June 4, 2019

Dear Superintendent,

Thank you for submitting the Millennium Community School 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.
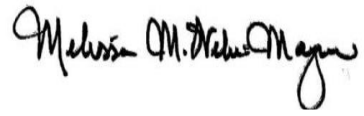
Strengths of the Reading Achievement Plan:
- Identifies contributing factors for low student achievement.
- Use of Teacher Based Teams to analyze student data

This plan will benefit from:
- The inclusion of grade level classroom and interventionists on the District Leadership Team.
- A deeper analysis of diagnostic data that targets the foundational skills of Phonemic Awareness and Phonics as well as Fluency, Comprehension, and Vocabulary. This will allow for more targeted instruction to areas of weaknesses.
- Description of Literacy Best Practices in the Professional Development Plan. Also, how many days throughout the school year are will there be dedicated to PD aside from the first two weeks in August?
- -The inclusion of grade level classroom and interventionists on the District Leadership Team.
- -A deeper analysis of diagnostic data that targets the foundational skills of Phonemic Awareness and Phonics as well as Fluency, Comprehension, and Vocabulary. This will allow for more targeted instruction to areas of weaknesses.
- Description of Literacy Best Practices in the Professional Development Plan. Also, how many days throughout the school year are will there be dedicated to PD aside from the first two weeks in August?
- Provide a more detailed description of how the Reading Achievement Plan is aligned with the school's OIP goals.

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.

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: MILLENNIUM COMMUNITY SCHOOL

DISTRICT IRN: 133561

DISTRICT ADDRESS: 3500 REFUGEE RD. COLUMBUS, OH 43232

PLAN COMPLETION DATE: 11/30/18

LEAD WRITERS: TIJUANA RUSSELL, DIRECTOR; RYAN YOUNG, ACADEMIC ARCHITECT

IMPLEMENTATION START DATE: AUGUST 22, 2018

SUMMARY OF ACKNOWLEDGEMENTS:

THE FOLLOWING READING ACHIEVEMENT PLAN WAS COMPOSED BY THE ADMINISTRATIVE TEAM (DIRECTOR, ACADEMIC ARCHITECTS) OF MILLENNIUM COMMUNITY SCHOOL. COMPONENTS OF THIS PLAN INCLUDE THE IMPLEMENTATION AND MONITORING OF A BLENDED-LEARNING PLATFORM, WHERE ALL K-8 STUDENTS ARE SUPPLIED 1-TO-1 WITH A CHROMEBOOK, FOR WEB-BASED PROGRAMS/APPLICATIONS TO MEET STUDENTS AT INDIVIDUAL LEVELS AND NEEDS, WHILE ALSO ROTATING IN SMALL GROUPS TO CLASSROOM TEACHER(S) FOR DIRECT INSTRUCTION AND INTERVENTIONS. ALL ASPECTS OF STATEWIDE ASSESSMENTS, QUARTERLY AND BI-WEEKLY BENCHMARKS, TBT DATA MEETINGS AND PROFESSIONAL DEVELOPMENT OF STAFF SHALL BE OUTLINED IN DETAIL IN THE FOLLOWING SECTIONS.

CONTENTS

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
TIJUANA RUSSELL	DIRECTOR	MILLENNIUM COMM SCHOOL	TRUSSELL@2KSCHOOL.COM
DAWNYELLE GILLISON	ACADEMIC ARCHITECT, K-1	MILLENNIUM COMM SCHOOL	DGILLISON@2KSCHOOL.COM
RYAN YOUNG	ACADEMIC ARCHITECT, 2-8	MILLENNIUM COMM SCHOOL	RYOUNG@2KSCHOOL.COM

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

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 DISTRICT READING ACHIEVEMENT PLAN FOR MILLENNIUM COMMUNITY SCHOOL IS IN ALIGNMENT WITH THE GOALS LISTED IN OUR DISTRICT'S OIP (OHIO IMPROVEMENT PROCESS) PLAN.

