March 22, 2024

Dear Superintendent Gilbert-Williams:

Thank you for submitting the City Day Community School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched ReadOhio, an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with Ohio Revised Code 3302.13. Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The plan includes both internal and external factors contributing to underachievement in reading while focusing on implementation factors within the root cause analysis.
- This plan includes a detailed description of the MTSS process and how student data is analyzed.
- This plan includes biweekly grade-level data discussions to drive language and literacy instruction.

This plan will benefit from:

- This plan may benefit from ensuring teachers and family/community stakeholders are included in plan creation.
- This plan may benefit from disaggregating student-level data by groups of students instead of specific skills.
- This plan may benefit from revisiting grade-level-specific learner goals to ensure that they are attainable.

The Reading Achievement Plan and this memo will be posted on the Department's website. If City Day Community School revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

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READING ACHIEVEMENT PLAN

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1.The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: City Day Community School

DISTRICT IRN: 134247

DISTRICT ADDRESS: 320 South Main Street, Dayton, Ohio 45402

PLAN COMPLETION DATE: November 7, 2023 (Governing Board Approved 12/13/2023)

LEAD WRITERS: Paula Graham and Heather Shingler

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio initiative, an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also released a video to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in Ohio's Plan to Raise Literacy Achievement, Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" *means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's *Culturally Responsive Practice program page.*

Section headings marked with an asterisk are required by state law.

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Name	Title/Role	Location	Email
Crystal Gilbert-Mosley	Superintendent	City Day Community School	cmosley@cityday.org
Paula Graham	Principal	City Day Community School	pgraham@cityday.org
Aisha Jabari	Intervention Specialist	City Day Community School	ajabari@cityday.org
Heather Shingler	Instructional Coach/Lead Teacher	City Day Community School	hshingler@cityday.org
Michele Gullette	Building Literacy Specialist	City Day Community School	mgullette@cityday.org

Section headings marked with an asterisk are required by state law.

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

The team met to discuss the overall improvement efforts of the school and to review school achievement data. Once the plan was drafted remotely by members of the team, the plan will be presented to the school administrative team for final editing and approval. The lead teachers then will communicate the plan to their TBTs at a bi-weekly meeting and gather additional feedback. Once the plan is finalized, it will be presented for approval of the Governing Board at the December Board meeting.

Section headings marked with an asterisk are required by state law.

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

City Day Community School's Reading Achievement Plan is aligned with the school's sponsor's (ERCO's) expectations and the school's Improvement Plan under goal number one. In the Improvement Plan, the goal states: "City Day Community School will increase Reading Achievement for all Kindergarten and First Grade students to 72% or beyond by May, 2025". Furthermore, City Day Community School's Reading Achievement Plan is in alignment with the school vision and mission, that "100% of City Day Scholars will be reading at or above grade level by 2026 because we foster an empowering culture of high expectations and achievement". This plan will contain evidence-based strategies and action steps that will support the attainment of this overarching goal. This will require the Building Leadership Team and building administrators to use data to assess the school's needs and the effectiveness of these evidence-based strategies. This will also ensure that all academic decisions are in alignment with the community school's improvement efforts.

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Section headings marked with an asterisk are required by state law.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

KRA Results for 2023: (16 Kindergarteners tested)

6 students (37.5%) Demonstrating Readiness

5 student (31.3%) Approaching Readiness

5 students (31.3%) Emerging Readiness (these students are projected to not be on track for the Third Grade Reading Guarantee)*

STAR 360 2023 Baseline STAR Screener:

In-coming Third Grade Reading Percentile Rank (19 students tested):

Below 25th: 62%

25th to 49th: 11%

50th to 74th: 11%

75th and above: 16%

Desegregated data:

42% of third graders tested at a kindergarten level in phonemic awareness

26% of third graders tested at a first-grade level in phonics and word recognition

11% of third graders tested at a second-grade level in phonics and word recognition

21% of third graders tested proficient in phonics and word recognition

In-coming Second Grade Early Literacy Percentile Rank (19 students tested):

Below 25th: 47%

25th to 49th: 21%

50th to 74th: 21%

***Section headings marked with an asterisk are required by state law.**

75th and above: 11%

Desegregated data:

47% of second graders tested at a kindergarten level in phonemic awareness

47% of second graders tested at a first-grade level in phonics and word recognition

6% of second graders tested proficient in phonics and word recognition

In-coming First Grade Early Literacy Percentile Rank (17 students tested):

Below 25th: 6%

25th to 49th: 65%

50th to 74th: 12%

75th and above: 18%

Desegregated data:

65% of first graders tested at a kindergarten level in phonemic awareness

35% of first graders tested proficient in phonics and word recognition

In-coming Kindergarteners Early Literacy Percentile Rank (15 students tested):

Below 25th: 20%

25th to 49th: 20%

50th to 74th: 7%

75th and above: 53%

Desegregated data:

65% of kindergarteners tested as non-proficient in phonemic awareness

35% of kindergarteners tested proficient in phonemic awareness

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Data summary:

On average, less than 20% of City Day Kindergarten students attend preschool prior to attending City Day. As a result, students tend to enter the Kindergarten classroom with significant learning deficits, as evidenced by the interpretation of our literacy KRA data. This leads us to determine that City Day needs to prioritize its resources around literacy instruction at the primary foundational levels. Efforts must be made to ensure the creation of strong foundational reading skills for our K-3rd grade students at every tier level, including a strong curriculum, effective instructional practices, well-matched interventions to students' specific learning needs, and consistent progress monitoring to assess student learning.

