

John R. Kasich, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 3, 2019

Dear Superintendent,

Thank you for submitting the North College Hill City 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:**

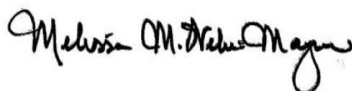
- The district's literacy plan is aligned with the school improvement work and the leadership team is incorporating literacy throughout the Ohio Improvement Process.
- The district plan indicates that the district will provide LETRS professional development for the teachers.

**This plan will benefit from:**

- Consider aligning the plan to Ohio's Plan to Raise Literacy Achievement. The current plan makes no reference to the Simple View of Reading, family partnerships, or 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](mailto:readingplans@education.ohio.gov).

Sincerely,



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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: North College Hill City School District

DISTRICT IRN: 044511

DISTRICT ADDRESS: 1731 Goodman Ave, Cincinnati, OH. 45239

PLAN COMPLETION DATE: December

**LEAD WRITERS:**

Michelle Garton, Director of Teaching and Learning

Timothy Sies, Middle School Principal

Tiffany Williams, Elementary School Principal

## CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation .....	3
<a href="#">Section 1, Part A: Leadership Team Membership</a> .....	3
<a href="#">Section 1, Part B: Developing, monitoring and communicating the reading achievement plan</a> .....	4
<a href="#">Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts</a> .....	5
<a href="#">Section 3: Why a Reading Achievement Plan is Needed in our District or Community School</a> .....	9
<a href="#">SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA</a> .....	9
<a href="#">SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT</a> .....	13
<a href="#">Section 4: Literacy Mission and VISION STATEMENT(s)</a> .....	17
<a href="#">Section 5: Measurable Learner Performance Goals</a> .....	18
<a href="#">Section 6: Action PLAN MAP(s)</a> .....	19
<a href="#">Section 7: Plan for Monitoring Progress toward the learner performance goal(s)</a> .....	20
<a href="#">Section 8:</a> .....	23
<a href="#">Expectations and Supports for learners and Schools</a> .....	23
<a href="#">SECTION 8 PART A: STRATEGIES TO SUPPORT learners</a> .....	23
<a href="#">SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES</a> .....	26
<a href="#">SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN</a> .....	26
<a href="#">Appendices</a> .....	27

## SECTION 1: DISTRICT 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. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

Name	Title/Role	Location	Email
Eugene Blalock, Jr.	Superintendent	District	Blalock.e@nchcityschools.org
Michelle Garton	Dir of Teaching & Learning	District	Garton.m@nchcityschools.org
Connie Prairie	Pupil Personnel Director	District	Prairie.c@nchcityschools.org
Dr. Linda DiMarco	Support	State Support Team 13	Linda.Dimarco@hcesc.org
Tiffany Williams	Elementary School Principal	Elementary School	Williams.t@nchcityschools.org
Timothy Sies	Middle School Principal	Middle School	Sies.t@nchcityschools.org
Scott Reisbord	High School Principal	High School	Reisbord.s@nchcityschools.org
Shari Blessing	Community Member	Community	Blessing.s@nchcityschools.org
Emily Mulcahey	Instructional Coach	District	Mulcahey.e@nchcityschools.org
Tina Holtman	Teacher	Elementary School	Holtman.t@nchcityschools.org
Heather Bishop	Teacher/Parent	Elementary School	Bishop.h@nchcityschools.org
Cori Bonta	Teacher	Middle School	Bonta.c@nchcityschools.org
Ann Auffrey	Intervention Specialist	High School	Auffrey.s@nchcityschools.org
Lisa Ellis	Intervention Specialist	High School	Ellis.l@nchcityschools.org
Kelly Cook	Instructional Coach	District	Cook.k@nchcityschools.org

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

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

### ***Development of the plan.***

The NCH Literacy Team developed the plan beginning in October of 2018 where the team discussed last year's plan, the changes to the new plan template, what data they will look at and how they will accomplish creating the Reading Achievement Plan in a timely manner. The committee decided to begin the next year's plan each Spring or Summer, depending on when all of the data's available. They realized that this plan would have been more effective had they met in July or August and begun the process.

### ***Monitoring of the RAP***

The committee will continue meeting once a month from January through May and then again starting back in August. They will make adjustments to the plan as the data shows necessary. The committee will have available to them all Ohio 5-step data forms from the TBT's, BLT's and DLT's to analyze at their monthly meetings. Teacher-based Teams (TBT's) will collect and analyze the following data; aimswebplus Fall, Winter and Spring benchmarking in grades K-8, writing progress and completion in grades K-12, attendance data, graduation rate, diverse learners progress, and common assessments in grades K-8 in Mathematics and Language Arts.

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

### ***Communicating the RAP***

Each principal, with the help of the other building members of the Literacy Committee, will share the plan with their staff at the next staff meeting after the plan's approval. The principal will then share the adult expectations with the BLT and TBT's and discuss how they will monitor successful implementation of the plan in their specific building. They will also determine at that time if the Reading Achievement Plan needs to be added in part, or whole, to their Building Strategic Improvement three-year plans.

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

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

The NCH City School District's Reading Achievement Plan aligns to the district Comprehensive Continuous Improvement Plan (CCIP) and the district goals for 2018-19 as described below.

Literacy goal (from CCIP) and also the District Overarching Goal:

**By the end of the 2018-19 School year, the Mathematics and Language Arts progress of all students will meet or exceed one year's growth.**

### **District Action Step(s)**

- The district will create a District Improvement Plan/Strategic Plan with the collaboration of the District Leadership Team. The plan will include the five strategies listed below.
- The District Leadership Team (DLT) will collaborate with the building teams concerning their Building Improvement Plans.
- The District Literacy Committee will annually adjust the Literacy Plan according to the most current data.

### **Adult implementation(indicators)**

- The Superintendent will communicate the District Improvement Plan to the district stakeholders.
- The building administrators will communicate their Building Improvement Plan to the building stakeholders.
- The Literacy Plan (also known as the Reading Achievement Plan) will be school board approved annually beginning in the 2019-20 school year.