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.*

Analysis of Ohio State Tests Data:			
2017-18 3rd-8th ELA Test	Across 3rd-8th grade levels, MCS performed on average at 23% proficient in ELA, compared to the state average at 62% proficient.		
2017-18 K-3 Literacy Measure	Overall **D** rating (33.3%), where 177 students started **Off Track** and only 59 were moved to **On Track**.		
Kindergarten Readiness Assessment (KRA)	Recent 2018 KRA Data illustrates that 45/84 students are performing at the level of **Demonstrating Readiness**.		
2017-18 Reading Diagnostics	The Reading Diagnostics (per STAR Literacy/Reading) show that, on average, only 59% of students across Kindergarten – 3rd grade were performing **On Track**.		
What does the data tell you about the students' learning and adult performance within and across buildings, grade levels, subject areas?	K-1st: Across the grade levels student are showing strengths exist in the areas of the following standards. RI.K.1 and RI.1.1. Across the grade levels students are showing the same trend as no change of the standards RI.1.4 and RI.K.1.4 of determining the meaning of new words and phrases. RI.1.5 showing an upward trend of text features.	2nd-5th: Across the grade levels, students are showing particular strength in the areas of comparing/contrasting paired texts, as seen in large upward trends in RL.3.9, 4.9, etc. Additionally, students in 4th and 5th grades are showing notable upward trends in acquisition of vocabulary (L.4a). This suggests a pattern of best instructional practices in these areas. There are patterns of struggle, however in the area of referring to details in text when constructing an answer.	6th-8th: 6th and 7th have not demonstrated a particular strength over the specific standards RL & LA respectively. Thus, the standards are being retaught for proficiency. However, 8th grade has begun to show an upward trend with Informational text 8.RI.1. The post data for 8th grade demonstrates that a stronger concentration has been put forth and the students seem to gravitate toward texts of interest.
Subgroup Analysis	**What does the data say about the subgroups?**		
Lowest 20%	K-1st: This sub group is showing very little growth, as the majority of the students in this subgroup are remaining the same.	2nd-5th: This subgroup is showing steady growth, as the majority of students in this subgroup are in the upward trend.	6th-8th: This subgroup is showing inconsistent growth especially our 6th- 7th graders, who lack true focus. However, the 8th graders in this subgroup are starting to trend up.
Students with Disabilities	K-1st: This subgroup is doing well in Kindergarten but remaining the same in 1st grade.	2nd-5th: This subgroup is doing quite well, as seen especially in 5th grade, where all SWD were either benchmarked or advanced!	6th-8th: This sub group across the all grade levels has demonstrated a more directed approach and a willingness to try.
Highest 20%	K-1st: Across the standards, this subset remains the same.	2nd-5th: Generally, this subgroup is the most stagnant.	6th-8th: This subgroup for our 6th-7th grade students has not shown a significant amount of growth. However, the 8th grade subgroup has begun to show promise.

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

FACTORS BELIEVED TO BE ATTRIBUTED TO THE LOW READING ACHIEVEMENT IN OUR SCHOOL ARE:

- POOR ATTENDANCE FROM STUDENTS.
- HIGH RATE OF TRANSIENCE FROM STUDENT POPULATION.
- STUDENTS ENTERING SCHOOL IN GRADES 2-8 ALREADY BELOW GRADE LEVEL – SOME WITH UNDIAGNOSED NEEDS (IEP OR 504 GOALS/PLANS NOT IN PLACE).
- NON-ACADEMIC BARRIERS TO LEARNING, WHICH ARE ASSOCIATED WITH POVERTY (LACK OF FOOD, CLOTHING, RELIABLE TRANSPORTATION, HEALTHCARE, MENTAL HEALTH NEEDS, SOCIAL/EMOTIONAL NEEDS, ETC.)
- LACK OF PARENTAL SUPPORT (COMMUNICATION, SCHOOLWORK ASSIGNMENTS ASSISTANCE, ETC.)
- TEACHERS LACK SPECIALIZED TRAINING IN WORKING WITH STUDENTS OF HIGH NEEDS (SOCIAL, EMOTIONAL, LEARNING DISABILITIES, ETC.)
- HIGH LEVEL OF TEACHER ABSENTEEISM.
- TEACHER TURNOVER RATE OF 30%

STILL IN NEED OF A BASELINE, RESEARCH-BASED CURRICULUM FOR READING/LANGUAGE ARTS.

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](.).

At Millennium Community School, our literacy mission is to increase the level of literacy integration in our elementary and middle grades by creating a rigorous program grounded in best practice to increase the critical thinking and ability of all students to read independently, as well as the ability to use writing to communicate and compose narrative or expository text.

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.

1. By May 2019, all student quintiles and subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-8 and locally administered assessments in K-8 (NWEA MAP Assessments).
2. By May 2019, all students all student quintiles and subgroups will improve their reading performance by 10% as measured by Ohio State Assessments in grades 3-8 and locally administered diagnostic assessments in K-8 (NWEA MAP Assessments).