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Factors that are believed to contribute to low reading achievement at City Day Community School include:

- High poverty rate
- Low number of students attending pre-school
- Limited parent education levels
- High suspected drug and alcohol use by parents
- High rates of childhood trauma
- Poor nutrition in student body
- Ineffective reading instruction
- Inadequate instructional material
- Lack personal support
- Staffing limitations, including non-credentialed and novice-level teachers
- School climate (frequent pauses in instruction for behavior redirection)

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Possible root cause(s) of problems with reading achievement for students in grades K-3 include:

- Problems with phonological skills, and/or phonics and decoding, leading to inefficient and labored decoding and difficulty developing automatic recognition of words
- Insufficient time and practice reading connected text with accuracy once basic decoding is secured
- Insufficient exposure to and practice with fluent, expressive oral reading
- A core problem with processing speed/orthographic processing which affects speed and accuracy of printed world recognition

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SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Introduction

a. Our Mission/Vision:

The mission of the City Day Community School is to provide individualized education for our students, which is provided by our highly qualified teachers and trained professional staff, in a physically and emotionally safe environment. We embrace, equip, educate, and compel each student to take advantage of every opportunity to reach their goals and desires to improve their quality of life. We support and encourage parent involvement. We effectively seek and use community partners to support higher student academic achievement.

City Day Community School is an environment dedicated to meeting the needs of our children through the delivery of a personalized academic program, so well that they are identified as extremely high academic achievers. We produce students, with the involvement of parents and community, so that they become productive members of society.

b. Our Values:

At the heart of our mission is a core set of shared values that serve to ground and enliven our collective identity and strengthen our commitment to our mission as educational leaders. The foundation of success for our students and our school system is rooted in our core values, and these values define the *City Day way*.

- ***Every Child*** - We put students at the heart of everything we do.
- ***Collective Greatness*** - We, as a community, leverage our individual strengths to reach challenging goals.
- ***Collaborative Spirit*** - We believe in each other and find joy in our work.
- ***Limitless Curiosity*** - We never stop learning and growing.
- ***Moral Compass*** - We are guided by strong character, ethics, and integrity.

Our hope is that every member of the City Day family—*educators, families, students, and community members*—will adopt and share this set of values as we work to best serve students on their educational journey.

c. Our MTSS Goals:

City Day Community School believes a Multi-Tiered System of Supports (MTSS) framework will help us achieve our school and community's commitment to the mission to achieve positive and equitable outcomes for all of our students. MTSS is a problem-solving and prevention model with strong evidence of success. MTSS uses data-based decision-making to both identify academic and wellness learning needs at the school, grade, class, group, and individual student levels; and, to inform instruction, intervention and acceleration that supports students holistically and equitably. As a result of our commitment to developing an effective support system for all students, we have partnered with Branching Minds, a comprehensive MTSS management tool designed to support our understanding of why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively. Our commitment is to

provide a series of coordinated systems and structures that when implemented with fidelity and rooted in our district's instructional core, result in positive benefits for all students.

Our goal for our students: The MTSS framework allows our students to be known, respected, and supported across the diversity of their learning needs, to achieve success in their academics, personal relationships, and future endeavors.

By 2026, 100% of our K-3 students will be reading at or above grade level in reading as tested by STAR 360 early literacy and reading screening tools.

Our goal for our educators: Educators will see this MTSS framework as a way to support all students more effectively, easily, and efficiently. We aim to streamline the collection and documentation of observations and student data, as well as the planning and reporting process required for differentiation and intervention. In doing so, we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

Our K-8 Commitment: Our elementary and middle school clusters include the same set of essential components, but the strategies utilized may look different.

1. MTSS is about the success of ALL students.

1. Educators must work **proactively** to support students' learning needs.
2. **ALL** students can learn and are encouraged to reach their fullest potential.
3. **ALL** available resources are accessible to teach all students.

2. **Within MTSS, Leadership is vital**.

a. Strong administrative support ensures clarity around protocol and commitment to time and resources.

b. Administration supports educators by sharing the common goal of improving instruction (core, supplemental, and intervention).

c. An MTSS team builds internal capacity and sustainability over time.

3. **Educators are respected as diverse lifelong learners**

a. A coaching system for educators allows for ongoing training and support to assimilate the new knowledge and skills they are gaining through intervention success.

b. Extra support for our educators encourages them to anticipate and be willing to meet newly emerging needs based on student performance.

c. This support can be in the form of follow-up modeling, as well as the coaching system.

Section headings marked with an asterisk are required by state law.

d. This support can be provided in person, via webinar, in groups, one-on-one, through tutorials, articles, etc.

e. Strong professional development within all topic areas of MTSS ensures effectiveness and integrity at all levels of instruction.

4. **Scientific, research-based core instruction and intervention is the foundation for success.**

a. **Core Curriculum:** To ensure students have the best chance at success, use strategies with a scientific, research-based approach.