### **Progress Monitoring**

- Communication of the plan will be monitored by district and building communication tools (email, meeting agendas/notes, newsletters, etc)

### **Strategy #1 Climate**

All staff in North College Hill City Schools will promote school improvement through engaging, research-based behavioral and academic practices and a systems approach using data-driven problem solving to maximize growth for all students, as described by the Multi-tiered Systems of Support (MTSS) and Positive Behavior Intervention and Support (PBIS) district teams during the 2018-19 school year as seen in walk-through data and as measured by a 5% decrease in discipline incidents at the end of each quarter as compared to the previous year.

### **District Action Step(s)**

- The district will provide funds for and organize a team to attend the Conscious Discipline Summer Institute for training in June 2018 and another team in 2019.
- The district will bring the PBIS and Conscious Discipline members together in August 2018 to combine the two initiatives.
- The district will send a district MTSS team to the MTSS: MAXIMIZING IMPACT, RtI Innovations in Education Conference on October 16 & 17, 2018, in Salt Lake City.
- The district will secure the assistance of a MTSS expert that will coach the team in creating an effective MTSS.

**Adult implementation(indicators)**

- The Director of Teaching and Learning will facilitate the teams going to the Conscious Discipline trainings and the meeting in August 2018.
- Each person on the NCH Administrator team will conduct a minimum of 20 walk-through's a week.
- The Assistant Superintendent will facilitate the MTSS district team going to the MTSS: MAXIMIZING IMPACT, RtI Innovations in Education Conference.
- The Assistant Superintendent will facilitate the assistance of an expert if the MTSS field.

**Progress Monitoring**

- Monthly walk-through data will be discussed at the DLT meetings with emphasis placed on the PBIS evidence data.
- Monthly and quarterly discipline data will be discussed at the DLT meetings, 2017-18 data will be used to compare with 2018-19 similar data.
- 

**Strategy #2 Student Engagement**

Teachers in North College Hill City Schools will engage students by using research-based engagement strategies 100% of the time as seen by walk-through data and as measured by a 5% quarterly increase in the overall student classroom engagement measure by the walk-through data.

**District Action Step(s)**

- The District Executive Cabinet (DEC) will extend professional development to all building administrators concerning student engagement strategies.
- The Teaching and Learning Department will create a district-wide stream in the Abre Platform for continual dispersion of engagement strategies and online dialogue.
- Attendance data will be linked to individual student proficient scores in grades 3-10 to investigate a correlation.

**Adult implementation(indicators)**

- The DEC will facilitate and document the professional development conducted with the Building Administrators.
- The Director of Teaching and Learning will create the Engagement stream and the T & L team will help maintain the stream with current research-based engagement strategies.

**Progress Monitoring**

- Monthly walk-through data will be discussed at the DLT meetings with emphasis placed on the Classroom Engagement evidence data.
- Screen shots and an actual live demonstration of the Engagement online stream.\

**Strategy #3 Writing**

All students in grades PreK-12 will improve their writing ability by writing regularly in all content areas, by receiving formative feedback based on a rubric and by progress monitoring analysis at the teacher, grade level, building and district levels using the Ohio Improvement Process, as measured by a minimum of 75% of all students being proficient (70%) by May 2019.

**District Action Step(s)**

- The Teaching and Learning team will provide a variety of resources in a shared Google drive for all staff to utilize.
- The DEC team will schedule time on the before school professional development schedule for buildings to explain the writing plan and for grade levels to create common rubrics.

**Adult implementation(indicators)**

- The Teaching and Learning team will create the shared folder and add to it throughout the year.
- Building principals will bring Writing TBT forms to DLT meetings with copies to share.

### **Progress Monitoring**

- The Ohio Improvement Process forms from the Teacher-based teams at all buildings will be discussed at the monthly DLT meetings for compliance and completion.
- The TBT data will be analyzed for progress monitoring every quarter by the DLT.

### **Strategy #4. Parent Engagement**

Parent/guardian participation in activities offered by North College Hill City School District will increase by 10% each quarter during the 2018-19 school year as seen on sign-in sheets.

#### **District Action Step(s)**

- The DLT will create a Parent Engagement Plan that will include, but not limited to, the Building Parent Engagement Plans.

#### **Adult implementation(indicators)**

- The DLT will oversee the creation, documentation, and communication of the District Parent Engagement Plan.

#### **Progress Monitoring**

- The building principal or building designee will create and maintain a shared spreadsheet with attendance numbers for each parent activity listed in their Building Parent Engagement Plan.
- The DLT will discuss the attendance data monthly.

### **Strategy #5. Curriculum**

All teachers will create and follow an instructional **curriculum unit plan** and **scope and sequence** aligned with the most current Ohio Learning Standards and assess student progress via common assessments where applicable.

#### **District Action Step(s)**

- The district will provide guidance for the creation of the **curriculum unit plans** and **scope & sequences** through various means.

#### **Adult implementation(indicators)**

- The Teaching and Learning Team will provide professional development to all staff as outlined below on how to create an effective and useful curriculum unit plan and scope and sequence.
  - Professional Development (district ½ days)
    - Scope & sequence and curriculum unit plan professional development – 10/12/18
    - Work session in content and/or grade level teams – 10/18/18
    - Peer review of scope & sequence and curriculum unit plans – 1/22/19
    - Vertical/horizontal alignment – 3/8/19

#### **Progress Monitoring**

- The building principals will monitor the completion and accuracy of the scope & sequences and curriculum unit plans as per the schedule below.
  - 10/12/18 – scope & sequence and sections 1-3 of the unit plans should be complete.
  - 10/18/18 – unit plan sections 4-9 should be complete
  - 1/22/19 – rough draft complete
  - 3/8/19 – revisions complete
  - 5/1/19 – both documents 100% complete

Students with behavior issues are not engaged in learning and distract other students from being engaged. Therefore, the district is strongly pursuing a productive learning environment for all students in order to grow students more than one year and to fill in the gaps many of our students have. It won't matter how much instructional data we look at if students are not able to pay attention, and truly engage in the learning process. Secondly, the district goal pertaining to engaging students is vital to the success of all students in our district. Part of engaging students is making sure we are providing research-based instruction at a level the students can



understand and grow from. It's also identifying what works for certain students and what doesn't; therefore, we will be working with an MTSS consultant to create a system that will better meet the needs of all students.

