a post conference strengths and challenges observed pertaining to the implementation of the evidence-based practice.

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

Literacy Coach will use observation data to design professional learning during morning meetings. Surveys and reflections will also drive morning meeting professional development.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

All professional development will be selected and designed to support implementation of the evidence-based practices within the classroom environment. Professional learning will be authentic and useful by including classroom strategies for management and activity ideas, and modeling best practices.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

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