- Core curriculum and instructional approaches must have a high probability of success for most students (80%).
- Implementation of the core curriculum must be verifiably implemented with fidelity.

b. **Tiered Levels of Support:** Beyond the core curriculum, match students' instruction/support to the level and intensity of their needs. The levels of support provided to students are based on the increasing level of student needs, which is organized through a tiered framework:

- Tier 1 is whole class core instruction
- Tier 2 is whole class core instruction + additional targeted instruction (often small group)
- Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention

5. **Instructionally relevant, valid, and reliable assessments are critical for providing proactive and reactive support and must be used in conjunction with progress monitoring for MTSS success.**

a. **There are 3 types of assessments, which vary in administration and use:**

i. Summative assessments are administered to all students annually to determine students' mastery of grade-level standards and provide educators with information about adequate yearly progress at site and district levels.

ii. Universal screening assessments are administered to all students three times per year to proactively and objectively identify which students are potentially in need of educational support/enhancements to supplement the core curriculum. Furthermore, evaluation of universal screening data is conducted to ensure the core curriculum is resulting in success for a sufficient percentage of students. These assessments should be nationally or state-normed and predictive of performance on summative assessments.

iii. Progress monitoring assessments are given to students receiving intervention support and are administered weekly or every other week, depending on the intensity of need. These data should come from Curriculum-Based Measurements (CBMs) because they provide a reliable and valid measure of students' growth in a particular skill area.

Section headings marked with an asterisk are required by state law.

6. **A Response Protocol is needed to make decisions about the conditions of learning and layered continuum of supports available for students.**

a. A Response Protocol refers to the method and approach used when determining student needs and how to address them—it defines *"who gets what and when."* It outlines:

i. A plan for using research-based, targeted interventions and enrichment services with increasing levels of cumulative support.

ii. The roles and responsibilities of staff, and clarifies the procedures and processes within the model (e.g., requirements to move a student into Tier 3, procedures for notifying parents, etc.).

b. There are three types of Response Protocols:

1. An Intervention Protocol is used when all students struggling with a similar area receive the same support plan.

2. A Problem-Solving Protocol is used when a student receives an individual plan designed for their specific needs.

3. A combined approach uses elements from both protocols to design additional support.

7. **Data guides instructional decisions.**

a. Data are used to align curriculum and instruction to assessment.

b. Data are used to allocate resources.

c. Data drives professional development decisions.

8. **Stakeholder alignment across school, family, and community is integral to the success of students within the MTSS model.**

a. As students are surrounded by a network of support their success increases.

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Intervention/Problem Solving Protocol in MTSS

The combined approach to Intervention/Problem Solving Protocol with Branching Minds (BRM) drives the decisions made in the MTSS system, and includes 4 steps:

1. **Problem Identification** (*"Who and what are we concerned about?"*): the difference between what learning and/or behavior is expected, and what actually occurs is clearly defined.
2. **Problem Analysis** (*"Why do we think the problem is occurring?"*): multiple sources of data are used (e.g., formative and summative assessments, attendance data, the BRM Insight Surveys, etc.,) to generate possible cause(s) of the problem.
3. **Plan Implementation** (*"What can we do about it?"*): using the BRM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support activities that are research-based strategies from the BRM library that maximize the likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** (*"Was our support successful?"*): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If a positive impact is not evident, the problem-solving process begins again.

Making Data-informed Adjustments to Student Support

It is critical to understand that MTSS is based on the premise that the earlier we can: *identify a problem*

→ *analyze it so we can best understand our learners' needs*

→ *implement plans providing each student the level of support they need (using research-backed interventions matched to their specific challenges), and monitor (frequently) for fidelity and effectiveness*

→ the higher the likelihood we can help our students achieve success more easily, more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Making data-informed adjustments to student support includes applying the problem-solving protocol to analyze student response to instruction and intervention and make decisions about adjusting levels of support, instruction, and intervention. Data from valid and reliable screening and progress monitoring help teams determine who gets what, when. Data informs decisions to increase or decrease levels of support through the multi-tiered continuum.

Communication and Collaborating through Quality Meetings

A cohesive approach to student achievement requires a collaborative approach where teachers use assessments to inform individual and collective practice. Collaborative team structures explore data for patterns and determine the causes for success and performance gaps. These teams put data at the center to guide instruction, adaptations, and interventions, to identify students or groups of students who need additional support, and to monitor student progress.

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Successful collaboration results in data-informed instruction, data-focused school level and student goals, and data-centered professional development.

Overarching Goal

City Day Community School will concentrate on increasing the percentage of Kindergarten and First Grade students' Reading Improvement proficiency to 72% or beyond by May, 2025, as measured by the Ohio Learning Standards. Aligned with our City Day vision statement, by 2026, all students (100%) should be performing proficient in reading as measured by STAR 360.

Goal #1:

Kindergarten:

Increase the percentage of all Kindergarten students meeting or exceeding target for phonemic awareness from 53% to 72% by spring, 2025, as measured by STAR 360.

Goal #2:

First Grade:

Increase the percentage of all First Grade students meeting or exceeding target for phonics and word recognition skills from 18% to 72% by spring, 2025, as measured by STAR 360.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Goal # _1_ Action Map

Goal Statement: Increase the percentage of all Kindergarten students meeting or exceeding targets for phonemic awareness from 47% to 72% by spring 2025, as measured by STAR 360.

Evidence-Based Strategy or Strategies:

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	High-quality use of phonemic awareness curriculum resource materials along with professional development with focus on language and literacy.	Employ additional personnel to assist in phonemic awareness, language and literacy instruction.	Analyze grade level data bi-weekly with fidelity.
Timeline	2023-2024 school year & 2024-2025 school year	2023-2024 school year & 2024-2025 school year	2023-2024 school year & 2024-2025 school year
Lead Person(s)	Principal, Paula Graham Teachers	Principal, Paula Graham Literacy Coach	Principal, Paula Graham TBT teams
Resources Needed	High-quality curriculum Curriculum training Additional training in language and literacy	Funds for additional personnel salary Training for additional personnel in language and training.	Funds for STAR 360 renewal Purchase and implement diagnostic assessment for Tier 2 and Tier 3 students Additional training in Branching Minds for progress monitoring and assessment decisions.

Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	Teachers will use high-quality curriculum that is evidence based to drive instruction for language and literacy.	The kindergarten students that are not on track will receive 60-90 minutes one on one or small group sessions weekly over their entire first grade year. They will use a series of leveled, non-phonetic books and follow a daily schedule of re-reading familiar books, systematic word study, sentence writing, and introducing new books. This will include students on Reading Improvement and Monitoring Plans.	Bi-weekly grade level data analysis will occur. The first meeting will result in the development of Reading Improvement and Monitoring Plans based on STAR 360 results.
Measure of Success	Higher percentage of grade promotion. Assessment data OTES 2.0	Assessment data Students on track Classroom walk-through/principal evaluation	STAR 360 reports which include instructional plans. Progress monitoring of Reading Improvement and Monitoring Plans. Growth of students as reported in TBT meetings. Coach will use insight surveys to get teacher input to make instructional decisions and further guide learning plans.
Check-in/Review Date	Quarterly for fidelity checks Coaching access	Monthly for fidelity checks Coaching access	Bi-weekly meetings Coaches meetings with Principal

Section headings marked with an asterisk are required by state law.

Goal # _2_ Action Map

Goal Statement: Increase the percentage of all First Grade students meeting or exceeding target for phonics and word recognition skills from 5% to 72% by spring, 2025, as measured by STAR 360.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-quality use of phonics and word recognition skills curriculum resource materials along with professional development with focus on language and literacy.	All students who require a reading improvement monitoring plan (RIMP) will be provided additional student-specific intervention (tier 2 or tier 3 for MTSS) based on further diagnostic assessments that identify learning gaps.	Analyze grade level data bi-weekly with fidelity. Educational team will discuss diagnostic assessment data, if additional instruction is needed beyond core, specific intervention use that are aligned with learning needs and core curriculum, and skill-specific progress monitoring data.
Timeline	2023-2024 school year & 2024-2025 school year	2023-2024 school year & 2024-2025 school year	2023-2024 school year & 2024-2025 school year
Lead Person(s)	Principal, Paula Graham Teachers	Principal, Paula Graham Literacy Coach	Principal, Paula Graham TBT teams
Resources Needed	High-quality curriculum Curriculum training Additional training in language and literacy	Funds for additional personnel salary Training for additional personnel in language and training	Funds for STAR 360 Purchase and implement diagnostic assessment for Tier 2 and Tier 3 students Additional training in Branching Minds for progress monitoring and assessment decisions
Specifics of Implementation	Teachers will use high-quality curriculum that is evidence based to drive instruction for language and literacy.	The first grade students that are not on track will receive 60-90 minutes one on one or small group sessions weekly over their entire first grade year. They will use a series of leveled, non-phonetic books and follow a daily schedule of re-reading familiar books, systematic word	Bi-weekly grade level data analysis will occur. The first meeting will result in the development of Reading Improvement and Monitoring Plans based on STAR 360 results.

Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
		study, sentence writing, and introducing new books. This will include students on Reading Improvement and Monitoring Plans.	
Measure of Success	Higher percentage of grade promotion. Assessment data OTES 2.0	Assessment data Students on track Classroom walk-through/principal evaluation	STAR 360 reports which include instructional plans. Progress monitoring of Reading Improvement and Monitoring Plans. Growth of students as reported in TBT meetings. Coach will use insight surveys to get teacher input to make instructional decisions and further guide learning plans.

Section headings marked with an asterisk are required by state law.

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Comprehensive Assessment Protocol

a. K-3 Alignment

We utilize formative assessments, interim assessments, and summative assessments with our students to gauge their understanding of what is taught; however, MTSS incorporates proactive and ongoing assessments, universal screeners, diagnostic assessments, and progress monitoring. Assessments tell us more than just about our students - they give us an opportunity to assess our systems for stability.

Questions that we ask when reviewing systems:

1. Is our core healthy?
2. Are our students responding to interventions?
3. Are interventions happening with fidelity?

A comprehensive assessment protocol helps teams make decisions about students' progress in all academic content areas. They are instructionally relevant, valid, and reliable assessments that are critical for providing proactive and reactive support. There are 5 types of assessments, which vary in administration and use.

Universal Screening	Periodic skill-based and normed assessment that provides the school with insight into the strength of the core instruction and students' needs.
Diagnostic Assessments	Skill-based assessments provide deeper insight into a student's particular skill deficits.
Progress Monitoring Assessments	Skill-based assessments are used to determine growth when a student is receiving an intervention.
Benchmark Assessments	Standards-driven assessment that measures student performance periodically throughout the year. All core subjects take a quarterly benchmark assessment.

Section headings marked with an asterisk are required by state law.

Curriculum Embedded Assessments	Encompass both formative and summative standards-driven assessments that occur ongoing throughout the learning experience and provide teachers with data on student performance related to a particular learning outcome.

Our Universal Screening Plan:

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). It is similar to screening for potential health problems by taking a child's temperature or monitoring their height and weight.

