

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

August 31, 2018

Dear Mr. Blalock,

Thank you for submitting the North College Hill City School District Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- A literacy plan is in place for K-Grade 12 students which will emphasize the vision of the school and show the importance of literacy at every grade level.
- Fluency exercises four times a week will help determine students who are meeting the fluency goals and those who need extra support.
- The creation of a writing rubric shows expectations and helps measure student progress.
- The addition of an Instructional Coach to the staff will support the instructional staff and provide appropriate literacy strategies.

This plan will benefit from:

- What resources are being used for phonemic awareness instruction?
- If a rubric was created for literacy walk-throughs, it would help the staff understand the expectations of good literacy instruction.
- The Reading Tiered Fidelity Inventory Workshop was attended, but was there any thought to completing it?
- How will phonemic awareness skill be assessed?
- The school's vision mentions explicit literacy instruction. How will you convey that message to the staff?

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.

Questions and requests for additional feedback may be sent to Dr. Melissa Weber-Mayrner at readingplans@education.ohio.gov.

Sincerely,



Stephanie Siddens, Ph.D.
Senior Executive Director, Center for Curriculum and Assessment

NORTH COLLEGE HILL CITY SCHOOL DISTRICT

Reading Achievement Plan 2017-18

Planning Tool

Summary and Acknowledgements

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

The North College Hill City School District's Reading Achievement Plan was completed by a diverse committee of teachers, administrators, SST13 representative, and a community member. The district's Comprehensive Continuous Improvement Plan (CCIP), the district's 2017-18 goals and the overall district mission were all taken into account when creating the Reading Achievement Plan. The committee was dedicated to creating a working document that would address all of the literacy needs in K-12.

When creating the Reading Achievement Plan the committee analyzed many pieces of quantitative and qualitative data. They completed data walks and share outs in order to see all sides of the data. The data shared was a three-year history from the Ohio State Assessments for all students, Value-added, KRA, Attendance, Mobility Proficient rates for two cohorts, graduation rates, K-3 literacy components, AimsWeb and AimsWeb Plus and MAP (3rd grade only).

[Summary of the plan.](#)

Goal #1

North College Hill City Schools will **increase the percentage of students “on track” on the K-3 literacy measure** by a minimum of 20% as measured by the Spring AIMSWeb Plus benchmarking data and/or as reported on the state report card (administrated in Spring 2017).

Action Steps for Goal #1

1. Professional Development on Direct Instruction through coaching, modeling, online professional learning and in-person professional learning in grades K – 3
2. Assess all students in grades K – 3 in reading within thirty days of entering school at the beginning of the school year and within 2 days of entering when the school year has already started.
3. Tier 2 & 3 interventions will be provided for all students showing the need as per Aimsweb Plus benchmarking and/or classroom response to intervention data in grades K-3. This action step includes purchasing and training in research-based intervention programs (Orton-Gillingham or similar multi-sensory approach, K-2, McGraw Hill Corrective for 3rd grade).
4. A solid, comprehensive, research-based reading curriculum will be implemented in grades 3 & 4.

Goal #2

North College Hill City Schools will **increase reading and writing performance of all students in grades 4-8 and writing performance of all students in grades 9-12**, as measured by an increase of a minimum of 20% annually as measured by the Spring AIMSWeb Plus benchmarking data and/or as reported on the state report card on the End of Course assessments for high school (administrated in Spring 2017).

Action Steps for Goal #2

1. Provide a coherent and comprehensive reading curriculum for grades 4 - 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.

2. Assess all students in grades 4 – 8 in Reading within thirty days of entering school at the beginning of the school year and within 2 days of entering when the school year has already started.
3. Tier 2 & 3 interventions will be provided for all students showing the need as per Aimsweb Plus benchmarking and/or classroom response to intervention data in grades 4-8. This action step includes purchasing and training in research-based intervention programs.
4. Students in grades 5- 12 will write for purpose weekly across all content areas in order to improve their overall literacy.
5. Professional development on writing across the curriculum in grades 5 through 12 throughout the 2018-19 school year.

RAP Writing Team (Section 1) Current DLT: No, we created a team with reading experience to create the Reading Achievement Plan.

Eugene Blalock, Superintendent

Michelle Garton, Director of Teaching and Learning

Connie Prairie, Pupil Personnel Director

Dr. Linda DiMarco, SST13

Sheri Renneker, Elementary School Principal

Tim Sies, Middle School Principal

Scott Reisbord, High School Principal

Shari Blessing, Assistant to the Pupil Personnel Director and Community Member

Emily Mulcahey, Instructional Coach

Tina Holtman, ES teacher

Heather Bishop, ES teacher and parent

Cori Bonta, MS teacher

JoHanna Anderson, MS teacher

Ann Auffrey, HS Intervention Specialist

Lisa Ellis, HS Intervention Specialist

Alignment to State and Local Initiatives (Section 2) Alignment to district improvement plans.

The North College Hill City School District's Reading Achievement Plan aligns to the district Comprehensive Continuous Improvement Plan (CCIP) and the district goals for 2017-18 as described below.

We are in the process of revising the goals and action steps in our CCIP to make them more specific and more relevant to the data we have available. The goals in the CCIP that relate to the Reading Achievement Plan (RAP) are those for K-3 literacy, professional development and

CCIP goals and action steps taken into account when completing the Reading Achievement Plan.

Literacy goal:

By the end of the 2018-2019 school year, all students in grades K-12 will improve performance by 5% annually on state assessments and by meeting or exceeding state average.

Action Steps:

- Hire a Title I ELA teacher at the Middle School
- Monitor the implementation of the selected vocabulary strategies and the effects on student performance.
- Implement effective Tier I and Tier II interventions based on formative and summative data.
- Use formative and summative assessments to identify concepts needing additional or different forms of instruction with a focus on who those students are who are most at risk.
- Provide PD to instructional staff on selected content, instructional practices, strategies and technologies.
- All teachers will participate in collaborative teacher based teams to monitor and evaluate student growth, discipline, and the learning environment and to make changes to systems and practices as indicated by data.

District Goals

#1

All staff in North College Hill City Schools will utilize tier one interventions as per the Positive Behavior Interventions and Supports (PBIS) System during the 2017-18 school year as seen in behavior data (Public SchoolWorks) and as measured by a 10% decrease in discipline incidents between the end of the second nine weeks and the end of the third nine weeks.