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

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

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

The following data was considered by the North College Hill City School District's Literacy Committee. The committee analyzed the data with a strong emphasis on K-3 Literacy measures. When available, the committee considered three years of the following data types: Value-Added, Ohio State Assessments, KRA, K-3 Literacy, aimswebplus, NWEA Map, attendance, and graduation.

#### Ohio State Standardized Assessments in Grades 3-HS

2015 (PARCC), 2016(AIR), 2017(AIR), & 2018(AIR) Ohio State Assessment Results													
Percentage of Students Proficient Compared to the State Proficient Average													
Content	Spring 2015	State Averages 2015	Diff 2015	Spring 2016	State Averages 2016	Diff 2016	Spring 2017	State Averages 2017	Diff 2017	Spring 2018	State Averages 2018	Diff 2018	Comments
Grade 3 ELA	61%	79%	-18%	22%	55%	-33%	29%	64%	-35%	21%	60%	-39%	Diff is increasing
Grade 4 ELA	41%	72%	-31%	35%	58%	-23%	32%	63%	-31%	30%	65%	-35%	Diff is increasing
Grade 5 ELA	44%	70%	-26%	18%	60%	-42%	45%	68%	-23%	34%	70%	-36%	Inconsistent
Grade 6 ELA	34%	70%	-36%	26%	54%	-28%	29%	60%	-31%	20%	59%	-39%	Diff is increasing
Grade 7 ELA	45%	69%	-24%	26%	54%	-28%	28%	59%	-31%	21%	63%	-42%	Diff is increasing
Grade 8 ELA	38%	68%	-30%	27%	48%	-21%	18%	50%	-32%	15%	54%	-39%	Diff is increasing
ELA I	50%	74%	-24%	29%	55%	-26%	37%	58%	-21%	33%	60%	-27%	Inconsistent
ELA II		73%	-73%	32%	53%	-21%	21%	55%	-34%	29%	57%	-28%	Inconsistent

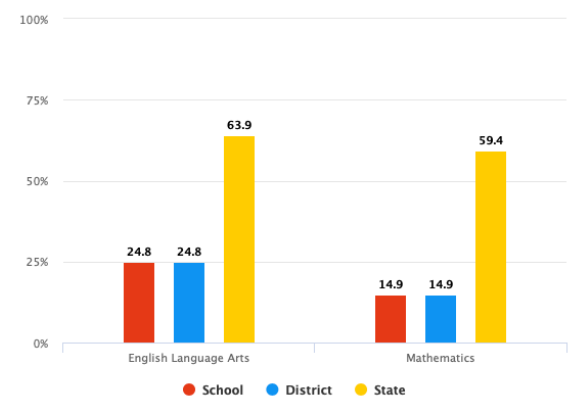
NCH has seen an increase between the state average and NCH scores in the past three years (since State tests have been consistently from AIR). On average 2018 ELA scores were 38% lower than the state average in grades 3-8 and about 29% below the state average in HS ELA. This is an urgent concern for everyone in the district.

Revision: Section 3 Part A: Missing 7<sup>th</sup> & 8<sup>th</sup> grade state ELA test data.

The gap between the North College Hill ELA state test data in grades 7 and 8 and the state ELA average has been increasing over the past few years as seen in the chart above. In the Spring of 2018, the number of 7<sup>th</sup> grade students who were proficient in ELA was 21%, an all-time low, and showing a 42% gap with the state average. The number of 8<sup>th</sup> grade students who were proficient in ELA was 15%, an all-time low also, and showing a 39% gap with the state average. The 2019 7<sup>th</sup> and 8<sup>th</sup> grade ELA data is seen below.

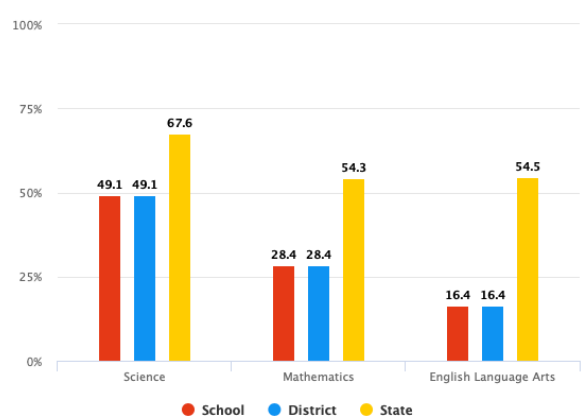
The following trend data shows once again, the gap between the state average and North College Hill. It also shows how more students were limited in 8<sup>th</sup> grade ELA compared to 7<sup>th</sup> grade in 2018. This may have been caused by new ELA teachers in 7<sup>th</sup> grade and veteran ELA teachers in 8<sup>th</sup>. The last set of trend data below shows a steady and alarming decrease in ELA proficiency over the past many years.

Seventh Grade



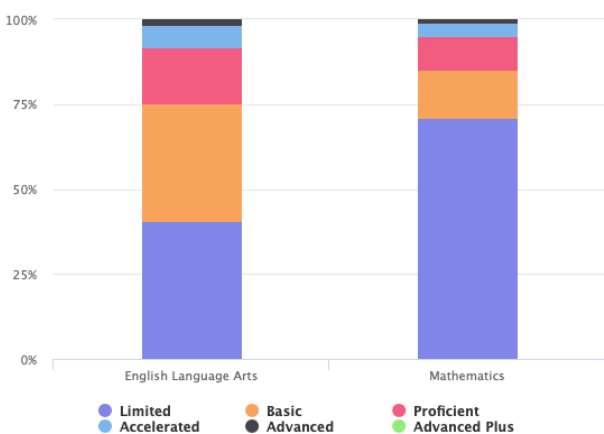
This chart compares the school to its district and to the state as a whole for each test.