Grades K-3 Universal Screening and Diagnostic Assessments and Decision Rules:

Growth on the Universal Screener will serve as the K-3 screener for literacy. Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom, and school levels and provide some early predictions as to student performance to the state standards and Ohio state assessments. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. STAR 360 is an online assessment of literacy. It will be administered to all students in grades K-3 four times during the year (initial, fall, winter, and spring).

Kindergarten students will complete the Universal Screener just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year, we want to be careful about over-identifying young children for specific skill deficit intervention (ahead of natural progressions). Students will be identified as needing interventions; however, they will not be tested for special education services until first grade or second year of kindergarten. This will allow kindergarten students an adequate opportunity to acquire skills needed to demonstrate mastery of grade-level content in the areas of literacy. Academic interventions in kindergarten should be ongoing with students who demonstrate a need in literacy.

Universal Screening/Diagnostic			
Tools	What Is It?	Who Administers	When Administered
STAR 360	- Online assessment for math and literacy	- Administered to all students in grades K-3 by homeroom teacher or intervention specialist when appropriate	Initial/Fall/Winter/Spring

Section headings marked with an asterisk are required by state law.

Acadience	-Scientifically researched assessment for math and literacy	- Administered to all students in grades K-3 by homeroom teacher or intervention specialist when appropriate -Approved screener for dyslexia for Kindergarten students	Initial/Fall/Winter/Spring As indicated by need for Tier 2 or if a parent requests testing for dyslexia

Our Evaluation of Screening Data:

Guiding questions:

Are we sufficiently delivering Tier 1 instruction?

With universal screening (K-3): Are at least 80% of students reaching grade-level proficiency?

Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students are demonstrating proficiency per universal screening standards, teams review the MTSS Problem Solving Steps at Tier 1 to determine how to improve the core instruction so it benefits more students.

Is the Tier 1 instruction supporting our students equitably?

a. **With universal screening:** Does the percent of students reaching grade-level proficiency significantly vary across demographic subgroups?

b. **With individual screening:** Does the percentage of students being referred for individual screening significantly vary across demographic subgroups?

The core instruction should equitably support the diversity of our district. Suppose a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations. In that case, we must evaluate the core related to that demographic of students and problem-solve why it does not sufficiently meet their needs before placing them in Tier 2 or 3.

Who needs Tier 2 and 3 support?

With universal screening (K-3): Students who fall below the 10th percentile should receive Tier 3 level of support, and students who fall between the 10th and 24th percentile should receive Tier 2 level support.

For grades K-3, STAR 360 data are automatically ingested in Branching Minds, and school managers can tier students based on cut scores following these directions.

The STAR 360 performance of the student should be verified by comparing it to other sources of data (past tier performance, benchmark data, formative assessments, etc.). The STAR 360 assessment is intended to over-identify students needing support, so if other data suggest that they are not at-risk, they do not need to receive Tier 2 or 3 level support. Managers can adjust the tier from the Tier History Report on Branching Minds following these directions.

At any time, staff may utilize additional data to consider additional support for a student. Teams should be sure to identify the root cause of the student's performance using diagnostic reading tools. If a foundational deficit is identified, the student should receive a Tier 3 level of support.

Our Progress Monitoring Plan

Purpose: The purpose of monitoring progress is to determine the effectiveness of a support plan at Tier 1 or an intervention plan on student learning. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to intervention plans based on data, Branching Minds should be updated to indicate the change. Students receiving support in Tiers 2 and 3 should be assessed bi-weekly.

Schedule: As the severity of the student's problem, and the intensity of school resources provided to address that problem increases, so should the frequency of progress monitoring. Students in kindergarten through fourth grade will begin bi-weekly progress monitoring in November as required by the state of Ohio for the Reading Improvement Monitoring Plans (RIMP).

Person Responsible: Due to staffing, homeroom teachers are expected to test their students. Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Section headings marked with an asterisk are required by state law.

Academics	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	***Universal Screening:*** *4 times per year (initial, fall, winter, spring) for all students K-3*	STAR 360	Classroom Teacher
Tier 2	***Monitor Progress:*** *Twice monthly (more often as concern increases, may need multiple assessments for reliability)*	STAR 360 Acadience	Classroom Teacher
Tier 3	***Monitor Progress:*** *Twice monthly (more often as concern increases, may need multiple assessments for reliability)*	STAR 360 Acadience	Classroom Teacher/Interventionist

An Intervention Plan: An intervention plan differs from Tier 1 support in that it is targeted toward a specific skill deficit. An intervention plan must include a defined goal, progress monitoring assessment, and intervention details like duration, frequency, and setting. Designing these plans should also engage students in goal setting and self-reflection. An intervention plan helps teachers articulate, and students understand:

- The specific skill or ability the student needs to master, which is the goal.
- How they will know that the student has achieved mastery, via a progress monitoring assessment.
- The program, activity, or strategy needed to achieve the goal, which is the intervention.

A Goal: A goal is a specific articulation of an academic/social-emotional/behavioral skill a student needs to achieve in order to successfully participate in core instruction. Goals should be SMART meaning they are SPECIFIC about what should be accomplished, MEASURABLE with quantifiable data, ATTAINABLE for that student, RELEVANT to grade-level expectations, and TIME-BOUND over the course of several weeks.

An Intervention: An Intervention is an intentional, research, or evidence-based program, an instructional activity, or strategy to target a specific academic/social-emotional/behavioral skill. Interventions are delivered with a specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in a variety of contexts such as small groups, one on one, after school, and/or tutoring.