#2

Teachers in North College Hill City Schools will engage students by using a research-based engagement strategy 100% of the time as seen by walk-through data and lesson plans and as measured by an 80% passing rate per quarter.

At first glance, the district goals may not appear to have been considered when completing the Reading Achievement Plan but they were. 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.

RAP Writing Team (based on what your data reveals) How will the team develop, monitor, and communicate the plan to staff? What are expected deliverables?

Development of the RAP

The RAP Team developed the plan beginning in May of 2017 when the Elementary Principal and the Director of Teaching and Learning attended a workshop at the Hamilton County ESC titled “Systems to Support Early Literacy” where they discussed the following topics pertaining to the RAP.

- The necessary systems which must be in place to promote successful implementation of early literacy work.
- Discussed the levels of systems work needed.
- Reviewed the Reading Tiered Fidelity Inventory.
- Reviewed Ohio's recommended guidelines for Reading Achievement Plans.
- Understood the necessary systems that need to be in place to promote successful implementation of Ohio’s early literacy work.
- Explored resources to assist in establishing systems to support early literacy.

The Director of Teaching and Learning and the ELA Instructional coach also attended the follow up professional development at the Hamilton County ESC on October 5.

The committee was officially formed in September where teachers were specifically chosen based on their commitment and education in literacy. The committee met on the following dates with many emails going back and forth between meetings; Oct. 12, Nov. 2, Nov. 12, Nov. 30, Dec. 12.

Monitoring of the RAP

The committee will continue meeting once a quarter in 2018 and the 2018-19 school year to monitor the following measures. 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, BLT and DLT to analyze at their quarterly meetings.

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

- AimsWeb Plus Fall, Winter and Spring benchmarking
- Vocabulary progress and completion
- Writing progress and completion
- Reading small groups (K-4)
- Initial assessment completion when a student enters the district.
- Common Assessments in K-4

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
- Prior year Ohio State Report Card data
- Professional learning agendas for
 - Reading Mastery (direct instruction)
 - Writing strategies across the content areas

Communicating the RAP

Each principal, with the help of the other building members of the RAP 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 and discuss how they will monitor successful implementation of the plan in their specific building.

Data Analysis (Section 3) The data serves as the basis for the plan. All other sections should align to the data results.

The following data was considered by the North College Hill City School District’s Reading Achievement Plan committee over the past few months. 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, state test, KRA, AIMSweb and AIMSweb plus, transiency using two cohorts and NWEA Map (3rd gr only).

It was concluded that students in North College Hill City School District are not making significant and consistent progress toward closing the achievement gap between their scores and the state average and/or state proficient levels in K-3 Literacy. The number of students not on track is not consistently decreasing therefore giving the committee a sense of urgency concerning putting a plan into place to see consistent progress.

The committee also determined that the assessment tool we are currently using isn’t giving us enough data about the five reading components by grade level. Therefore, we will discontinue using AimsWeb and begin using AimsWeb Plus where data is collected for oral reading fluency, reading comprehension, silent reading fluency, vocabulary and a total reading composite.

NWEA Map Assessment

The NWEA Map assessment was given to all 3rd grade students in the fall.

Students that scored “Lo” or “Lo Average”

Literature	50%
Information Text	58%
Vocabulary Acquisition and Use	43%
Overall Performance	49%
Total students assessed:	135

The above scores definitely tell us that what’s happening in grades K-2 isn’t working for the NCH general population. None of the five components of reading are doing any better or worse than any other. The scores are unfortunately all close (within the standard deviation)