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: By May 2019, all student quintiles and subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-8 and locally administered assessments in K-8 (NWEA MAP Assessments).

Evidence-Based Strategy or Strategies:

ACTION STEPS	Monitoring Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Sept-Nov.	Dec.-Feb.	March-May	June-Aug.	
1. A.1. Develop new curriculum maps, pacing guides and common assessments aligned to current standards.	Curriculum maps/ Frameworks	Administrators, Instructional Coaches, Teachers	X	X	X		COPY OF STANDARDS & VERTICAL PROGRESSIONS.
1. A.2. Create formative and summative assessments, aligned in format and rigor to the Ohio standards, to adjust classroom instruction.	Bi-weekly and quarterly assessments	Administrators, Instructional Coaches, Teachers	X	X	X		TESTING BANK ITEMS ALIGNED WITH RIGOR OF D.O.K. 2&3, PER NWEA AND ILLUMINATE
1. A.3. Use formative assessments in Ohio Learning Standards format to engage and provide feedback to students for self-assessment.	Bi-weekly and quarterly assessment results Student data binders	Administrators, Instructional Coaches, Teachers	X	X	X		TESTING BANK ITEMS ALIGNED WITH RIGOR OF D.O.K. 2&3, PER NWEA AND ILLUMINATE
1. A.4. All teachers post learning	Walk-throughs	Administrators, Instructiona	X	X	X		COPIES OF I-CAN STATEMENTS/LEARNING TARGETS.

targets or "I can" statements.		l Coaches, DTL					WALK-THRU FORMS.
1. A.5. Teacher-based teams will analyze student data to flexibly group students in order to provide intervention or enrichment as needed.	Bi-weekly and quarterly assessment results. Roti	Administrat ors, Instructiona l Coaches, Teachers	X	X	X		TBT MINUTES AND STUDENT PERFORMANCE REPORTS.
1. A.6. Provide weekly scheduled time for teacher-based teams to develop engaging, data-driven thematic units and lessons that differentiate instruction, increase higher-level thinking, and create meaningful learning experience s for all students.	Professional development plan and calendar, lesson or unit plans, meeting notes/sign in sheets.	Administrat ors, Instructiona l Coaches, DTL	X	X	X		TBT CALENDAR, WITH PROTOCOLS FOR MEETINGS.
1. A.7. Participate in high quality research-based, content area profession al developm ent on assessme nt practices.	Professional development plan and calendar. TBT meetings	Administrat ors, Instructiona l Coaches, DTL	X	X	X		PD CALENDAR, NETWORK WITH PROFESSIONALS IN LITERACY & ASSESSMENTS BEST PRACTICE.
1. A.8. Building administrat ors will analyze building	Bi-weekly and quarterly assessment results. CSLT meetings	Administrat ors, Instructiona l Coaches, DTL	X	X	X		ILLUMINATE-DESIGNED WEEKLY ASSESSMENTS, REPORTS, AND TBT MEETING MINUTES.

level data from student assessments to inform and adjust instructional practices and measure the effectiveness of programs.							
1. A.9. Employ blended learning platform for all students in grades K-8 (Students complete and work through web-based programs at individual pace and level, while rotating in small groups for instruction and interventions with classroom teacher(s)).	Daily exit tickets and Google Classroom tasks. Completions status on web-based programs (MobyMax, etc.), Bi- weekly benchmarks via Edulastic.	Administrators, Instructional Coaches, Teacher Teams, DTL	X	X	X		CHROMEBOOKS FOR EACH STUDENT, PARAPROFESSIONALS TO ASSIST

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.

SEE ABOVE CHARTS.

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.

- LEVELED LITERACY INTERVENTION (LLI) TO BE INTEGRATED IN DAILY INSTRUCTION FOR STRUGGLING READERS.
- TITLE I SERVICES PROVIDED.
- ALL STUDENTS IN GRADES K-8 WILL UTILIZE WEB-BASED READING INTERVENTION SOFTWARE TO MEET AND PROGRESS STUDENTS FROM THEIR CURRENT AND INDIVIDUAL LEVELS. (EX: MOBYMAX, READING A-Z, NEWSELA, READWORKS, HEADSPROUT, ETC.)
- BEFORE/AFTER SCHOOL TUTORING AND HOMEWORK ASSISTANCE
- HIGH-YIELD, RESEARCH-BASED INSTRUCTIONAL STRATEGIES (VIA HARVEY SILVER'S CORE SIX STRATEGIES – READING FOR MEANING, WRITING TO LEARN, VOCABULARY'S CODE, INDUCTIVE LEARNING, ETC.)