A Progress Monitoring Assessment: Progress monitoring assessments are quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating).

Section headings marked with an asterisk are required by state law.

These assessments are given to students receiving Tier 2 or 3 levels of support every other week, and provide visibility into the effectiveness of support and guide decision making around changing the support approach.

- The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning.
- When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008).
- When changes are made to intervention plans based on data, Branching Minds should be updated to indicate the change.
- Students receiving Tier 2 and Tier 3 support should be assessed every other week.
- Assessments used for progress monitoring should be valid and reliable measures of the specific skill being evaluated so that they can be used to compare students' rate of growth to the expected rate of growth (based on local or national peer comparison).

Tier 2 Targeted Group Instruction

At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based targeted small-group instruction aligned with Tier 1 content and performance expectations. Approximately 10-15% of students will need supplemental instruction at Tier 2 to become proficient. Tier 2 support is implemented with groups of students demonstrating common skill deficits or social/emotional/behavioral risk characteristics. These students should be observed on Branching Minds, where a collaborative plan is developed, monitored, and documented.

Targeted group instruction typically involves an additional 30-60 minutes of instruction (outside of core instruction) provided each week (e.g., two to three 15-minute instruction periods). Targeted group instruction must be more explicit; more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 2 to 5 students, for elementary, and 3 to 6 students or Tier 2 support classes broken into a few groups of 3 to 6 students, for middle school.

Tier 3 Intensive Individualized Intervention

Students who have not demonstrated progress with targeted group instruction at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 instruction because they are individualized based on data collected in individual problem solving, and occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of 1-3 students are acceptable for elementary and middle school), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Section headings marked with an asterisk are required by state law.

Tier 3 involves Tier 1 core curriculum, plus Tier 2 targeted interventions/supports plus more intensive and individualized intervention. Approximately 1-5% of students may need this level of support. Tier 3 refers to academic and behavioral instruction/interventions provided to students considered to be at high risk for failure and in need of our most intensive and individualized support. Tier 3 instruction groups are smaller and sometimes delivered 1:1 when needed.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports to use at home or in the community.

Section headings marked with an asterisk are required by state law.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

City Day Community School will implement an on-going language arts assessment plan, including formative and summative measures. All teachers will use assessments to plan appropriate intervention strategies.

 The building leadership team will monitor success of the school's reading/writing program through summative data reviewed quarterly. When indicators show students are not making adequate progress, administration will meet with principals and staff to insure needed changes. Summative testing will include: STAR 360 Early Literacy and Reading tests.

 Classroom on-going formative assessments will drive instructional decisions. They will include the following: writing samples, phonemic awareness assessment, Acadience diagnostic testing when appropriate, high frequency word assessment, spelling inventory and reading intervention tests. Teacher-based teams will meet weekly to evaluate the effectiveness of instructional strategies on specific student groups using the five-step Ohio Improvement Plan process.

- *Intervention will include the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.*

- *Students in grades K-3 who are determined to be "off track" will be put on Reading Improvement and Monitoring Plans (RIMPs). All students in grade 3 will be placed on RIMPs.*

- *A folder will be maintained for all students with their formative assessments tests*

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Section headings marked with an asterisk are required by state law.

Goal 1: *Increase the percentage of all Kindergarten students meeting or exceeding targets for phonemic awareness from 53% to 72% by spring 2025, as measured by STAR 360.*

Evidence-based Strategy: *The kindergarten students that are not on track will receive 60-90 minutes one on one or small group sessions weekly over their entire first grade year. They will use a series of leveled, non-phonetic books and follow a daily schedule of re-reading familiar books, systematic word study, sentence writing, and introducing new books. This will include students on Reading Improvement and Monitoring Plans.*

Goal 2: *Increase the percentage of all First Grade students meeting or exceeding target for phonics and word recognition skills from 18% to 72% by spring, 2025, as measured by STAR 360.*

Evidence-based Strategy: *The first grade students that are not on track will receive 60-90 minutes one on one or small group sessions weekly over their entire first grade year. They will use a series of leveled, non-phonetic books and follow a daily schedule of re-reading familiar books, systematic word study, sentence writing, and introducing new books. This will include students on Reading Improvement and Monitoring Plans.*

Research shows that effective literacy programs often exhibit three important characteristics: 1) Programs employ a balanced approach incorporating research based practices from both literature and skills-based approaches. 2) They include reading and writing to, with, and by children. 3) They move from a high level of teacher support to independence.

All staff, including intervention specialists and Title I teachers, will provide differentiated instruction based on formative and summative data. This differentiation will include those needing remediation and those needing enrichment activities.

Staff will analyze data on an on-going basis to monitor student progress to assure intervention or enrichment is appropriate and successful. Grades K - 1 will develop and use specific delivery models to meet student needs. Individual instructional plans will include short-term and long-term goals for students. IEP

This is an improvement on the past years in that intervention students will receive additional individualized instruction in either small groups or a one-on-one setting, and will be given additional assessments to help plan this instruction. Students on RIMPs will be continually monitored for growth on specific early literacy skills, and intervention will focus on specific skill deficits in order to close learning gaps that cause students to lag behind in future grades..

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Section headings marked with an asterisk are required by state law.