Eighth Grade

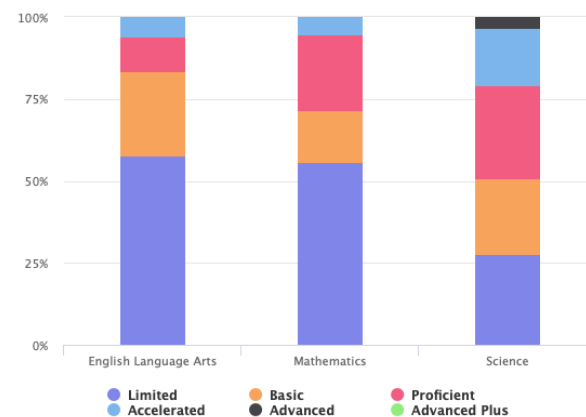


This chart compares the school to its district and to the state as a whole for each test.

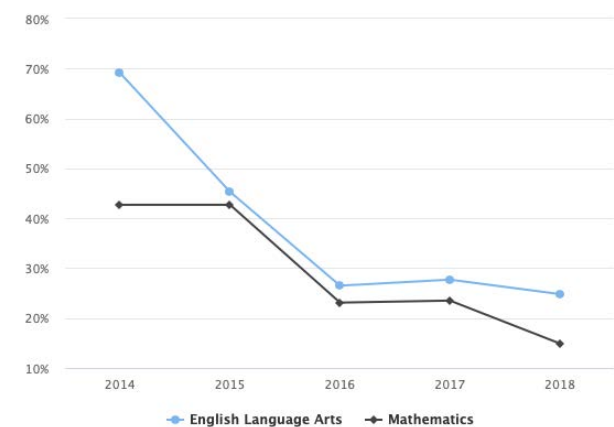
Seventh Grade



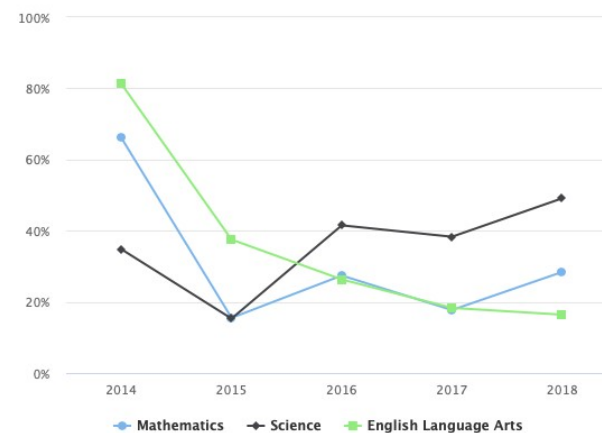
Eighth Grade




Seventh Grade



Eighth Grade



## Value-Added (Progress) for Grades 3-HS

**Report:** District Value-Added **Test:** Ohio's State Tests (3-8)   
**District:** North College Hill City SD (044511) **Subject:** English Language Arts  
**Year:** 2018 **Type:** Accountable


The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2016 Growth Measure		-3.5 R	-0.7 Y	1.1 Y	2.3 LG	3.4 DG	0.5
Standard Error		1.2	1.4	1.2	1.2	1.2	0.6
2017 Growth Measure		0.3 Y	-0.9 Y	1.3 LG	-5.9 R	-0.2 Y	-1.1
Standard Error		1.3	1.2	1.3	1.1	1.2	0.5
2018 Growth Measure		-2.7 R	-1.0 Y	0.1 Y	-2.1 R	1.8 DG	-0.7
Standard Error		1.2	1.3	1.1	1.2	1.2	0.5
3-Year-Average Growth Measure		-2.1 R	-1.0 Y	0.1 Y	-2.1 R	1.8 DG	-0.7
Standard Error		0.7	0.7	0.7	0.7	0.7	0.2


District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2015 Average Achievement	43.1	34.9	37.2	32.6	35.5	34.7	
2016 Average Achievement	38.7	41.0	34.8	38.7	35.3	39.8	
2017 Average Achievement	34.0	37.4	38.1	35.2	32.9	35.2	
2018 Average Achievement	30.8	32.4	35.1	34.8	31.6	34.0	

**Report:** District Value-Added **Test:** Ohio's State Tests End of Course   
**District:** North College Hill City SD (044511) **Subject:** English Language Arts I  
**Year:** 2018 **Type:** Accountable

The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	156	688.1	29	685.0	25	2.7 DG	1.1
	2017	216	693.3	30	691.8	28	1.6 LG	0.9
	2018	125	701.8	30	696.1	24	5.0 DG	1.1
	3-Yr-Avg	497	693.8	28	690.7	24	2.9 DG	0.6

**Report:** District Value-Added **Test:** Ohio's State Tests End of Course   
**District:** North College Hill City SD (044511) **Subject:** English Language Arts II  
**Year:** 2018 **Type:** Accountable

The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	114	686.4	27	683.5	24	2.6 LG	1.3
	2017	162	683.4	24	686.6	27	-2.9 R	1.1
	2018	122	688.3	22	689.5	22	-1.2 Y	1.2
	3-Yr-Avg	398	685.8	22	686.6	23	-0.6 Y	0.7

The three-year average Value-Added data shows that grades 4 & 7 are not making a year's growth on a regular basis. We contribute this to the inconsistency of experienced Language Arts teachers in those grade levels and

a lack of user-friendly, standards-aligned resources for those grade levels. Grade 4 is currently (2018-19 school year) using a new resource, Journeys, that was purchased in the Spring 2018. Coaches will be in the classrooms from the company three times from August 2018 – January 2019 to ensure fidelity of the use of the materials and data. Grade 7 will be receiving curriculum resources in the 2019-20 school year.