AimsWeb and AimsWeb Plus

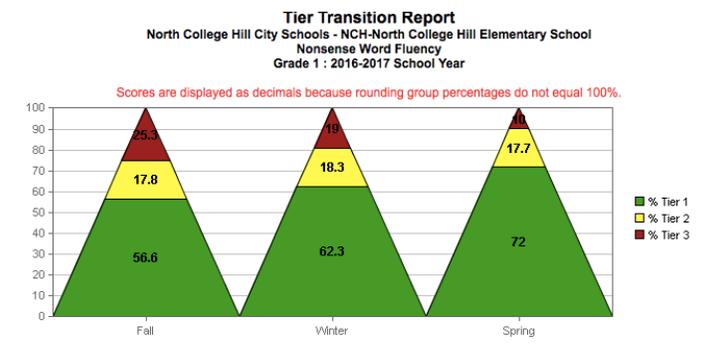
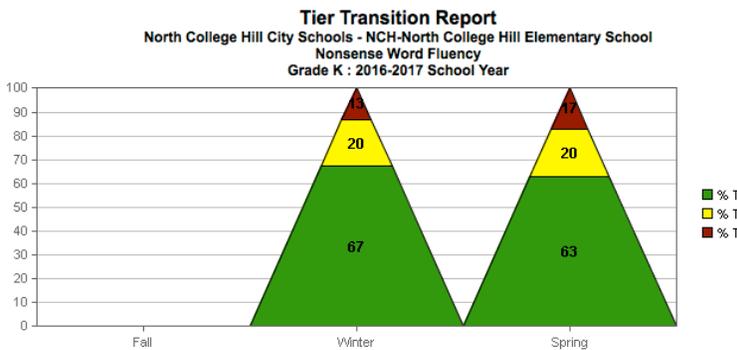
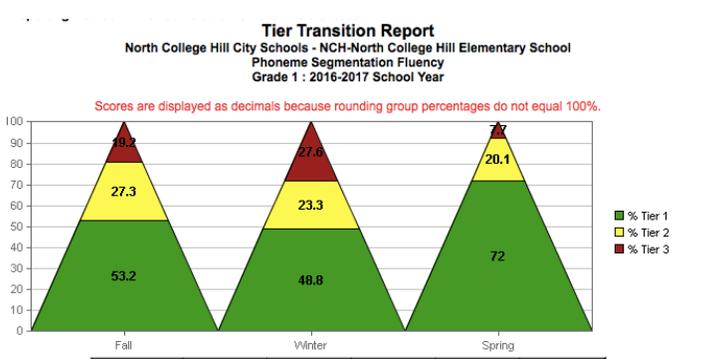
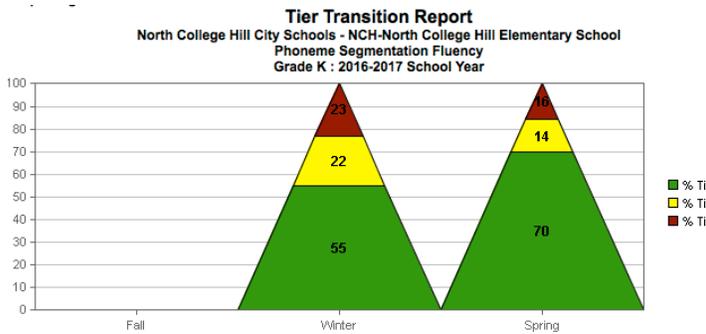
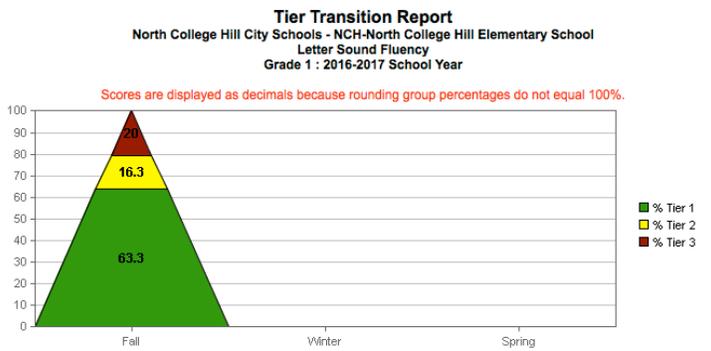
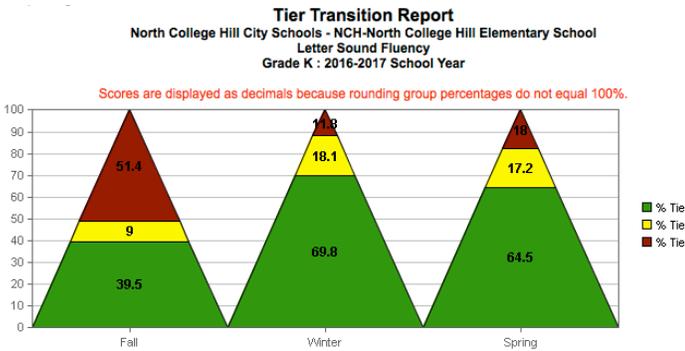
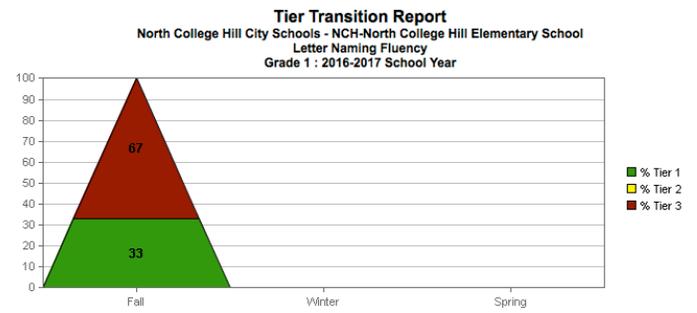
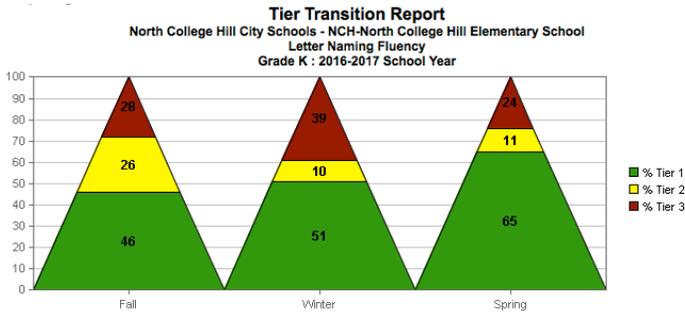
We began using AimsWeb Plus at the middle school in the fall and will begin using it at the elementary school this spring. Our data is limited but we’re headed in the right direction where we will have more data to drive our instruction on the five components of reading.

Aimsweb was used for fall and winter benchmarking at the elementary schools in grades K-4. A few grades have not completed the collecting of data.

2017 Fall and Winter Data

	Red/Orange/Yellow/Green				
	K	1st	2nd	3rd	4th
LNF (Letter Naming Fluency) FALL	15.8/19.5/30.7/33.5	71/na/29/0			
LNF (Letter Naming Fluency) WINTER	29.4/22.8/27.5/20	No data recorded			
LSF (Letter sound Fluency) FALL	49.4/na/7.4/43	80/20/0			
LSF (Letter sound Fluency) WINTER	11.3/na/32.3/56.1	No data recorded			
PSF (Phonemic Segmentation) FALL	No data recorded	7.4/na/16.6/75.7			
PSF (Phonemic Segmentation) WINTER	11/na/13/76	8.4/na/12/79.4			
NWF (Nonsense Word Fluency) FALL	No data recorded	37/na/19/44			
NWF (Nonsense Word Fluency) WINTER	8.5/na/29.4/61.8	31/na/22/47			
ORF/CBM (Oral Reading Fluency) FALL		100/na/0/0	23.6/na/24.3/51.8	24.1/na/34.1/41.6	25/na/40/35
ORF/CBM (Oral Reading Fluency) WINTER		26.4/na/25.5/47.8	22.5/na/30.7/46.5	21.6/na/37.4/40.7	29/na/38/33
MAZE (Comprehension) FALL			28/na/11/61	36/na/33/31	33/na/20/47
MAZE (Comprehension) WINTER			100/na/0/0	24/na/18/58	50/na/50/0
Red = % below 10th Percentile	na = not applicable				
Orange = % 10-25th Percentile					
Yellow = % 26-50th Percentile					
Green = % above 50th Percentile					

2016-17 AimsWeb data for Kindergarten (left column) and for 1st grade (right column)



Summary of data above.

LNF – Letter Naming Fluency – What happens between the end of kindergarten and the beginning of 1st grade? About 65% of the students are on track in the spring of K but in the fall of 1st grade there are only 33% on track.

LSF – Letter Sound Fluency – Students start off in Kindergarten in the fall with only 40% of the students on track but by the end of the year 65% are on track. The students start off the 1st grade with about the same percentage of students on track.

Why do the students lose ground in Letter Naming Fluency but not Letter Sound Fluency? Teachers mentioned

to me that in 1st grade when they ask them for the letter name they give the sound therefore making it wrong.
 PSF – Phonemic Segmentation Fluency – By the end of the Kindergarten about 70% of the students are on track and this drops to 53% at the beginning of 1st grade. It then goes back up to 72% by the end of 1st grade.
 NWF – Nonsense Word Fluency – Very similar results here also. The kindergartens end at 63% on track and then end 1st grade with 72% on track.