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

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

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

THE ABOVE ITEMS WILL BE IMPLEMENTED AND MONITORED THROUGH THE USE OF DAILY WALK-THRU OBSERVATIONS AND FOLLOW-UP COACHING/PROFESSIONAL DEVELOPMENT. FURTHER MONITORING WILL TAKE PLACE VIA BI-WEEKLY BENCHMARK ASSESSMENTS, AS WELL AS QUARTERLY PROGRESS MONITORING (VIA STAR LITERACY/READING ASSESSMENTS). IN THE PAST TWO PREVIOUS YEARS, OUR SCHOOL DID NOT IMPLEMENT A SCHOOL-WIDE APPROACH TO BLENDED LEARNING. RATHER, THE APPROACH WAS ONE OF MORE TRADITIONAL WHOLE-CLASS INSTRUCTION, WITH SMALL GROUPS ROTATED TO TEACHER'S BACK TABLE FOR GUIDED READING PRACTICE APPROXIMATELY 50% OF THE CLASS PERIOD. TEACHERS TAUGHT A CLASS NOVEL, WHICH FORCED ALL STUDENTS TO OPERATE AT ONE READING LEVEL. AS SUCH, WE WERE NOT OPTIMIZING DIFFERENTIATION TOOLS FOR ALL INDIVIDUAL STUDENT LEVELS AND NEEDS, 100% OF EACH SCHOOL DAY.

WITH THIS NEW BLENDED LEARNING PLATFORM, STUDENTS WILL HAVE EXTENSIVE DAILY EXPOSURE TO TECH-ENHANCED PROGRAMS, WHICH MEET EACH AND EVERY INDIVIDUAL STUDENT AT HIS/HER LEVEL IN A MANNER THAT NO SINGLE TEACHER CAN ACHIEVE. WHILE STUDENTS ARE PROGRESSING THROUGH THESE APPLICATIONS AND PROGRAMS, TEACHERS WILL SIMULTANEOUSLY PULL SMALL GROUPS OF STUDENTS TO A BACK TABLE FOR LEVELED LITERACY INTERVENTIONS (LLI). IN THIS MANNER, TEACHERS CAN MAKE INFORMED DECISIONS ON SPECIFIC SKILLS TO ASSIGN TO STUDENTS VIA THEIR ONLINE READING PROGRAMS.

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.

TEACHING STAFF WILL RECEIVE TWO WEEKS OF INTENSIVE PROFESSIONAL DEVELOPMENT DURING THE FIRST TWO WEEKS OF AUGUST, AS WELL AS SPECIFICALLY SCHEDULED DAYS THROUGHOUT THE SCHOOL YEAR, CENTERED ON BEST TEACHING PRACTICES AND HIGH YIELD INSTRUCTIONAL STRATEGIES, AS WELL AS LITERACY BEST PRACTICES.

TEACHING STAFF WILL RECEIVE ONGOING PROFESSIONAL DEVELOPMENT ON HIGH-YIELD STRATEGIES TO MEET THE LITERACY NEEDS OF STUDENTS (VIA HARVEY SILVER'S CORE SIX STRATEGIES: READING FOR MEANING, WRITE TO LEARN, VOCABULARY'S CODE, ETC.).

ADDITIONALLY, TEACHING TEAMS WILL HOLD BI-WEEKLY PROFESSIONAL LEARNING COMMUNITY (PLC) MEETINGS TO DISCUSS AND SHARE BEST PRACTICES IN A VERTICAL GRADE FASHION, AS WELL AS WITHIN GRADE LEVELS.

THIS PLAN FOR PROFESSIONAL DEVELOPMENT ALIGNS WITH THE AFOREMENTIONED GOALS IN SECTION 5 (TAKEN DIRECTLY FROM THE 2018-19 OIP PLAN FOR MILLENNIUM COMMUNITY SCHOOL):

1. By May 2019, all student quintiles and subgroups will meet or exceed one year's growth (value added) as measured by Ohio State Assessments in grades 3-8 and locally administered assessments in K-8 (NWEA MAP Assessments).
2. By May 2019, all students all student quintiles and subgroups will improve their reading performance by 10% as measured by Ohio State Assessments in grades 3-8 and locally administered diagnostic assessments in K-8 (NWEA MAP Assessments).

APPENDICES

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