Forming a School Site MTSS Team

The MTSS team is a school-based problem-solving team; it's the engine that drives the MTSS system. The MTSS team proactively addresses system needs by reviewing school-wide data (within grade levels and classrooms) and supports individual student growth by helping to monitor progress and make decisions for students at Tier 3. The site administrator designates the composition of the MTSS team. MTSS team membership is determined both by standing members who contribute expertise from their respective disciplines and those who may be invited to address a specific concern. Examples of standing members on the MTSS team include: administrator, general education teacher, school psychologist/counselor, dean, content area specialist, ELL teacher, special education teacher, and grade-level or department representatives.

MTSS Team duties are as follows:

Meet regularly with a structured agenda that varies throughout the month to:

- Review universal screening data;
- Review school-wide data, consider feedback and concerns from PLCs, and make data-based decisions;
- Provide input on professional development as it relates to the school's MTSS system and Tier 1 needs;
- Provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings;
- Support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers;
- Discuss and communicate with the site administrator on issues relevant to the MTSS process;
- Consult and collaborate with administrators, counselors, teachers, and parents about MTSS, problem-solving process, and procedural integrity;
- Hold problem-solving meetings (that include parents) for individual students;
- Refer students for comprehensive special education evaluations when data indicate this step is warranted.

Successful teams clearly articulate everyone's roles and responsibilities so people are adequately able to prepare for what is expected of them and bring their best to the team. The following are typical roles and responsibilities that should be explicitly assigned to members of the MTSS/RTI team, given individual strengths and abilities:

Administrative Representative

- Provides leadership at MTSS team meetings
- Facilitates monitoring of instructional integrity within grade levels/departments
- Provides leadership at MTSS team meetings
- Ensures bi-weekly progress monitoring for all students in Tiers (both for students with IEPs and those without IEPs)
- Ensures school schedule and resource allocation enables a successful MTSS practice Celebrates and communicates success

MTSS Team Coordinator/Facilitator

- Coordinates and sets agenda for MTSS team meetings
- Provides expertise to MTSS team regarding problem-solving protocol
- Provides expertise in data analysis

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- Identifies trends in student/staff need across school

Grade-level/Content Area Representative

- Serves as a liaison between PLC/grade-level/department team and MTSS team
- Attends grade level PLC/MTSS meetings on a regular basis
- Identifies trends in student/staff need across grade-level or content area
- Presents data/background information on the student being discussed (in the absence of classroom teacher)

Specialists (rotating members including, ELL teacher, speech/language pathologist, intervention teacher, behavior specialist based on the student being discussed)

- Provides expertise to the MTSS team regarding interventions and skill remediation
- Supports MTSS team with data interpretation and ensures linkage of data to selected interventions
- Gathers progress monitoring data from PLCs and Tier 3 interventionists for review during MTSS meetings
- Consults/collaborates with classroom teachers regarding differentiated instruction

Classroom teacher (rotating member representing student)

- Provides experience with and knowledge of student being discussed
- Presents data/background information on student
- Ensures next steps are documented and communicated with student and/or family

This chart is designed to maximize the effectiveness of MTSS in City Day Community School and to provide a timeline for our implementation. Staff development will be phased in, focusing on the mandated needs of grades K-8 beginning in Fall 2023. This is an ongoing process as the MTSS model is phased in. Some staff development will need to be continued to support newly hired teachers. Long-term substitute teachers, as well as permanent substitute teachers, will also be considered in this plan.

In addition to the MTSS rollout plan, ongoing professional development for our core curriculum is critical for the success of our students. This will be coordinated by the building principal, in conjunction with other administrators, to meet the needs of their respective staff. This professional development will include, but not be limited to, guided reading, inter-visitations, dialogue between faculties, purchase of necessary programs, and the use of district substitutes.

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Professional Development:

Focus of training	Introduction	Implementation	Review & Follow Up
Key Concepts of MTSS MTSS building committees begin phase-in in Spring 2023, at building principals discretion (grade level, time, in-service, etc.)	1. MTSS building committees present to respective staff during August Retreat Week, 2023	1. Grade level and content team meetings K-8 2. In-service meetings K-8	Original MTSS committee will meet annually to adjust the plan as needed
Understanding and Implementing Tiered Interventions	1. Grade level, content team, and in-service times throughout the year 2023-2024 2. Distribution and explanation of MTSS Handbook to all K-8 teachers by Principal and MTSS Team	1. Grade level meetings K-8 2. In-service meetings K-8	1. Ongoing training and support 2. New staff members trained in all interventions
Training & Application of Universal Screening/Progress Monitoring: STAR 360	ALL teachers will be given an overview at 2023 August Staff retreat	ALL classroom teachers and key personnel (as needed) determined by administration, will be trained in the administration of the screener, and how to interpret the data it provides	Ongoing training and support (as needed) New staff members trained in: 1. Application and use of universal screening 2. Use of universal screening data to determine the interventions needed
Dyslexia Training: Introduction to Dyslexia Ohio Department of Education Course	1. K-2 Teachers, Literacy Support Staff and all Intervention Specialists will take the 18 hour course prior to the beginning of the 2023-2024 school year 2. 3-8 Teachers and Literacy Support staff will take the course prior to the beginning	Prior to the year beginning, teachers will need to produce their certificate indicating they passed the ODE Introduction to Dyslexia Course.	Ongoing training and support (as needed)

Section headings marked with an asterisk are required by state law.

	of the 2024-2025 school year.		