Overall summary – about 60-70% of our students are successful with the core curriculum but it’s the other 30-40% that we need to pay attention to. We need to move forward with interventions for the tier 2 & 3 students with a more organized approach to assessment and teaching beginning in Kindergarten.

Grade 5 through 8 completed their fall benchmarking on AimsWeb Plus therefore giving us more detailed information.

Percentage of Students “Below” or “Well Below” Average

Grade	5 th	6 th	7 th	8 th
Oral Reading Fluency	39%	40%	46%	47%
Reading Comprehension	28%	48%	47%	30%
Silent Reading Fluency	15%	27%	31%	32%
Vocabulary	39%	46%	26%	49%

Total Reading Composite – Percentage of students “Moderate” to “High” Risk for achieving year-end performance goals based on their current scores.

- 5th grade – 50.6%
- 6th grade – 60.0%
- 7th grade – 55.7%
- 8th grade – 61.1%

Summary: The above data shows us that over half of our students are in jeopardy of not achieving year-end performance goals. They need interventions in all four categories listed above, which include all of the “Big Ideas” of Reading Instruction; word study, fluency, vocabulary, comprehension and motivation. Most of this reading achievement plan though will emphasize grades K-3 literacy with the belief that intervening early in a child’s education is much more beneficial. We will though include components for grades 5 – 8 because we have a lot of students that don’t start with us in Kindergarten.

K-3 Literacy component grade from the state report card.

- 2016-17: F (-31.2%)
- 2015-16: D
- 2014-15: F

Summary – the K-3 literacy component grade from the Ohio Department of Education has gone between a D and F over the past three years. Last year the score was a very low F but the district discovered that an error in reporting RIMPS was the cause for the extreme negative number. Without the RIMP deduction the letter grade would have been a C. Therefore, we see that we are making progress in moving students from “off track” to “on track” but we need to close the gap faster and with more consistency.

Kindergarten Readiness Assessment (KRA)

KRA Summary Fall 2017		
Emerging Readiness	26	23.0%
Approaching Readiness	43	38.1%
Demonstrating Readiness	43	38.1%
Did not participate	1	0.9%
	87	100.0%

The KRA shows that about 62% of our students are entering Kindergarten not ready for the rigor of the Kindergarten standards. This brings up a question of can we do more with our community pre-schools?

Value-added (Progress)

Value added(progress) scores in 4th grade went from a -3.6 (red) in 2015-16 to a 0.2 (yellow) in 2016-17. The school diagnostic report showed no specific quintile of students making more or less progress than the group. Two of the three teachers were “average” while one was “least effective”.

In grades 5 & 6 value added scores stayed consistently one year’s growth in 2016-17 and 2015-16 while in grades 7 & 8 the score went from significant evidence that the school’s 7th grade students made more progress (dark green) than the Growth Standard in 2015-16 to significant evidence that the school’s students made less progress (red) than the Growth Standard in 2016-17. The 8th grade also decreased from more progress (dark green) to similar (yellow). Most teachers (5 out of 6) were designated as “average” while one was “above average” in grades 5 & 6. Two of the teachers were first year teachers and both of their designations were “average”. In grades 7 & 8, four teachers were “approaching average”, three were “average” and one was “least effective”. Two of the eight teachers were first year educators. The diagnostic reports showed no trends or patterns.

State tests

Percentage of students proficient on the Ohio State tests.

	2016-17(AIR)	2015-16 (AIR)	2014-15(PARCC)
3 rd ELA:	28.5%	28.0%	60.5%
4 th ELA:	32.2%	33.8%	41.4%
5 th ELA:	45.2%	20.9%	44.4%
6 th ELA:	28.6%	24.8%	33.9%
7 th ELA:	27.7%	26.5%	45.3%
8 th ELA:	18.3%	27.4%	37.5%
HS ELA I:	36.4%		
HS ELA II:	21.1%		

The committee did not see significant trends or patterns in the above data therefore we took it a step further and compared North College Hill City School District’s proficient scores to the state average.

2015 (PARCC), 2016(AIR) & 2017(AIR) State AIR Test Results												
Percentage of NCH Students Proficient Compared to the State Proficient Average												
Content	NCH Spring 2015	State Averages 2015	Diff 2015	NCH Spring 2016	State Averages 2016	Diff 2016	NCH Spring 2017	State Averages 2017	Diff 2017	Comparing 2015 & 2016 Diff	Comparing 2016 & 2017 Diff	Comparing 2015 & 2017 Diff (2 yrs)
Grade 3 ELA	61%	79%	-18%	28%	55%	-27%	29%	64%	-35%	-9%	-8%	-17%
Grade 4 ELA	41%	69%	-28%	34%	58%	-24%	32%	63%	-31%	4%	-7%	-3%
Grade 5 ELA	45%	66%	-21%	18%	60%	-42%	43%	67%	-24%	-21%	18%	-3%
Grade 6 ELA	32%	68%	-36%	26%	54%	-28%	28%	60%	-32%	8%	-4%	4%
Grade 7 ELA	45%	68%	-23%	26%	53%	-27%	25%	59%	-34%	-4%	-7%	-11%
Grade 8 ELA	36%	68%	-32%	27%	47%	-20%	16%	50%	-34%	12%	-14%	-2%

The above data shows a steady increase in the gap between the state average proficient scores and the scores of students in North College Hill City Schools in the past three years. We must put systems into place immediately to change this pattern. The committee continued to look at data to try to identify a few specific areas to begin this process in.

Student mobility

The next area we looked at was student transiency or mobility. The state report card indicates that district mobility rate was as seen below. The mobility rate has not changed significantly in the past three years.

2014-15	20.3%
2015-16	19.2%
2016-17	20.1%

The committee began to ask questions about who was proficient, the students that were in NCH from Kindergarten or the students who came in later? The following data was analyzed in order to answer that question. The 2015-16 5th and 8th grade cohorts of students were traced each year since entering the district.