### K-3 Literacy Data from the Ohio State Report Card

2017-18	D	18.3%
2016-17	F	-31.2% (** due to improperly coded RIMPS)
2015-16	D	32.0%
2014-15	F	17.6%

The K-3 Literacy data has been inconsistent for the past 3 years. The improper coding issue in 2016-17 interrupted the flow of accurate data for analysis purposes. Whether the score is 17% or 30% we know we're not improving on a regular basis and need to address the issue in grades K-3 as a priority.

### Aimswebplus

Aimswebplus: Below and Well Below

	Kindergarten		1st Grade	
	Spring 18	Fall 18	Spring 18	Fall 18
Auditory Vocabulary	39%	56%	38%	61%
Letter Naming Fluency	53%	74%	NT	NT
Letter Word Sounds Fluency	30%	51%	NT	77%
Phoneme Segmentation	9%	NT	NT	16%
Word Reading Fluency	28%	NT	37%	72%
Oral Reading Fluency	NT	NT	41%	74%

Over half of the students in grades K and 1 begin school at Below or Well Below in the Fall.

Aimswebplus Composite: Moderate or High Risk for not reaching year end goal

	Kindergarten		1st Grade		2nd Grade Fall
	Spring 18	Fall 18	Spring 18	Fall 18	Fall 18
Composite Score	60%	86%	48%	85%	82%

Students at a moderate or high risk of not being on track increased by about 25% between Spring of K and Fall of grade 1. Students at a moderate or high risk of not being on track increased by about 34% between Spring of grade 1 and Fall of grade 2.

	4th		5th			6th			7th			8th		
	Spring 18	Fall 18	Fall 17	Spring 18	Fall 18	Fall 17	Spring 18	Fall 18	Fall 17	Spring 18	Fall 18	Fall 17	Spring 18	Fall 18
Oral Reading Fluency	53%	55%	39%	55%	53%	40%	38%	53%	46%	45%	43%	47%	37%	49%
Reading Comprehension	61%	44%	28%	58%	39%	48%	55%	43%	47%	66%	44%	30%	49%	39%
Silent Reading Fluency	35%	34%	16%	33%	33%	27%	24%	25%	31%	48%	27%	32%	38%	33%
Vocabulary	51%	53%	39%	53%	56%	46%	48%	54%	26%	52%	27%	49%	47%	55%

From Fall of 2017 to Spring of 2018, classes made very little progress in each of the component areas. In fact, most classes increased the number of students who were Below or Well Below. Therefore, decreasing the number of students who were actually average or above; the opposite of what we would want to see.

Summer slide was very inconsistent between the Spring of 2018 and the Fall of 2018. Fourth grade showed a decrease in Reading Comprehension (down 22%), but remained basically the same in the other three areas. Fifth grade showed a decrease in students who were Below or Well Below in all areas except Vocabulary where they stayed pretty much the same. The largest decrease was in Reading Comprehension where they went from 58% of students Below or Well Below to 43% of students in Below or Well Below. Sixth grade showed a decrease in the areas of Reading Comprehension (down 11%) and Vocabulary (down 21%). Seventh grade had a decrease in Reading Comprehension (down 27%) and Silent Reading Fluency (down 15%).

Aimswelplus Composite: Moderate of High Risk for not reaching year end goal

	4th		5			6			7			8		
	Spring 18	Fall 18	17 Fall	18 Spring	18 Fall	17 Fall	18 Spring	18 Fall	17 Fall	18 Spring	18 Fall	17 Fall	18 Spring	18 Fall
Composite Score	61%	82%	66%	59%	72%	66%	54%	71%	69%	63%	64%	68%	60.6	75%

Each grade level did decrease the total percentage of students who were in Moderate or High Risk of not reaching their year-end goal from Fall to Spring. However, over half, and more like  $\frac{2}{3}$  of students, were still in danger of not reaching the goal by spring benchmarking. Summer slide of skills is evident in the data as well looking at students ending a grade level in the Spring and starting the next grade level in the Fall where percentage of students who were in Moderate or High Risk of not reaching their end of year goal went up by at least 10-12 percentage points from the Spring benchmark to the Fall benchmark.

Aimswebplus: Below and Well Below

	2nd		3rd		4th	
	Spring 18	Fall 18	Spring 18	Fall 18	Spring 18	Fall 18
Oral Reading Fluency	34%	49%	57%	49%	53%	55%
Reading Comprehension	52%	57%	61%	46%	61%	44%
Vocabulary	53%	68%	64%	49%	51%	53%

2nd and 3rd graders did not show summer slide from end of one year to the beginning of the next with the exception of grade 2 going into grade 3 ORF where it went from 34% Below and Well Below in spring of 2nd grade to 49% Below and Well Below in fall of 3rd grade.

Aimswebplus Composite: Moderate or High Risk for not reaching year end goal

	2nd		3rd		4th	
	Spring 18	Fall 18	Spring 18	Fall 18	Spring 18	Fall 18
Composite Score	60%	82%	71%	68%	61%	82%

Both 2nd and 3rd graders showed an increase in students who went from Moderate or High Risk of not meeting their goal from Spring of 2018 to Fall of 2018. This could be attributed to summer slide.

### Kindergarten Readiness Assessment (KRA)

The 2017 KRA data showed that about 62% of our students are entering Kindergarten not ready for the rigor of the Kindergarten standards. The 2018 KRA preliminary data showed 47% of our students are entering Kindergarten not ready for the rigor of the Kindergarten standards.

### NWEA Map Assessment

The NWEA Map assessment is given to all 3<sup>rd</sup> grade students in the Fall and Spring. The 2<sup>nd</sup> graders take it in the Winter only (for Gifted screening).