OUR WORKFLOW FOR MTSS FOR ELEMENTARY/MIDDLE SCHOOLS:

Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer universal screeners (academic)	*Assessments administered to all students, 4 times per year.*	*Initial, Fall, Winter, and Spring*	Classroom Teacher
Tier students based on screener data	*Tier 2 – students between 10th and 24th percentile on screener.* *Tier 3 – students between 1st and 9th percentile on screener.*	*After screener/benchmark assessments*	Principal
Establish a high-quality effective core	*Tier 1 has an impact rate of 80%*	*Initial, Fall, Winter, and Spring assessments*	Classroom Teacher
Schedule initial Student Support Meetings	*Goals for Universal Screener are discussed*	*Quarterly conference prior to Fall, Winter, and Spring testing*	Principal, Superintendent, Instructional Coach
Develop collaborative Intervention Plans	*Goals, progress monitors, and interventions will be added to each student needing Tier 2 and 3 level support in the area they are struggling.*	*After Initial Screener for K-4th grade for Reading Improvement Monitoring Plan as required for state of Ohio*	Instructional Coach and teachers
Share updates with family and student	*Letters can be generated on BRM platform using preloaded templates, and/or STAR 360 platform*	*After each quarterly assessment*	Classroom Teachers
Implement intervention and monitor plan	*Teachers and interventions with assigned work will administer.*	*Tier 2: 15 minutes per session, 2 sessions per week* *Tier 3: 20 minutes per session, 3 sessions per week*	Classroom Teachers and Literacy/Math Coaches

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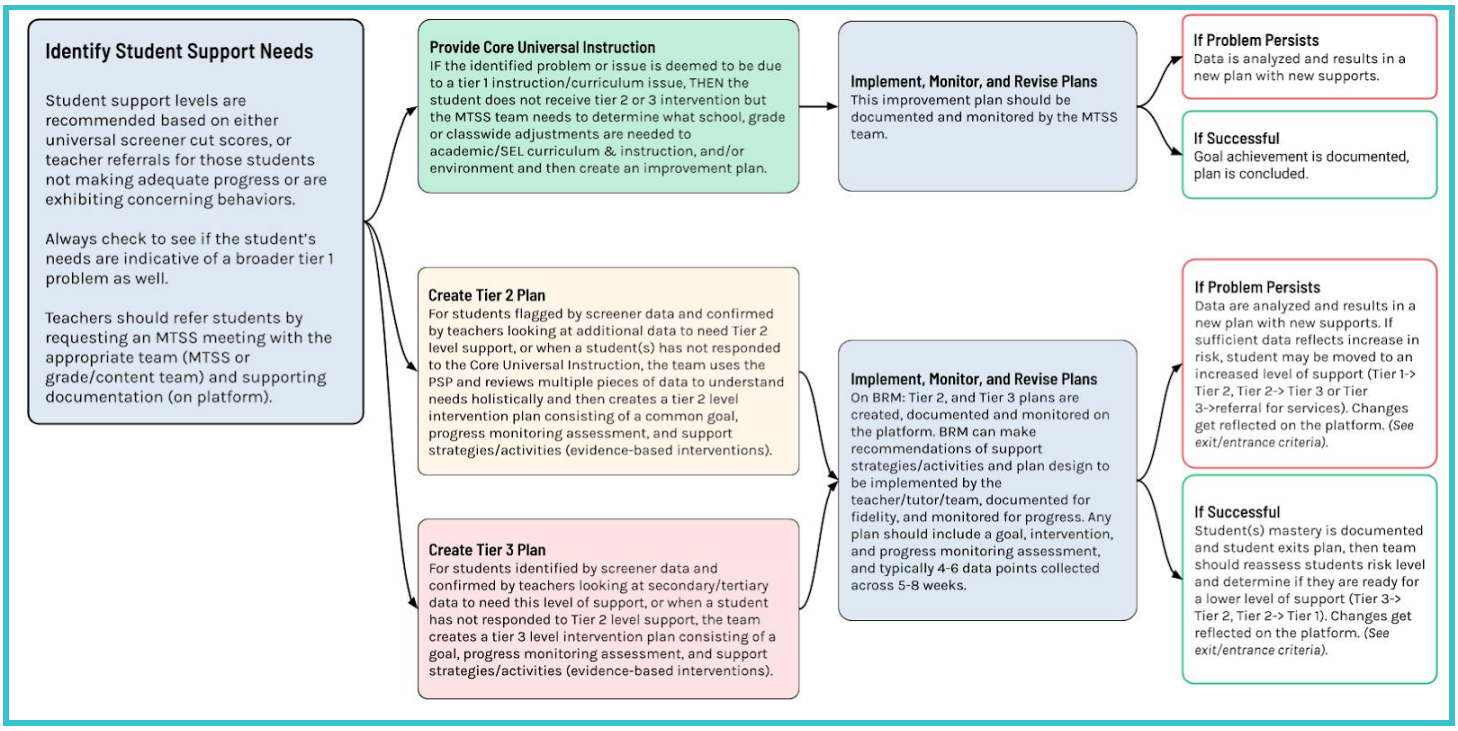
Review impact of supports and student progress	*Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.*	*Tier 2: monthly in grade team meetings* *Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing*	Teacher-based team
Adjust plan based on relevant data	*If a student did not make sufficient progress, follow problem-solving protocol and adjust plans.*	*After collaborative review*	Teacher

Section headings marked with an asterisk are required by state law.

APPENDICES

Appendice A: Overview

AN OVERVIEW OF MTSS GUIDELINES: CITY DAY COMMUNITY SCHOOL



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