Transient Data (entered before/after Jan of 1st grade)								
May 2017 Data		Entered before Jan of 1st grade	% Entered before Jan of 1st gr	% Math Prof	% ELA Prof	% Sc Prof		
Number of 5th graders	136	54	39.7%	22.2%	42.6%	31.5%		
Number of 8th graders	122	26	21.3%	30.8%	26.9%	57.7%		
May 2017 Data		Entered after Jan of 1st grade	% Entered after Jan of 1st gr	% Math Prof	% ELA Prof	% Sc Prof		
Number of 5th graders	136	82	60.3%	24.4%	40.2%	26.8%		
Number of 8th graders	122	96	78.7%	20.8%	13.5%	26.0%		
5th grade students (136)		% of total students	Math Prof	% Math Prof	ELA Prof	% ELA Prof	Science Prof	% Sc Prof
Entered during K	41	30.1%	10	24.4%	19	46.3%	15	36.6%
Entered during 1st	17	12.5%	2	11.8%	6	35.3%	3	17.6%
Entered during 2nd	12	8.8%	5	41.7%	4	33.3%	4	33.3%
Entered during 3rd	15	11.0%	3	20.0%	5	33.3%	3	20.0%
Entered during 4th	13	9.6%	4	30.8%	7	53.8%	5	38.5%
Entered during 5th	38	27.9%	8	21.1%	15	39.5%	9	23.7%
	136	100.0%						
8th grade students (122)		% of total students	Math Prof	% Math Prof	ELA Prof	% ELA Prof	Science Prof	% Sc Prof
Entered during K	23	18.9%	6	26.1%	7	30.4%	13	56.5%
Entered during 1st	5	4.1%	3	60.0%	1	20.0%	3	60.0%
Entered during 2nd	7	5.7%	2	28.6%	0	0.0%	1	14.3%
Entered during 3rd	6	4.9%	2	33.3%	1	16.7%	2	33.3%
Entered during 4th	12	9.8%	3	25.0%	0	0.0%	3	25.0%
Entered during 5th	10	8.2%	3	30.0%	1	10.0%	6	60.0%
Entered during 6th	13	10.7%	1	7.7%	3	23.1%	4	30.8%
Entered during 7th	19	15.6%	5	26.3%	3	15.8%	4	21.1%
Entered during 8th	27	22.1%	3	11.1%	4	14.8%	4	14.8%
	122	100.0%						

The committee determined that students who entered the district in Kindergarten had slightly higher proficient rates than those who entered afterwards. The difference was higher in the 8th gr cohort compared to the 5th gr cohort but no determination was made for that difference. The committee felt the data was significant enough to include in the Reading Achievement Plan. Therefore, the discussion was had about how to best serve students entering North College Hill City School District either after the middle of First grade or even more so those students that enter a school year after the first month.

Literacy Mission Statement (Section 4)

MISSION

The mission of the North College Hill School District is to inspire students to become productive citizens.

VISION

In order to become a productive citizen, every student will develop and demonstrate effective reading, writing, speaking and listening skills by participating in high quality, explicit literacy instruction across all content areas

Measurable Goals (Section 5)

Goal #1

North College Hill City Schools will **increase the percentage of students “on track” on the K-3 literacy** measure by a minimum of 20% as measured by the Spring AIMSWeb Plus benchmarking data and/or as reported on the state report card (administrated in Spring 2017).

Goal #2

North College Hill City Schools will **increase reading and writing performance of all students in grades 4-8 and writing performance of all students in grades 9-12**, as measured by an increase of a minimum of 20% annually as measured by the Spring AIMSWeb Plus benchmarking data and/or as reported on the state report card on the End of Course assessments for high school (administrated in Spring 2017).

Action Maps (Section 6) Identify action steps that when implemented well district wide will ensure adults and students will make consistent progress toward goal.

Goal #1 Action Steps

Action Step 1

Component- Professional Development on Direct Instruction through coaching, modeling, online professional learning and in-person professional learning in grades K – 3

Timeline - November 2017 – May 2019

Lead Person(s) – Elementary School Principal, Director of Teaching and Learning

Resources Needed – Time for professional learning, Instructional coach who has been trained in direct instruction, lead teachers in each grade level that will ensure the integrity of the professional development plan.

Specifics of Implementation – North College Hill City School District purchased the McGraw Hill Education Reading Mastery Signature Edition curriculum for grades K – 2 in August 2017. We plan to pursue a similar direct instruction type of curriculum for grade 3 & 4 within the next year. We are dedicated to the research-based direct instruction strategy of teaching to read and reading to learn. Our district often experiences a staff turnover yearly that ranges from a few percent to 20% therefore we must have a professional learning plan that will take into account this turnover. Each year in August, before school starts, we will dedicate time to making sure that all K-4 teachers are proficient in direct instruction and then will provide time and training during the school year in the classroom and as additional training.

Measure of Success - AimsWeb Plus benchmarking in the fall, winter and spring. Progress monitoring using AimsWeb Plus and Reading Mastery formative assessments. The number of students who go from “off track” to “on track” during the year. The districts K-3 Literacy component grade.

Check-in/Review Date – Fall, Winter and Spring for AimsWeb Plus (gr K-4) and the Fall and/or Spring Ohio State Readings tests (gr 3-4)

Action Step 2

Component - Assess all students in grades K – 3 in reading within thirty days of entering school at the beginning of the school year and within 2 days of entering when the school year has already started.

Timeline – Begin in January 2018

Lead Person(s) – Elementary School Principal, Title I teacher, Intervention Specialist

Resources Needed – Title I teacher coordinating with the enrollment secretary and then the grade level team.

Specifics of Implementation – North College Hill City Schools experiences around a 20% transiency rate each year. At this time, there are no procedures put into place for identifying those students needs in a timely manner. First of all, students who begin in mid-August (beginning of the school year) will be assessed within thirty days using AimsWeb Plus (gr K-4) and Reading Mastery, (gr K-2), assessment and then placed in an appropriate reading small group. We are doing this currently but need to expedite the process in order to begin quality instruction as soon as possible. We need to make this a priority.

Students who enter after the official opening of the school year will be assessed **before** their first day by the Title I teacher in order to place them appropriately on day one. This will be arranged in cooperation of the enrollment secretary and the Title I teacher.

Measure of Success – Success will be measured by reading small groups being started within 2 weeks of the first day of school and by new students being enrolled in the appropriate small group on their first day. In the end, the ultimate measure of success will be the improvement on the Fall, Winter and Spring for AimsWeb Plus (gr K-4) scores and the Fall and/or Spring Ohio State Readings tests (gr 3-4).

Check-in/Review Date – Two weeks after school starts in August 2018 and the first day of enrollment of any student entering NCH ES after January 3, 2018.