#### Students that scored “Lo” or “Lo Average”

	Cohort 1 (3 <sup>rd</sup> grade year)		Cohort 2 (Mid 2 <sup>nd</sup> gr – Be g 3 <sup>rd</sup> gr)	
	Fall 2017	Spring 2018	Winter 2018	Fall 2018
Literature	51%	58%	60%	53%
Information Text	49%	66%	66%	58%
Vocabulary Acquisition and Use	51%	65%	62%	55%

Overall Performance	48%	62%	62%	56%
Total students assessed:	136	122	124	125

## Attendance

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

### North College Hill's Data 2018

2017-18	30.8%
2016-17	19.7%
2015-16	17.5%

### High School

2017-18	35.0%
2016-17	21.2%
2015-16	15.7%

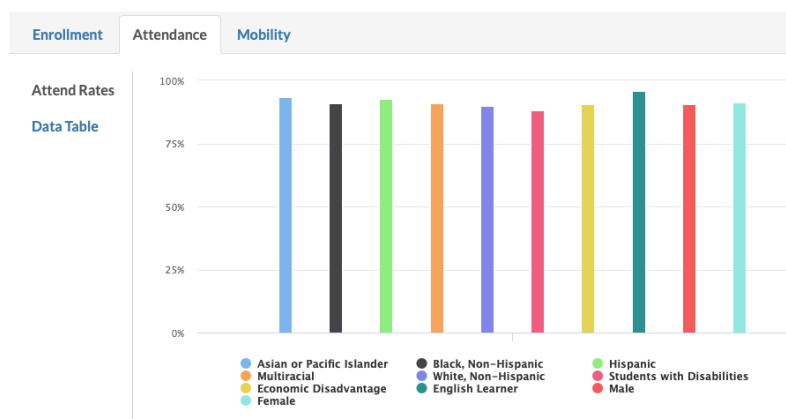
### Middle School

2017-18	32.2%
2016-17	16.6%
2015-16	18.7%

### Elementary School

2017-18	27.3%
2016-17	21.3%
2015-16	17.5%

### Your District's Students

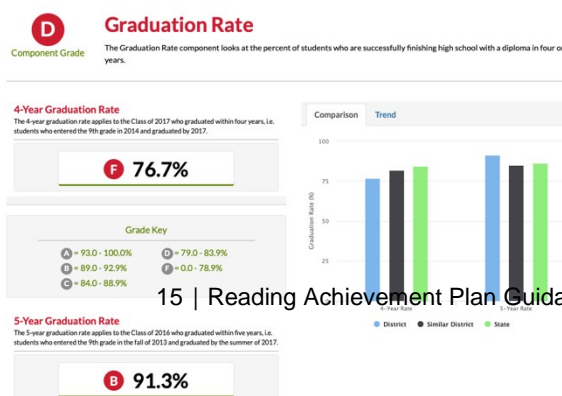


This graph shows attendance rates by subgroup.  
If Enrollment is less than 10, results are Not Calculated (NC).

All buildings in North College Hill City School District have seen a considerable increase in students with chronic absenteeism. This will be a topic of discussion in future District Leadership Team meetings and then in Building Leadership Team meetings. We will be looking for the why behind the huge increase during the 2018-19 school year. Without a doubt, chronic absenteeism contributes to low literacy scores.

## Graduation Rate

	4 year	5 year
2017-18	76.7%	91.3%
2016-17	83.0%	80.4%
2015-16	75.5%	83.3%





## SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

*Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.*

The low reading achievement in North College Hill School District can be addressed by looking at the following factors in more detail.

- 1) Most of the benchmarking data in grades K-8 indicated that students' scores decreased significantly between the Spring of one year and the Fall of the next. The "Summer slide" could be an issue that is outside of the school's control, but the committee looked closely at what was within our control and how we can address those issues. Benchmarking takes place within the first two weeks of the beginning of the school year. Students may provide more accurate data when given the benchmark assessment during the fifth week of school, once they've gotten back into the habit of learning. Also, grades K and 3 have two opportunities to provide "on/off track" data, while grades 1 and 2 only have one opportunity. Often our children come to school with outside environmental circumstances that hinder their ability to concentrate. If they're given an assessment on that day, they tend to shut down. We will be considering an additional assessment, most likely the Ohio Diagnostic Assessment because it's a paper test and the lower grades appear to be more engaged on the paper tests.
- 2) Many students enter Kindergarten lacking the skills necessary to sit and learn, along with being behind academically. The Elementary school puts most of its additional human resources into third grade. The building will consider looking at the schedule in order to give grades K and 1 more resources. Research states that it takes 10-30 minutes over a short amount of time to close the achievement gap for Kindergarten; 30-45 minutes over a short amount of time to close the achievement gap for first grade, 60 minutes for second grade and 90 minutes to 3 hours a day over a longer period of time to close the gap for third grade. (Torgesen, 2004)
- 3) The schedule for Reading currently is below the recommended time of 120 – 150 minutes of literacy instruction per day for primary grades and 90-120 minutes for third grade (TN Dept. of Education, 2016). When the team creates a three-year Literacy plan the consideration of more time should be strongly considered.
- 4) North College Hill City School District hired a Director of Teaching and Learning in 2017; this was a new position. Curriculum resources had not been purchased on a regular basis before this time. Grades 6, 7 & 8 are currently teaching without a research-based, evidence-strong Language Arts curriculum. This, along with a high teacher turnover in those grades, is significantly hindering achievement, especially in grade 7.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

### **LITERACY MISSION**

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

### **LITERACY VISION**

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

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Goal #1 - North College Hill City Schools will increase the percentage of students “on track” in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (aimswebplus or NWEA Map) and/or as reported on the state report card K-3 literacy measure by the end of the 2018-19 school year.

Goal #2 - North College Hill City Schools will increase the percentage of students who make at least one year's growth in Language Arts in grades 4-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2018-19 school year.

## SECTION 6: ACTION PLAN MAP(S)

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

### Goal # \_1\_\_ Action Map

**Goal Statement:** North College Hill City Schools will increase the percentage of students “on track” in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (aimswebplus or NWEA Map) and/or as reported on the state report card K-3 literacy measure by the end of the 2018-19 school year.

#### Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
<b>Implementation Component</b>	Empower the teaching staff with the knowledge to deliver high-quality reading instruction and make data-driven intervention decisions through in-class coaching, modeling, online professional learning and in-person professional learning.	Train all K-3 teachers and administrators in LETRS (Language Essentials for Teachers of Reading and Spelling) in order to create a multi-tiered system of support for all students.	Create a three-year Literacy plan for grades K-3 with more time in the Master Schedule for reading instruction and fluid small group tutoring and enrichment time based on solid, specific data. Also, the plan should contain a strong family engagement component and a connection with community pre-schools.	Provide a designated intervention time in the schedule for all students in grades K-4 that are on a RIMP to receive small group, specific Reading Intervention. In the past this has only been done in 3 <sup>rd</sup> grade.
Timeline	August – January 2019	Spring/Summer 2019	Completed by Feb. 1, 2019	Completed by September 2018
Lead Person(s)	Kelly Cook, ES Emily Mulcahey, MS	Tiffany Williams, Principal Michelle Garton, Dir of Teaching and Learning	Tiffany Williams, Principal	Tiffany Williams, Principal
Resources Needed	Reading Mastery Coach/Consultant (Gr K-2) Journeys Coach/Consultant (Gr 3-5)	Training We will look at both the train-the-trainer option and bringing the training to the district option.	None at this time	Schedule adjustment and intervention/enrichment materials in some areas.
Specifics of Implementation	Coaching days Journeys – 11/7, 1/15, 1/16 Reading Mastery – 9/7, 10/4, 11/8, 12/4, 1/29	This training takes a total of about 2 years. In May 2019 it will be our goal to begin the training the week after school	A building literacy committee will be formed at the elementary school under the direction of the principal.	The schedule will be changed to allow each grade level to provide a T & E (tutoring and enrichment) time, in addition to their normal Reading

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		ends. This will give teachers the summer to process what they learned and to incorporate it into their instructional plan.		instruction time. Each small intervention group will be re-taught areas of deficit based on common assessments in the grade level.
Measure of Success	Coaching notes and aimswebplus data.	All staff will be trained and confident to teach language and literacy skills to all students successfully.	Completion and implementation of the plan for three years with continuous changes for improvement based on data.	Common assessment forms (OIP 5-step process) will show the number and percentage of students proficient on specific skills.
Check-in/Review Date	There's a check in with the building administrators after each coaching experience.	The training should be planned for May or June by February 2019.	Quarterly at BLT meetings	Monthly - TBT forms

## Goal # 2 Action Map

**Goal Statement:** North College Hill City Schools will increase the percentage of students who make at least one year's growth in Language Arts in grades 4-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2018-19 school year.

### Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Provide a coherent and comprehensive research-based, evidence-strong reading core curriculum for grades 6 - 8 where the primary focus is to teach students how to "read to learn" using literature such as classic and contemporary novels, short stories, poems, myths, folktales, biographies and factual articles, vocabulary, fluency, comprehension strategies, and spelling.	Explore a multi-tiered system of support for all students in grades 6-12 in Reading.	All students in grades PreK-12 will improve their writing ability by writing regularly in all content areas, by receiving formative feedback based on a rubric and by progress monitoring analysis at the teacher, grade level, building and district levels using the Ohio Improvement Process, as measured by a minimum of 75% of all students being proficient (70%) by May 2019. (District strategy #3)	All teachers will create and follow an instructional <b>curriculum unit plan</b> and <b>scope and sequence</b> aligned with the most current Ohio Learning Standards and assess student progress via common assessments where applicable.
Timeline	Spring 2019	2018-19	2018-19	2018-2019
Lead Person(s)	Emily Mulcahey, Instructional Coach Michelle Garton, Dir of Teaching and Learning	Dr. Gregory Roberson, Assistant Superintendent	All building administrators	Michelle Garton, Dir of Teaching and Learning
Resources Needed	Sample resources from various book companies New Gr 6-8 ELA Curriculum in-class coaching	Training	Common rubrics, writing professional development and resources	Professional Development
Specifics of Implementation	A committee of ELA teachers from grades 6-8 will choose three research-based reading core curriculums by January 2019 and then narrow the decision down to one by March 2019. They will use a rubric for scoring the effectiveness of the resources.	The district has created an MTSS committee and has hired a consultant to assist the committee in forming strong structures of MTSS throughout the district.	The teachers created common rubrics in August and have continued to improve them. A shared Google folder has been created with a plethora of writing resources for teachers. The TBT's are monitoring student progress using the Ohio Improvement process. The DLT will be monitoring the process	The Teaching and Learning Team will provide professional development to all staff as outlined below on how to create an effective and useful curriculum unit plan and scope and sequence.  Professional Development (district ½ days)

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
			and improvement beginning in January 2019.	Scope & sequence and curriculum unit plan professional development – 10/12/18 Work session in content and/or grade level teams – 10/18/18 Peer review of scope & sequence and curriculum unit plans – 1/22/19 Vertical/horizontal alignment – 3/8/19
Measure of Success	Purchase, training and implementation of the research-based reading core curriculum	The structures should be in place with all of the necessary tools and resources for the 2019-20 school year.	A minimum of 75% of all students will be proficient by May 2019 as seen on the May TBT forms for each team.	The completion and use of a Scope and Sequence and Unit Plans for all courses in grades K-12.
Check-in/Review Date	May 2019 – the resource will be selected, purchased and a plan for the initial training will be solidified.	By Spring 2019 the MTSS committee will have a structure for moving forward in the 2019-20 school year for implementation.	January 2019 – the DLT will analyze random Writing TBT 5-step OIP forms for all grade levels for progress monitoring purposes.  May 2019 – final percentages of proficient students will be reported to the BLT's teams and then to the DLT.	The building principals will monitor the completion and accuracy of the scope & sequences and curriculum unit plans as per the schedule below.  10/12/18 – scope & sequence and sections 1-3 of the unit plans should be complete. 10/18/18 – unit plan sections 4-9 should be complete 1/22/19 – rough draft complete 3/8/19 – revisions complete 5/1/19 – both documents 100% complete

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

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

### Goals from Section 5

Goal #1 - North College Hill City Schools will increase the percentage of students “on track” in grades K-3 by a minimum of 10% yearly as measured by an approved universal screener (aimswebplus or NWEA Map) and/or as reported on the state report card K-3 literacy measure by the end of the 2018-19 school year.