Action Step 3

Component - Tier 2 & 3 interventions will be provided for all students showing the need as per Aimsweb Plus benchmarking and/or classroom response to intervention data in grades K-3. This action step includes purchasing and training in research-based intervention data in grades K-3. This action step includes purchasing and training in research-based intervention programs (Orton-Gillingham or Similar Multi-sensory approach, K-2, McGraw Hill Corrective for 3rd grade).

Timeline – Summer 2018 begin training and September 2018 begin with interventions.

Lead Person(s) - Elementary School Principal, Director of Teaching and Learning, Intervention Specialist and Title I teacher.

Resources Needed – Training in the intervention programs and the purchasing of the programs.

Specifics of Implementation -

Currently grade 3 has access to the McGraw Hill Corrective Reading intervention program.

The Corrective Reading program uses the research-based, classroom-proven direct instruction methodology. This comprehensive intervention program: acts as a scaffold for good teaching behaviors, provides a well-organized scope and sequence, has coordinated and aligned practice materials and activities, and includes assessment to help with proper placement and movement of instructions.

The Corrective Reading program has effective instructional principles embedded in the program. The program includes skills and strategies presented explicitly, complex tasks that are analyzed and broken down into component parts, a logical progression of skills, brief, frequent practice, new information tied to prior learning and consistent lesson formats that allows for pre-teaching and re-teaching as needed.

This direct instruction intervention program will provide teachers with the tools to help close the achievement gap by addressing deficiencies in both decoding and comprehension. Students with decoding problems make frequent word identification errors, add and omit words, confuse high-frequency words, have a poor grasp of grapheme-phoneme relationships, read at a laboriously slow rate and are unable to comprehend because of inaccurate reading. Students with comprehension problems cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary and lack background or domain knowledge.

A direct instruction intervention program, like Corrective Reading, provides students and teachers with all of the critical components of a research-based, classroom-proven approach to closing the achievement gap for struggling readers. Students receive age-appropriate materials, cross-curricular success, immediate feedback, long-term growth and increased achievement. Teachers benefit from a coherent, overall instructional design, logical organization of materials, coordinated instructional sequences, specific scaffolding instruction, and resources for differentiated instruction.

Not all students need decoding and comprehension and not all students respond to the direct instruction methodology. Therefore, there is a need for additional intervention options. Additional interventions will be researched and purchased by a committee made up of grades 4-8 Intervention Specialist and Title teachers.

A schedule will be following for providing tier 2 & 3 Reading interventions where the teacher will utilize small group pull-out and co-teaching push-in to classrooms.

The past data in grades K and 1 indicate that 30-40% of the students need tier 2 or 3 interventions. Currently we do not have an intervention program to meet those needs. A multi-sensory approach (Orton Gillingham or similar) has been chosen due to the following information.

The Orton-Gillingham method to reading is a language-based, multisensory, structured, sequential, and flexible approach that teaches the basics of word formation. The Orton-Gillingham method utilizes the three teaching/learning styles with which people learn - visual, auditory and kinesthetic.

The Orton-Gillingham teacher introduces the elements of the language systematically. Sound-symbol associations along with linguistic rules and generalizations are introduced in a linguistically logical, understandable order. Students begin by reading and writing sounds in isolation. Then they blend the sounds into syllables and words. Students learn the elements of language—consonants, vowels, digraphs, blends, and diphthongs—in an orderly fashion. They then proceed to advanced structural elements such as syllable types, roots, and affixes. As students learn new material, they continue to review old material to the level of automaticity. The teacher addresses vocabulary, sentence structure, composition, and reading comprehension in a similar structured, sequential, and cumulative manner.

Measure of Success - Spring AIMSWeb Plus benchmarking data (gr K-3) and/or as reported on the Ohio State Tests (administrated in Spring 2018).

Check-in/Review Date – Progress monitoring as appropriate and Fall, Winter and Spring AimsWeb Plus benchmarking.

Action Step 4

Component - A solid, comprehensive, research-based reading curriculum will be implemented in grades 3 & 4.

Timeline – Summer 2018 begin training and August 2018 begin with implementation.

Lead Person(s) - Elementary School Principal, Director of Teaching and Learning, Intervention Specialist and Title I teacher.

Resources Needed – Curriculum purchased and training.

Specifics of Implementation - The district had seen success in a direct instruction program in the past but currently are not implementing a complete program since the Common Core was implemented. The district purchased the Reading Mastery Signature Edition curriculum for grades K-2 in August 2017. We will need to purchase a similar, research-based comprehensive curriculum for grade 3 & 4 this year.

In grades K-4, students at North College Hill Elementary School will be taught using Direct Instruction. Direct Instruction is an explicit, intensive, teacher-directed instructional method that is based on two basic principles: all children can learn when taught efficiently, regardless of their learning history, all teachers can be successful, given effective teaching materials and presentation techniques. Direct Instruction programs are: validated by intensive and exhaustive research, proven to work in a wide range of classrooms, schools and districts, systematic, explicit instruction for heightened academic achievement.

In grades K-4, 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.

A committee will be formed to research a few different comprehensive reading programs for grades 3 & 4. The teachers will receive training on the chosen program in the summer of 2018.

Measure of Success – 100% implementation of the chosen research-based curriculum by 100% of the 3rd & 4th grade reading teachers.

Check-in/Review Date – Fall 2018 for implementation and then the AimsWeb Plus benchmarking data.

Goal #2 Action Steps

Action Step 1

Component - Provide a coherent and comprehensive reading curriculum for grades 5 - 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.

Timeline – 2018-19 School year

Lead Person(s) – Elementary and Middle School Principals and Director of Teaching and Learning.

Resources Needed – A committee made up of grade 5 - 8 reading teachers, funds for purchasing the curriculum.

Specifics of Implementation

A committee of teachers will be formed that will research curriculum choices that meet the needs of our students and school. The committee will look for a comprehensive program that addresses many, if not all, of the components we feel are important and research shows is vital for creating literate students.

Fluency is a critical link between decoding and comprehension. Although fluent reading doesn't guarantee comprehension, research shows that disfluent reading hinders comprehension, especially with complex texts. Reading fluency can change with text content, genre or complexity, so we must continue to provide fluency practice for our students, beyond the elementary grades.

Fluent readers have developed automatic, and accurate recognition of a great many words, and the ability to quickly sound out (or attack) those that they don't automatically recognize. This automaticity allows students to maintain a conversational pace as they read. As fluent readers, we also understand intrinsically how to use intonation, pauses, stops, phrasing, and inflection so our reading sounds as though we are speaking naturally to a friend.

To grow and improve students' reading fluency, our goals need to include building students word attack skills, word recognition, understanding of how pace and expression are cued by syntax vocabulary and text structures, and vocabulary and background knowledge.

Teachers will be encouraged to use grade-level (versus reading-level) texts and to use rereading, modeling and feedback to help students access the rigor of these grade-level texts. They will approach fluency through modeled readings, shared readings and repeated readings using a variety of activities.

Fluency is an integrated part of the Reading Mastery program in grades K-3 and should be a part of every double-bell Language Arts instructional plan for grades 5-8. Fluency exercises should be completed a minimum of 4 times per week. Students will track their own progress daily and the teacher will monitor progress monthly.

Foundation of vocabulary and background knowledge provides support to help students make meaning of what they learn. Students of poverty come into the educational system with a huge vocabulary deficit. The Middle School and High School (gr 5-12) began addressing vocabulary deficits this school year by progress monitoring it every month in their TBT meetings. We plan on continuing this practice in the next school year.

Measure of Success – The purchase of a comprehensive reading curriculum for grades 4-8 that shows improvement the following school year on the Spring 2019 AIMSWeb Plus benchmarking data (gr 5-8) and/or as reported on the state report card on the End of Course assessments for high school (administrated in Spring 2019)

Check-in/Review Date- August 2019

Action Step 2

Component - Assess all students in grades 4 – 8 in Reading within two weeks of entering school at the beginning of the school year and within 2 days of entering when the school year has already started.

Timeline – February 2018

Lead Person(s) – Middle School Principal and Title I ELA teacher (to be hired in January 2018)

Resources Needed – hire Title I ELA teacher, AimsWeb plus training for new Title teacher

Specifics of Implementation - First of all, students who begin in mid-August (beginning of the school year) will be assessed within two weeks using AimsWeb Plus and then assigned interventions as needed. Those students entering after the beginning of the school year will be assessed by the Title I teacher before a schedule is created in order to better meet their needs in a timely manner.

Measure of Success – Success will be measured by a decrease of changing schedules after a student begins and by an increase in student progress as seen by AimsWeb Plus Fall, Winter and Spring benchmarking and the Ohio State Test in the Spring 2019.

Check-in/Review Date – Progress monitoring as appropriate and Fall, Winter and Spring AimsWeb Plus benchmarking.

Action Step 3

Component - Tier 2 & 3 interventions will be provided for all students showing the need as per Aimsweb Plus benchmarking and/or classroom response to intervention data in grades 4-8. This action step includes purchasing and training in research-based intervention programs.

Timeline – February 2018- May 2019

Lead Person(s) – Middle School Principal and Title I ELA teacher (to be hired in January 2018)

Resources Needed – hire Title I ELA teacher, purchase additional interventions as deemed necessary.

Specifics of Implementation

Currently grades 4 – 8 have access to the McGraw Hill Corrective Reading intervention program. The Corrective Reading program uses the research-based, classroom-proven direct instruction methodology. This comprehensive intervention program: acts as a scaffold for good teaching behaviors, provides a well-organized scope and sequence, has coordinated and aligned practice materials and activities, and includes assessment to help with proper placement and movement of instructions.

The Corrective Reading program has effective instructional principles embedded in the program. The program includes skills and strategies presented explicitly, complex tasks that are analyzed and broken down into component parts, a logical progression of skills, brief, frequent practice, new information tied to prior learning and consistent lesson formats that allows for pre-teaching and re-teaching as needed.

This direct instruction intervention program will provide teachers with the tools to help close the achievement gap by addressing deficiencies in both decoding and comprehension. Students with decoding problems make frequent word identification errors, add and omit words, confuse high-frequency words, have a poor grasp of grapheme-phoneme relationships, read at a laboriously slow rate and are unable to comprehend because of inaccurate reading. Students with comprehension problems cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary and lack background or domain knowledge.

A direct instruction intervention program, like Corrective Reading, provides students and teachers with all of the critical components of a research-based, classroom-proven approach to closing the achievement gap for struggling readers. Students receive age-appropriate materials, cross-curricular success, immediate feedback, long-term growth and increased achievement. Teachers benefit from a coherent, overall instructional design, logical organization of materials, coordinated instructional sequences, specific scaffolding instruction, and resources for differentiated instruction.

Not all students need decoding and comprehension and not all students respond to the direct instruction methodology. Therefore, there is a need for additional intervention options. Additional interventions will be researched and purchased by a committee made up of grades 4-8 Intervention Specialist and Title teachers.

A schedule will be following for providing tier 2 & 3 Reading interventions where the teacher will utilize small group pull-out and co-teaching push-in to classrooms.

Measure of Success - Spring AIMSWeb Plus benchmarking data (gr 4-8) and/or as reported on the Ohio State Tests (administrated in Spring 2018).

Check-in/Review Date – Progress monitoring as appropriate and Fall, Winter and Spring AimsWeb Plus benchmarking.

Action Step 4

Component - Students in grades 5- 12 will write for purpose weekly across all content areas in order to improve their overall literacy.

Timeline: August 2018 and during the 2018-19 school year

Lead Person(s): All principals and the Director of Teaching and Learning

Resources Needed: Grade level teacher leaders in grades 5 – 8, high engaging professional development on writing research-based strategies and an in-depth plan of action at the middle and high school

Specifics of Implementation - Summary of Plan

- Baseline writing data will be taken in every content class within the first two weeks of school.
- Writing progress monitoring will occur every 4.5 weeks based on the ODE writing samples.

- The same rubric will be used to score each writing sample. Student individual scores will be kept on a shared Google spreadsheet.
- ELA teams at each grade band will determine what rubric to use based on the standards.
- Every classroom will have posters showing the main features of the different types of writing.
- Writing samples and student growth will be discussed at TBT meetings every 4.5 weeks using the Ohio 5-step process.
- The summary from the TBT meetings will be discussed at the BLT meetings and then reported to the DLT.
- All teachers will need practice in scoring the writing pieces in August. (professional development)
- All teachers will review the writing samples on the ODE site. (professional development)
- Other considerations when planning this initiative.
 - Career connections
 - Model Curriculum
 - Extended Standards

Teachers will use the Optimal Learning Model (OLM) in order to promote a continuous improvement process. Teachers in all contents will base writing activities on the College and Career Readiness Anchor Standards for Writing and the Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12. They will use the extended standards when needed and incorporate Career Connections on an on-going basis.