Goal #2 - North College Hill City Schools will increase the percentage of students who make at least one year’s growth in Language Arts in grades 4-10 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of the 2018-19 school year.

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

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

- Aimswebplus Fall, Winter and Spring benchmarking [K-8]
- NWEA Map Fall and Spring assessment [3]
- Writing progress and completion [K-12]
- Reading/Language Arts common assessments [K-8]

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

- All data from the TBT’s.
- Walk-through data

District Leadership Team (DLT) will collect and analyze

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

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

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

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



onset-rime segmentation and blending, phoneme isolation (initial, medial, and final) and phoneme identification, segmentation, and blending. They will be taught vocabulary through daily instruction on specific words, opportunities for students to develop, use and apply word knowledge, and word awareness through vocabulary journaling and practice activities.

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

Teachers will be given extensive professional development in the foundation of reading in a research-based program similar to or the program called **LETRS** in order to prepare them to more effectively teach foundational skills. **LETRS** provides educators with an in-depth understanding of the science behind teaching literacy and gives them the background and depth of knowledge to teach language and literacy skills to every student. Designed to be the cornerstone of a multiyear, systemic literacy improvement initiative, **LETRS** is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills. **LETRS** is backed by more 30 years of evidence-based scientific research, and more than a decade of proven success.

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

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

Currently grades 5-12 have very few systems of support in place. The creation of the MTSS Committee will aid the district in meeting the needs of more students. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

The Tennessee Department of Education in a published document titled Response to Instruction and Intervention Framework states "In grades K-2, students should spend 150 minutes in Tier I instruction. In grades 3-5, students should spend between 120 and 150 minutes in Tier I instruction. It is strongly

recommended that 90 minutes of Tier I instruction be uninterrupted, allowing adequate time for teacher modeling and student practice and the integration of speaking, listening, reading, and writing. The entire ELA block should be taught by the same teacher in order to support continuity between whole and small group instruction as well as the integration of ELA strands.

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

These time recommendations allow for:

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

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

Community and family involvement will be a vital part of the Elementary School’s three-year Literacy plan. Family involvement in early childhood classrooms benefits children, school staff, and families (Bradley & Kibera, 2006; Epstein, 2001). The development of a strong relationship between early childhood programs and families is a critical component of developmentally appropriate practices (Copple & Bredekamp, 2009).

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

The activities family members are involved in

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

## SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

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

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

The Ohio 5-step process will be used to monitor the academic improvement and fidelity of each strategy. TBT's meet weekly and forms are shared, and this year emphasis has been placed on identifying the strengths and deficit areas and re-teaching in small groups to improve the specific deficit area.

The past two years the teachers have utilized the Ohio Improvement Process, but the integrity of the process has been at the level of compliance and not cooperation and improvement. The district, from the Central Office to every building and grade, has placed an emphasis on identifying what's working and what's not and then re-teaching in small groups concerning what's not. We have encouraged the use of a 3D model (Data Driven Differentiation) where teachers are asked to document the students that are proficient, near proficient and below proficient and then re-teach accordingly.

The principals at each building are also being coached by the superintendent to become more effective instructional leaders and on how to monitor progress using the Ohio Improvement Process.

**Revision: Section 8, Part A and B: Please provide a statement of how the district will ensure the proposed strategies will improve upon strategies utilized during the two prior consecutive school years.**

**The main strategies used over the past two years to improve Literacy has been supplying teachers with the curriculum resources needed, professional development on how to utilize those resources effectively and following a "plan". This plan improves upon those strategies by purchasing Language Arts curriculum resources for grades 6 – 8, by continuing with in-the-classroom coaching by Reading Mastery (direct instruction) trained personnel from outside the district, by planning on extensive professional development for the new resources in grades 6-8 and lastly by each building now creating a three-year literacy plan that will be implemented with fidelity.**

## SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

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

### **Professional Development Plan**

In-class Reading Mastery coaching from McGraw-Hill Education - 9/7, 10/4, 11/8, 12/4, 1/29 [K-2 teachers]  
In-class Journeys coaching from Houghton Mifflin Harcourt - 11/7, 1/15, 1/16 [3-5 Reading teachers]  
In-class New Gr 6-8 ELA curriculum coaching in 2019-20 [6-8 ELA teachers]

### Scope and Sequence and Unit Plan PD

10/12/18 – scope & sequence and sections 1-3 of the unit plans should be complete.

10/18/18 – unit plan sections 4-9 should be complete

1/22/19 – rough draft complete for peer review

3/8/19 – revisions complete (vertical and horizontal alignment)

5/1/19 – both documents 100% complete

### LETRS (or similar program)

The LETRS program is a two-year course of study. Details to be determined when the Elementary Literacy Committee creates a three-year Literacy Plan and when the company is contacted to discuss best practices in training. The training will be a hybrid approach with some face-to-face training and some online training.

### MTSS

This initiative is also in the planning stages. The District MTSS team attended the MTSS: MAXIMIZING IMPACT, RtI Innovations in Education Conference in Utah in October 2018. That was the starting point for the team and the work with the consultant. The following dates are currently set for the district team to meet with the consultant to plan for implementation during the 2019-20 school year: November 27, 2018, January 23, 2019, and March 18, 2019. The three-year plan for MTSS will be completed this year and the implementation will begin in 2019.

## APPENDICES

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

None needed at this time.