Student's writing activities will be scored based on a common rubric. Students will track their progress individually on a graph weekly.

Teachers will choose three diverse samples from each class to share at the bi-weekly TBT meetings. They will also share their student's progress by way of a data chart. Data will be monitored at TBT meetings with the use of the OIP 5-step process.

Formative and Summative Assessment

- Students will produce 4 writing samples the first month of school and the average of the four will be their baseline score to be used in monitoring their overall progress for the year.
- Students will produce a minimum of one writing sample every two weeks.
- Writing samples will be scored using a common rubric.
- Students will track their progress on an individual chart.
- Teachers will share 3 diverse samples from each class with their TBT monthly.
- Teachers will track student progress monthly and note progress.
- TBT meetings will be the avenue for teachers to discuss instructional strategies to use to improve progress.
- The BLT of each building will discuss the progress of each grade level at their monthly data meeting.
- The DLT will discuss the progress of each building at their quarterly meeting.

Measure of Success - Spring AIMSWeb Plus benchmarking data (gr 5-8) and/or as reported on the state report card on the End of Course assessments for high school (adminstrated in Spring 2018).

Check-in/Review Date- Monthly in TBT and BLT meetings, quarterly in DLT meetings

Action Step 5

Component- Professional development on writing across the curriculum in grades 5 through 12 throughout the 2018-19 school year.

Timeline – August 2018 and during the 2018-19 school year

Lead Person(s) – All principals and the Director of Teaching and Learning

Resources Needed – Grade level teacher leaders in grades 5 – 8, high engaging professional development on writing research-based strategies and an in-depth plan of action at the middle and high school.

Specifics of Implementation – Professional development will be given in the following areas.

- 1) Math, Social Studies, Science teachers will need to review the College and Career Readiness Anchor Standards for Writing and the Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12. They will also need to be taught strategies for teaching writing when it's integrated into their content standards.
- 2) Grade levels will need to agree upon a common writing rubric and practice scoring writing samples with consistency.
- 3) Writing Instructional Strategies
There are many research-based instructional strategies to use when teaching writing. Below is a list of a few that can add to a teacher's tool box. These strategies can be used in any content class.

These tools help students write about what they are learning, and they help students prepare for what they are reading.

Cluster Notes, Continuum Notes, Conversational Roundtable, Cornell Notes, Episodic Notes, Hierarchical Notes, Judges Notes, Make your own test, Pre-reading Notes, Spread Sheet, Think in Threes, Textbook Feature Analysis

Especially useful in Social Studies

GIST, Learning Log, QAR – Question-Answer Relationships, Quick Writes, RAFT (Role, Audience, Format, Topic), Reading Response Journal, Thinking Maps, Word Bank Writing

Especially useful in Mathematics

Explain the strategy and its purpose, Describe the real-world application, Graphs, Diagrams, Charts, Tables, Sketches, Construction, Word Walls

There are many more research-based strategies and teachers will explore them as a team throughout the year.

Sources: <http://www.bcps.org/offices/lis/writing/secondary/wac.html>, <http://inservice.ascd.org/writing-and-stem-a-crucial-combination/>, <http://www.readingrockets.org/article/range-writing-across-content-areas>

Measure of Success - Spring AIMSWeb Plus benchmarking data (gr 5-8) and/or as reported on the state report card on the End of Course assessments for high school (administrated in Spring 2018).

Check-in/Review Date- Bi-monthly in TBT meetings, monthly in BLT meetings, quarterly in DLT meetings and at the end of the year.

Plan for Progress Monitoring (Section 7) What data will DLT/RAP team and BLT collect that will measure student progress toward meeting goals?

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

- AimsWeb Plus Fall, Winter and Spring benchmarking
- Vocabulary progress and completion
- Writing progress and completion
- Reading small groups (K-4)
- Initial assessment completion when a student enters the district.
- Common Assessments in K-4

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
- Prior year Ohio State Report Card data
- Professional learning agendas for
 - Reading Mastery (direct instruction)
 - Writing strategies across the content areas

Evidence-based Strategies for All Students including Students on RIMPS (Section 8A)

In grades K-3, students at North College Hill Elementary School will be taught using Direct Instruction. Direct Instruction is an explicit, intensive, teacher-directed instructional method that is based on two basic principles: all children can learn when taught efficiently, regardless of their learning history, all teachers can be successful, given effective teaching materials and presentation techniques. Direct Instruction programs are: validated by intensive and exhaustive research, proven to work in a wide range of classrooms, schools and districts, systematic, explicit instruction for heightened academic achievement.

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-2 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-2 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.

Students on RIMPS will be given this same quality, research-based direct instruction but they will be progress monitored more often and if they are not making progress they will be given additional time using an intervention and/or re-teaching in flexible small groups.

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.

In the past, we have placed students in intervention groups based on an overall indication from data that they are off-track with their typical peers in reading. We will develop a system of collecting data using AimsWeb Plus and the 5-step OIP process where we'll identify the specific areas of intervention needed based on the five fundamental components of reading.

Fidelity of Adult Implementation (Section 8B) What will be monitored? What data from identified strategies will be collected to measure level of adult implementation?

The fidelity of adult implementation will be monitored by the progress students are making on the 5-lesson Reading Mastery formative assessments, the AimsWeb Plus Fall, Winter and Spring benchmarking and progress monitoring, and the Ohio State Assessments in the Spring.

AimsWeb Plus benchmarking and progress monitoring will provide information on the following; oral reading fluency, reading comprehension, silent reading fluency, vocabulary and a total reading composite.

Common assessments in grades K-4 are analyzed using the Ohio 5-step process forms and saved on a shared Google drive. These forms are discussed in the TBT, BLT and DLT meetings.

Each year the district creates a walk-through form for all administrators to use that monitor adult implementations. This data is shared at each DLT meeting.

Professional Development Plans (Section 8C) How will district and building leadership ensure that once professional development occurs it is followed up by ongoing coaching and training support?

The district has already hired a coach from Reading Mastery to do coaching and modeling with our K-4 teachers through-out the next 2-3 years

They have also hired an Instructional coach this year and plan to hire an additional one for 2018-19.

The district created a position, Director of Teaching and Learning, this year to create and monitor quality and relevant professional development for staff.